

SUBJECT: TEXTBOOKS/WORKBOOKS/CALCULATORS**Textbooks**

The term "textbook" shall refer to a book supplied to a student for a fixed period of time for his/her personal use and basic to the study of a subject. The Board of Education shall make provision for funds to be budgeted for the purchase of textbooks and related instructional materials.

Upon the recommendation of the Superintendent of Schools, the Board of Education shall designate the textbooks to be used. Textbooks, once designated, cannot be superseded within a period of five (5) years except by a three-fourths (3/4) vote of the Board.

As required by federal law and New York State Regulations, the District has adopted the National Instructional Materials Accessibility Standard (NIMAS) to ensure that curriculum materials are available in a usable alternative format for students with disabilities. To facilitate this process, the District will participate in the National Instructional Materials Access Center (NIMAC) and will require that all contracts with publishers for textbooks and other printed core materials executed after December 2006 include a provision requiring the publisher to produce NIMAS files and send them to NIMAC.

Students will be required to pay for lost books or for excessive damage to books.

Textbooks for Resident Students Attending Private Schools

Resident students attending private schools will be supplied non-sectarian textbooks in accordance with the requirements of Education Law.

Workbooks

The term "workbook" shall refer to the type of book that provides spaces to write in and is consumed each year. It is usually paper-covered and designed to be used in connection with a textbook. The Board of Education shall approve the expenditure of funds for the purchase of workbooks and manuals.

Calculators

The District can require students to provide their own "supplies" (defined as something which is consumed in use, loses its appearance and shape in use, expendable, and inexpensive). Examples include pencils, pens, paper, etc. Calculators do not fall into this category and must be considered like classroom teaching materials for which the District is authorized to levy a tax. In addition, the District may purchase, and must still provide, calculators even if operating under a contingent budget if the calculators are required for participation in an educational program.

(Continued)

SUBJECT: TEXTBOOKS/WORKBOOKS/CALCULATORS (Cont'd.)

The New York State Education Department requires the use of calculators for intermediate and high school level mathematics and science assessments. To the extent that calculators are a necessary part of the educational program, the District must provide them. Under no circumstances should students be charged for a calculator or otherwise required to purchase one in order to participate in an educational program of the District. (see website: http://www.emsc.nysed.gov/mgtserv/charging_for_calculators.shtml)

20 United States Code (USC) Section
1474(e)(3)(B)
Education Law Section 701 et seq.
Education Law Article 15
8 New York Code of Rules and Regulations
(NYCRR) Parts 155 and 200.2

1st reading: 8/22/07
2nd reading: 9/26/07
Adoption Date: 9/26/07

SUBJECT: TEXTBOOK SELECTION AND ADOPTION

Overview

The textbook is an important instructional tool. It provides a common body of subject matter material designed to implement an approved course of study.

Procedure

- 1) Requests for a new or supplementary textbook may originate with the individual teacher, administrator, department or grade level.
- 2) Requests for a change or addition in textbook material together with justification are to be directed to the building principal for review. If the request is approved by the building principal, the Selection Process as outlined will be used.

Selection Process

- 1) As curriculum is under constant review and change, concurrent studies should be conducted to find and to select the necessary texts and other instructional materials to support that curriculum.
- 2) When needs are defined, the securing of sample texts and related material from various sources is an important first step in the selection process.
- 3) Every effort should be made to utilize a selection committee. Teachers from related fields, reading and library specialists, and building administrators are other appropriate sources for committee membership.
- 4) An evaluation form is available for use in the review of textbooks.

Approval

A requisition describing the selected material is to be submitted to the building principal for approval.

The requisition is then submitted to the District Office for consideration in formulating a proposed budget. As required by law, any textbook being requisitioned that supersedes one that has been in use for a period of less than five (5) years must be approved by a three-fourths vote of the Board of Education.

TEXTBOOK REVIEW AND ADOPTION

Process Outline

A formal process of principal textbook review by course and/or content area for grades K-12 will occur on a five-year cycle. A summary of specific course and content areas proposed for review by cycle year is included in Appendix-A. The 2006-2007 school year represents year-1 of this cycle.

This review process will not necessarily result in the selection and adoption of a new textbook series. Off cycle requests may be addressed based on need and justification.

Scheduled Textbook Review

1. Scheduled textbook reviews for each course and/or content area will occur on a five-year cycle. The scheduled textbook review will consist of a formal and consistent evaluation of the existing principle textbook series and associated curriculum materials.
2. A "Textbook Review Committee" (TRC) composed of all members of the staff that will be impacted by the textbook selection (i.e., secondary department staff, elementary grade level staff [minimum of two grade levels], special education staff, compensatory education staff) will evaluate the existing textbook series.
 - The attached selection criteria and associated rubric will be used to evaluate the existing textbook series. Each textbook will be rated individually by each member of the TRC.
 - The TRC will make a final decision (by consensus) as to whether the existing textbook series meets current academic needs. This decision will be based on quantitative evidence (individual rubric scores) and qualitative input (narrative responses and summary comments).
 - The designated Teacher Specialist for the grade level or department will complete the "Textbook Review" form included in Appendix-B and forward to the appropriate building principal(s).
 - A copy of the "Textbook Review" form and all evaluation materials including completed rubrics, review meeting summaries and conclusions, will be forwarded to the Director of Organizational Development.
3. If it is determined that the existing textbook series will satisfy current academic and enrollment needs, no further action will be taken.
4. If it is determined that the existing textbook series does not meet current academic and enrollment needs, the textbook adoption process will be initiated beginning with Step-1 on the following page.

Textbook Adoption Process Based On Need

The adoption of a new textbook series and associated curriculum materials represents a comprehensive process of assessment and evaluation. Specific tasks include the initial definition and justification of need; screening viable samples; performing a detailed evaluation of specific samples; conducting a classroom pilot trial; and making final recommendation for selection, procurement and implementation. Due to the complexity and critical nature of these decisions, ample time must be allowed for the entire process to be completed effectively. Though not always feasible, allocating a full school year to the evaluation and approval process would be ideal, with the intent of implementation the following year.

1. Definition and Justification of Need:

- A needs assessment is required by all members of the department and/or grade level.
- The "Textbook Request" form included in Appendix-C must be completed, clearly articulating the need and justification for a new textbook.
- The designated Teacher Specialist for the grade level or department will forward the completed "Textbook Request" form and supporting documentation, including an estimate of total cost to the appropriate building principal for review and approval.
- Once approved, the principal(s) will forward the "Textbook Request" form and supporting documentation to the Director of Organizational Development for review and approval. The Director of Organizational Development will confirm any budgetary constraint associated with the proposed.

2. Coordination of Publisher Presentations and Acquisition of Textbook Samples:

- The Teacher Specialist will facilitate and coordinate contact with publishers with communication to the appropriate building principal(s).
- Publishers will be invited on-site to make formal presentations of their product(s), provide product samples, provide source documents / citations to ensure content is based on scientific research, and provide appropriate verification of alignment with NYS Learning Standards.
- The Teacher Specialist will provide a schedule of publisher presentations (dates and times) to all teaching staff that will be impacted by the textbook selection; to appropriate building principal(s); and to the Director of Organizational Development.

3. Initial Screening of Textbook Samples:

- A "Textbook Review Committee" (TRC) composed of all members of the staff that will be impacted by the textbook selection (i.e., secondary department staff, elementary grade level staff [minimum of two grade levels], special education staff, compensatory education staff) will screen initial samples received.
- The screening process must confirm that each textbook series considered for further review satisfies the five following mandatory requirements:
 - A) Curriculum materials address NYS Learning Standards.
 - Content and assessments are aligned with specific Learning Standards.

- B) Curriculum materials address the learning needs of diverse student populations.
 - Materials address differentiated instruction, appropriate readability levels, range of adaptability, etc.
- C) Curriculum materials are based upon scientific research.
 - For a definition of scientifically based research refer to page-4
- D) Appropriate forms of ongoing assessment are evident and provided.
 - Effective assessment alternatives ensure student learning and understanding.
- E) A rich assortment of instructional technology resources are provided.
 - Technology resources include practical and meaningful tools to support instruction and learning.
 - Technology resources are compatible with THCS D platform and capacity.

4. Formal Review Process:

- The Teacher Specialist will obtain a minimum of three (3) textbook samples in appropriate quantity for formal review by the TRC. In unique cases where there may be fewer than three textbook alternatives available, the Teacher Specialist will obtain samples of all available textbook alternatives.
- The attached selection criteria and associated rubric will be used to assess each sample. Each textbook sample will be rated individually by each member of the TRC.
- The TRC will identify a final textbook series (by consensus), to be selected for a classroom "Pilot Program" based on quantitative evidence (individual rubric scores) and qualitative input (narrative responses and summary comments).
- A copy of all evaluation materials including all completed rubrics, review meeting summaries and conclusions, will be forwarded to the Director of Organizational Development.

5. Classroom "Pilot Program":

- The Pilot Program will be initiated to utilize the textbook and associated curriculum materials within the identified classroom(s) of intended use. The minimum duration for the classroom Pilot Program will be one quarter of the school year (10 weeks).
- The Teacher Specialist will coordinate the acquisition of the appropriate quantity of textbooks and associated materials from the publisher.
- At the completion of the Pilot Program, the TRC will convene to review the results of the Pilot Program.

6. Final Recommendation for Textbook Adoption:

Upon final review of selection evaluation and results of the classroom Pilot Program, the TRC will make a recommendation for the adoption of a new textbook series and associated curriculum materials. This final recommendation will be based upon quantitative and qualitative data compiled throughout the entire process and presented to the Director of Organizational Development and Building Principal(s).

7. Superintendent and Board of Education Approval:

The recommendation for textbook adoption by the TRC will be provided to the Superintendent of Schools for his/her review and approval. If the Superintendent approves of this recommendation, then the Superintendent of Schools will recommend that the THCS Board of Education consider approval for adoption of the requested textbook series and curriculum materials. Questions that may arise by the BOE may be addressed by the Building Principal, Director of Organizational Development, and/or a representative member of the TRC.

8. Procurement of New Textbook Series:

The Teacher Specialist will complete and forward a "New Series Textbook Requisition Form" to the Building Principal for approval. The Building Principal(s) will forward the approved Requisition to the Director of Organizational Development for approval and processing.

Definitions

1. What is scientifically-based reading research? ¹

The statute defines scientifically-based reading research as the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties (Section 2252(5)). To meet the statutory definition, the research must:

- employ systematic, empirical methods that draw on observation or experiment;
- involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- rely on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
- have been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

¹ NYSED Office of NY City School and Community Services. *Reading Excellence Act (REA)*. [http://www.emsc.nysed.gov/nyc/REA\(1\)FAQ.html](http://www.emsc.nysed.gov/nyc/REA(1)FAQ.html) .

Textbook Selection Criteria

1. Assessment:

- Formal and informal assessment alternatives
- High quality assessments that accurately measure critical knowledge acquisition and skills
- Assessments that mirror format of NYS Assessments
- Instruments that assess higher order thinking skills

2. Adaptability:

- Readability level acceptable
- Cultural background addressed
- ESL considerations appropriate
- Differentiated instruction elements apparent for different levels
- Availability of alternative materials (i.e., worksheets) for lower level students
- Ability to easily modify tests on computer to meet individual student needs
- Flexible level of activities within grade level

3. Technology:


- Availability of electronic versions
- Technology integration (CDs, DVDs, websites, downloadable resources)
- Technology tools compatible with district infrastructure and capacity

4. Presentation / Structure:

- Assortment of diagrams & graphs/visuals available
- Index & Glossary present
- Chapter intro & summary
- Organization and structure - what are we looking for
- Illustrations that are clearly relevant to surrounding text
- Physical durability of product
- Student friendly
- Page layout

5. Curriculum and Instruction:

- Tight alignment with curriculum and the NYS Learning Standards
- Level and style of questioning relevant
- Higher level thinking activities
- Spiraling
- Constructivist approach
- Interdisciplinary connections



6. Implementation

- Staff development and availability of support
- Frequency of newer editions
- Communication to parents
- Extensions into the home

7. Value:

- Within budget capacity

8. Content Area Considerations:

- Specific Content Area Considerations

9. Cost / Benefit Ratio

EVALUATION RUBRIC AND SUMMARY

Please rate each criteria within the eight categories defined (Assessment, Adaptability, Technology, Presentation/Structure, Curriculum and Instructional, Implementation, Value, and Content Area Considerations) using the 4-point rubric below. Please carefully consider each response in terms of the *extent* to which the specific needs are met. A total average rubric score of 3.0 and appropriate discourse by the full TRC is required to maintain the existing textbook/materials or to select a new textbook series.

1. Assessment:

Criteria	1	2	3	4	Score
Formal and informal assessment alternatives	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:					

Criteria	1	2	3	4	Score
High quality assessments that accurately measure critical knowledge acquisition and skills	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:					

Criteria	1	2	3	4	Score
Assessments that mirror format of NYS Assessments	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:					

Criteria	1	2	3	4	Score
Instruments that assess higher order thinking skills	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:					

Total Assessment Score:

2. Adaptability:

Criteria	1	2	3	4	Score
Readability acceptable for all students at all levels	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:					

Criteria	1	2	3	4	Score
Addresses differences in cultural background	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:					

Criteria	1	2	3	4	Score
Addresses ESL considerations	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:					

Criteria		1	2	3	4	Score
Differentiated instruction elements apparent for different levels	1	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
	Comment:					

Criteria		1	2	3	4	Score
Availability of alternative materials for lower level students	1	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
	Comment:					

Criteria		1	2	3	4	Score
Ability to easily modify tests on computer to meet individual student needs	1	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
	Comment:					

Criteria		1	2	3	4	Score
Flexible level of activities within grade level	1	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
	Comment:					

Total Adaptability Score:	
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3. Technology:

Criteria	1	2	3	4	Score
Availability of electronic versions	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:					

Criteria	1	2	3	4	Score
Comprehensive technology resources to enhance curriculum integration (i.e. CDs, DVDs, websites, downloadable resources)	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:					

Criteria	1	2	3	4	Score
Technology tools compatible with district infrastructure and capacity	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:					

Total Technology Score:	
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4. Presentation / Structure:

Criteria		1	2	3	4	Score
Full assortment of diagrams, graphs and other visual representations available		Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:						

Criteria		1	2	3	4	Score
Complete index and glossary present		Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:						

Criteria		1	2	3	4	Score
Chapter introduction and summary present		Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:						

Criteria		1	2	3	4	Score
Logical organization and structure		Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:						

Criteria		1	2	3	4	Score
Illustrations that are clearly relevant to surrounding text		Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:						

Criteria		1	2	3	4	Score
Physical durability of product	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area		
	Comment:					

Criteria		1	2	3	4	Score
Student friendly	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area		
	Comment:					

Criteria		1	2	3	4	Score
Page layout is age/grade appropriate for learning	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area		
	Comment:					

Total Presentation/Structure Score:	
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5. Curriculum and Instruction:

Criteria		1	2	3	4	Score
Tight alignment with curriculum and the NYS Learning Standards		Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
	Comment:					

Criteria		1	2	3	4	Score
Level and style of questioning relevant		Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
	Comment:					

Criteria		1	2	3	4	Score
Higher level thinking activities available		Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
	Comment:					

Criteria		1	2	3	4	Score
Spiraling		Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
	Comment:					

Criteria		1	2	3	4	Score
Constructivist approach		Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
	Comment:					

Criteria	1	2	3	4	Score
Interdisciplinary connections	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:					

Total Curriculum and Instruction Score:	
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6. Implementation:

Criteria	1	2	3	4	Score
Staff development and training	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:					

Criteria	1	2	3	4	Score
Availability of support	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:					

Criteria	1	2	3	4	Score
Frequency of newer editions	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:					

Criteria	1	2	3	4	Score
Communication to parents	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:					

Criteria	1	2	3	4	Score
Extensions into the home	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:					

Total Implementation Score:

7. Value:

Criteria	1	2	3	4	Score
Within budget capacity	Does not meet any needs in this area	Meets some needs in this area	Meets most needs in this area	Meets all needs in this area	
Comment:					

Total Value Score:

8. Content Area Considerations:

Criteria	Score			
	1 Does not meet any needs in this area	2 Meets some needs in this area	3 Meets most needs in this area	4 Meets all needs in this area
Specific Content Area Considerations should be listed below and evaluated individually:				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Total Content Area Considerations Score:	
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Total Score of all areas:

Cost/Benefit Ratio (Total Cost/Total Rubric Score):	Total Cost (A)	Total Rubric Score (B)	Cost/Benefit Ratio (A) / (B)

Summary Comments:

REFERENCES

- American Association for the Advancement of Science. *The Project 2061 Curriculum—Analysis Procedure*.
- Goldsmith, Lynn T., Mark, June, Kantrov, Ilene. *Choosing a Standards-Based Mathematics Curriculum*. New York: Heinemann, Inc.
- NYSED Office of NY City School and Community Services. *Reading Excellence Act (REA)*.
[http://www.emsc.nysed.gov/nyc/REA\(1\)FAQ.html](http://www.emsc.nysed.gov/nyc/REA(1)FAQ.html).
- U.S. Department of Education. *Expert Panel on Mathematics and Science Education*. Washington D.C.

Appendix A

Textbook Review Process

FIVE YEAR TEXTBOOK REVIEW CYCLE

YEAR	CONTENT AREA
Year 1 06-07 School Yr	Health, Financial Decision Making, Business Law, Music in our Lives, 7/8 Science, Geometry, Ceramics, Sculpture, US History, K-6 ELA
Year 2 07-08 School Yr	Food & Nutrition, Child Psychology and Development, Accounting, English, Level 2 (Fr & Sp), Algebra 2, Art History, Sociology and Psychology, AP US History, Biology, AP Biology, K-6 Science
Year 3 08--09 School Yr	Parenting, Level 3 (Fr & Sp), Pre-Calculus, Media Art, Government, Conceptual Physics, Regents Physics, AP Physics, K-6 Social Studies
Year 4 09-10 School Yr	Level 4 (Fr & Sp), Statistics & College Algebra, AP Calculus, Drawing & Painting, Economics, Chemistry, Advanced Science Topics, College Psychology, College Constitutional Issues, K-6 Math
Year 5 10-11 School Yr	Level 1 (Fr & Sp), Grades 7/8/9 Math, Studio Art, Grades 7/8 Art, Art/Music/Technology

Appendix B

Textbook Review

Textbook Review

In compliance with the THCS D Textbook Review and Adoption Process, the following textbook has been reviewed as part of a 5-year cycle.

Date:	Teacher Specialist:
Content Area:	

Current Textbook

Current Textbook / Series Title:	
Author:	Edition:
Publisher:	
Copyright Date:	Date Placed In Service:
Readability Level:	Readability Assessment Completed By:
Estimated Cost Of Additional Copies of This Textbook:	\$
Estimated Cost Of Additional Curriculum Materials:	\$
Estimated Cost Of Replacement:	\$

- This textbook and associated curriculum material has been thoroughly reviewed and has been found to MEET current academic goals and objectives. No further action required.

- This textbook and associated curriculum material has been thoroughly reviewed and has been found to MEET current academic goals and objectives, however, additional textbooks and/or auxiliary materials are required. A "Textbook Request" will be initiated.

- This textbook and associated curriculum material has been thoroughly reviewed and DOES NOT MEET current academic goals and objectives. A "Textbook Request" will be initiated.

Comments:



Appendix C

Textbook Request

Taconic Hills Central School District
Textbook Adoption Form

- This request is the result of a planned 5-year review. Formal review documentation is attached.
- This request is based on immediate needs. Supporting details for justification are attached.

Date:	Teacher Specialist:
Content Area:	

Current Textbook

Current Textbook / Series Title:	
Author:	Edition:
Publisher:	
Copyright Date:	Date Placed In Service:
Readability Level:	Readability Assessment Completed By:
Estimated Cost Of Replacement (Needed at time of initial request to confirm budget status): \$	

Needs Assessment

1. Grades Served and Textbook Quantity

Grade Range Served:	Total Number of Students Served By This Text:	Current Qty of Student Editions Per Grade:	Qty of Student Editions Required Per Grade:	Current Qty of Teacher Editions Per Grade:	Qty of Teacher Editions Required Per Grade:
<input type="checkbox"/> K					
<input type="checkbox"/> 1st					
<input type="checkbox"/> 2nd					
<input type="checkbox"/> 3rd					
<input type="checkbox"/> 4th					
<input type="checkbox"/> 5th					
<input type="checkbox"/> 6th					
<input type="checkbox"/> 7th					
<input type="checkbox"/> 8th					
<input type="checkbox"/> 9th					
<input type="checkbox"/> 10th					
<input type="checkbox"/> 11th					
<input type="checkbox"/> 12th					

Justification

Please attach detailed information to support the above need(s) for this request. Be as specific as possible. Please include the following with your response:

- Evaluation rubrics.
- Evaluation rubric summary.
- All requested cost information.
- Required implementation date.
- Supporting student performance data as where appropriate.
- Names of members of the Textbook Review Committee (TRC).

Proposed Textbook

Provide details and cost information for the new textbook being proposed. If any auxiliary materials are being requested (i.e., Teacher Edition, workbooks, etc, please include a description of the item, cost, quantity, and whether the item is a one-time cost or recurring cost.)

New Textbook / Series Title:	
Author:	Edition:
Publisher:	
Copyright Date:	Implementation Date:
Readability Level:	Readability Assessment Completed By:
New Textbook Unit Cost: \$	New Textbook Total Quantity:
New Textbook Total Cost: \$	

Description of Auxiliary Materials	(A) Unit Cost	(B) Quantity	(A x B) Total Cost	One Time Cost	Annual Recurring Cost
	\$		\$		
	\$		\$		
	\$		\$		
	\$		\$		
Total Cost of Auxiliary Materials:			\$		

Approvals

Appropriate justification attached Total Cost of Request: \$ _____

Principal(s): _____

Director of Organizational Development: _____

Superintendent of Schools: _____

1 ST reading: 5/24/06 2 nd reading: 6/21/06 Adopted: 6/21/06
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