

**Administrative Procedures for Policy # 2305 (Instruction)
Regarding Selection and Purchase of Materials of Instruction and Library/Media Materials**

I. Guidelines

- A. When selecting and purchasing materials of instruction and library materials to be used in Calvert County, the curricular expectations, the needs of all students, and the cultural backgrounds of all students will be considered.

II. Definitions

- A. Primary Instructional Materials – The primary textbook for a course (hardbound and/or e-text) and the ancillary materials that accompany the textbooks/e-textbooks.
- B. Supplemental Instructional Resources – Secondary instructional resources, such as novels, trade books, websites, digital resources, and databases that are purchased for systemic or school-wide use.
- C. Discretionary Instructional Materials for the Classroom – Supplemental instructional materials purchased for individual classrooms, such as audio books, periodicals, magazines, audio CDs, pamphlets, public access websites, public access databases, videos, documents, and licensed software.
- D. Library/Media Materials – Print and non-print materials available in the Calvert County Public Schools libraries.
- E. Primary Instructional Materials Selection Committee - A countywide committee of subject area supervisors, general educators, special educators, and library/media specialists who evaluate approved and proposed texts and ancillary materials.
- F. Library Materials Review Committee – An adhoc committee convened to review media materials when a Request for Reconsideration of Library Materials form (Procedure 2305.2) is submitted. The committee is chaired by the administrator responsible for library supervision and is made up of at least two school-based librarians, a school-based administrator, a central office supervisor, and others as needed and as determined by the administrator responsible for library supervision.

III. Selection and Re-evaluation of Primary Instructional Materials

- A. The Primary Instructional Materials for a course or program of study are the principal textbook (hardbound and/or e-text) and the ancillary materials that accompany the textbooks/e-textbooks.
 - 1. Composition of Primary Instructional Materials Selection Committee:
 - a. The Primary Instructional Materials Selection Committee shall be an adhoc committee composed of the following members:

- 1) Committee Chair – The committee chair will be the instructional supervisor in charge of the content areas for which the textbook is being chosen
- 2) General Educators – The committee shall be comprised of content area teachers from at least 50 percent of the schools that will be using the textbook and ancillary materials
- 3) Special Education – At least one special educator will be a member of the committee
- 4) Library Specialist – At least one librarian will be a member of the committee

B. Selection Process for Primary Instructional Materials:

1. The instructional supervisor in charge of the content areas for which the textbook is being chosen will survey available textbooks from publishers in the field.
2. A selection committee is then formed by the instructional supervisor (committee chair).
3. The selection committee reviews the available textbooks based on prescribed selection criteria.
4. The selection committee will choose a text to be recommended to the Board of Education with a request to make the text available for public review.
5. The textbook will be placed on public display in the administrative suite of the Calvert County Public Schools Central Office for a period of 30 days. Notice of the opportunity for public review will be posted on the Calvertnet website.
6. After 30 days of public review, the Primary Instructional Materials Committee will reconvene to consider all public comment and determine whether or not to recommend the textbook and ancillary materials to the Board of Education for adoption.

C. Primary Instructional Materials Selection Criteria:

1. Instructional materials must be accurate, objective, up-to-date, and present information comprehensively.
2. Instructional materials must foster the inclusion of multiple perspectives within a global society (racial, ethnic, sexual, cultural, disabled, aged, religious, etc.) unless the content of the material is typical of society in a specific period of history.
3. Instructional materials must be provided which meet the developmental needs of students for whom they are intended.
4. Instructional materials must provide for diversity of selections when appropriate.

5. Instructional materials must support or enhance the approved Calvert County Public Schools curriculum.
6. Instructional materials must allow for representation of contrasting points of view or multiple interpretations of content.
7. Technology-based instructional products must go through the Software Request Process and be compliant with Section 508 of the Rehabilitation Act of 1973 (amended 1998) and provide all students equivalent access unless doing so would fundamentally alter the nature of the instructional activity, result in undue financial and administrative burdens on the school system, or not meet other specifications.
8. When examining proposed materials, the committee should also consider the following factors:
 - a. the reputation and significance of the material's author, producer and publisher;
 - b. the material's accuracy, clarity, appropriateness, timeliness, permanence and degree of potential user appeal;
 - c. the material's artistic, literary and physical quality and format; and
 - d. the price of the material weighed against its value and/or the need for it.

IV. Selection and Evaluation of Supplemental Instructional Materials

A. Supplemental Instructional Materials are:

1. novels or trade books that are used systemically or on a school-wide basis
2. websites, digital resources, or databases that are purchased for systemic use across multiple schools or on a school-wide basis

B. The primary criterion in selecting supplemental instructional materials is curricular support and enhancement. Materials selected should exhibit the following characteristics:

1. educational significance
2. contributes to an appropriate application of the curriculum and to the interests of students
3. the author, producer and publisher have significance and a positive reputation
4. content is accurate, current and appropriate to the grade level for which it is used
5. quality and variety of digital and print formats
6. Technology-based instructional products must go through the Software Request Process and be compliant with Section 508 of the Rehabilitation Act of 1973 (amended 1998) and provide all students equivalent access unless doing so would fundamentally alter the nature of the instructional activity,

result in undue financial and administrative burdens on the school system, or not meet other specifications.

7. value commensurate with cost
8. respects diverse points of view and fosters the inclusion of multiple perspectives within a global society
 - a. Additionally, issues involving race, religion, color, ancestry or national origin, gender, age, family structure, sexual orientation, and disability should be taken into account when selecting supplemental instructional materials.

C. Selection Process for Supplemental Instructional Materials

1. Supplemental instructional materials shall be purchased as deemed appropriate by the instructional supervisor responsible for the applicable curricular area or instructional program. Input from relevant stakeholders and state and national curriculum standards will be considered by the purchasing entity as a part of the selection process. The appropriate instructional supervisor will be responsible for determining an effective process for soliciting input and matching supplemental instructional materials with state and national standards.

V. Selection of Discretionary Instructional Materials

A. Discretionary instructional materials are resources purchased for individual classrooms, such as audio books, periodicals, magazines, audio CDs, pamphlets, public access websites, public access databases, videos, documents, and licensed software. Principals shall establish rules concerning what materials may be purchased for classroom use based upon the selection process described in Part B of this section. Principals are encouraged to involve teachers in establishing these rules.

1. Materials not acquired with school system funds must have the same quality and accomplish the same purposes as all other types of instructional materials and be consistent with approval procedures, selection criteria and curricula.

B. Process for Selecting Discretionary Instructional Materials

1. The selection of discretionary instructional materials for classroom use will be made at the school level with the involvement of the school's principal or his/her designee. When selecting discretionary instructional materials, school-based personnel should consider the following factors:
 - a. educational significance
 - b. contributes to an appropriate application of the curriculum and to the interests of students
 - c. the author, producer and publisher have significance and a positive reputation
 - d. content is accurate, current and appropriate to the grade level for which it is used

- e. quality and variety of digital and print formats
- f. Technology-based instructional products must go through the Software Request Process and be compliant with Section 508 of the Rehabilitation Act of 1973 (amended 1998) and provide all students equivalent access unless doing so would fundamentally alter the nature of the instructional activity, result in undue financial and administrative burdens on the school system, or not meet other specifications.
- g. value commensurate with cost
- h. respects diverse points of view and fosters the inclusion of multiple voices within a global society

VI. Selection Process for Library Materials

A. Selection of Titles

1. Library materials should be purchased at the school level as determined by the librarian and the building principal, in consultation with the instructional supervisor responsible for the curricular area for which the materials are being purchased. Input from teachers, students, parents and community members will be considered by the purchasing entity.
2. The best method in selecting new titles is to have firsthand knowledge of the material; but with the great quantity of material published each year, it is impossible to review each item. There are, however, many excellent reviewing sources which help the librarians to make selections. The following is a list of sources recommended by the ALA that are to be used in Calvert County:
 - a. AASA Science Books and Films
 - b. American Film & Video Association Evaluations
 - c. Basic Book Collection for Elementary Grades
 - d. Booklist
 - e. Bulletin of the Center for Children's Books
 - f. Elementary School Library Collection
 - g. European Historical Fiction and Biography
 - h. Guide to Sources in Educational Media
 - i. Horn Book
 - j. Junior High School Catalog
 - k. Junior Library Guild
 - l. Kirkus Reviews
 - m. Reference Books for School Libraries
 - n. School Library Journal

- o. Subject Guide to Children's Books in Print
 - p. Subject Index to Books for Intermediate Grades
 - q. Subject Index to Books for Primary Grades
 - r. The Best in Children's Books
 - s. TitleWave
 - t. YALSA Book Awards
3. Selection is not necessarily limited to this list of sources; librarians are trained in materials selection and know the established criteria. The main criterion in selecting printed and electronic materials is curricular support and enhancement. Materials selected should support the development of respect for diverse points of view and foster the inclusion of all voices within a global society. Issues involving race, religion, color, ancestry or national origin, gender, age, family structure, sexual orientation, and disability should be taken into account. In addition, librarians will consider the following criteria from ALA when selecting materials:
- a. educational significance
 - b. contribution the subject matter makes to the curriculum and to the interests of the students' favorable reviews found in standard selection sources
 - c. favorable recommendations based on preview and examination of materials by professional personnel
 - d. reputation and significance of the author, producer, and publisher
 - e. validity, currency, and appropriateness of material
 - f. contribution the material makes to breadth of representative viewpoints on controversial issues
 - g. high degree of potential user appeal
 - h. high artistic quality and/or literary style
 - i. quality and variety of format
 - j. value commensurate with cost and/or need
 - k. timeliness or permanence
 - l. integrity

B. Weeding

1. A good collection development plan must include weeding. The process of weeding is a key part of assessing the collection. It helps keep collections relevant, accurate, and useful; and it facilitates more effective use of the space in the library. Library materials should be weeded on an annual basis if they:

- a. Are in poor physical condition
- b. Have not circulated in the last five years
- c. Are outdated in content, use, or accuracy (Copyright date should be considered; however, do not make a decision to weed based solely on the copyright date of the material. Some older material may be considered classic or may be of great historical value to your collection.)
- d. Are mediocre or poor in quality
- e. Are biased or portray stereotypes
- f. Are inappropriate in reading level
- g. Duplicate information which is no longer in heavy demand
- h. Are superseded by new or revised information (Reference material should be weeded after five years.)
- i. Outdated design, format, graphics, and illustrations
- j. Are not selected in accordance with general selection criteria
- k. Are obsolete

C. Withdrawing Library Media Materials

1. Although the decision to withdraw materials from the library collection is one that is made by the librarian, subject area, grade level teachers, and other faculty members may be invited to review the items marked for withdrawal. The "Textbook and Other Instructional Property Disposal Form" can be accessed in the CCPS Office 365 System and must be completed by the librarian. Materials will be collected by Maintenance upon administrative approval. Withdrawn materials should generally not be sent to classrooms; the same standard of quality applies to all other instructional materials within the schools.

D. Gifts

1. Any material offered to a school shall be examined by the librarian to make sure it is of value to the collection and is in keeping with the criteria set up for the selection of materials. If it does not meet the standards, it shall not be added to the collection. Any material given to a school automatically becomes the property of the Calvert County Public Schools.

E. Re-evaluation of Materials

1. A careful re-evaluation of any title in the collection shall take place if a written request to re-evaluate the title is made by a parent of a Calvert County Public Schools student, staff member, or community member. The person questioning the material shall complete the form titled Request for Reconsideration of Library Materials (Procedure 2305.2). It is the responsibility of the petitioner to forward the completed form to the administrator responsible for library supervision at the Brooks Administrative

and Instructional Center. Upon receipt, the re-evaluation is made by the Library Materials Review Committee. Librarians who are not on the committee will be informed of the request and given an opportunity to provide comments to the committee, using the form titled Rebuttal to Reconsideration of Library Media Center Materials (Procedure 2305.2). If the title in question is found to meet the criteria established within this procedure, it shall remain on the shelf. If the criticism is deemed justified, the title is removed from the collection at the school from which the request originated. In addition, the title will be removed from other schools with the same grade configuration (ex: elementary, middle, high school). The person questioning the material shall be notified of the committee's decision in writing by the administrator responsible for library supervision.

2. The committee's decisions are subject to appeal to the Superintendent. If the committee denies the individual's request, the individual may appeal the committee's decision in writing to the Superintendent or his/her designee within 10 days of the committee's decision. If the Superintendent or his/her designee denies the appeal, the individual may appeal the Superintendent/designee's decision in writing to the Calvert County Board of Education within 30 days of the decision. If the Board of Education denies the appeal, the individual may file a written appeal to the Maryland State Board of Education within 30 days of the Calvert County Board of Education's decision. Any material that has gone through the reconsideration process will not be re-evaluated until at least five years have elapsed.

F. Principles of Selection in Specific Areas

1. According to Types of Readers Served
 - a. Calvert County Public Schools has libraries in both elementary and secondary schools staffed by certified librarians. Materials are chosen to meet the needs of students, staff, and the school curriculum. The materials are age and grade level appropriate and meet the diverse reading levels of students. Selection on every level requires an understanding of what is being taught and a thorough knowledge of student reading interests. Library personnel strive for a timely and varied collection of materials, while remaining alert to the changing needs and interests of society.
2. According to Material Type
 - a. Print
 - 1) Reference Materials
 - i. Only reliable reference sources are purchased in print and electronic forms. Broad coverage is given to the field of reference materials with the belief that a school library should have sufficient materials in this grouping to meet the needs of the students in answering most of their research questions. Types of special reference

materials available in libraries are: biographical dictionaries, encyclopedias, books of quotations, yearbooks, directories, statistical reference books, and geographic aids. The criteria for evaluating encyclopedia reference sources are: 1) updating; 2) authority; 3) satisfactory bibliographies, maps, illustrations; 4) accuracy.

2) Books

- i. Nonfiction books are evaluated for their content, currency, and objectivity. Material on customs and traditions of major religions are purchased for the library media center if the material is presented in a factual, unbiased manner. Materials on human growth and development shall be meticulously reviewed before purchase. Materials that tell the story of how we are born and grow to maturity are selected when the material is presented in a simple, dignified, straightforward manner. Fiction books are selected to support the objective of the school library media center to provide students with reading materials for pure enjoyment. The aim in this field is to select books of the highest quality that will also enhance the students' awareness of their environment and give them healthy attitudes toward the world in which they live.

3) Magazines

- i. Magazines are used both for recreational reading and for reference purposes. The Readers' Guide to Periodical Literature provides a resource to the librarian and offer examples of the types of magazines considered suitable for school use.

4) Newspapers

- i. Newspapers are subscribed to by most libraries and newspaper subscriptions are used by both teachers and students for informational purposes. It is suggested that each library have at least one newspaper that would provide local coverage and one newspaper that would provide adequate state, national, and world coverage.

5) Multimedia

- i. Multimedia materials include audio recordings, videos, digital images, and subscriptions to digital content. Databases, software, website licenses, and other digital content must be approved through a process designated by the Department of Instruction prior to

purchase by a school or library. Audio materials are judged on appropriateness for presentation in recorded form, curricular enhancement, and quality of sound and compliance with Section 508 of the Rehabilitation Act of 1973 (amended 1998). Videos are evaluated for curricular enhancement, authenticity, grade-level appropriateness, quality of photography and sound, and accompanying guides for use. Videos should be purchased at the school level as determined by the librarian and the building principal, in consultation with the instructional supervisor for the curricular area for which the materials are being purchased. Videos should be used to enhance instruction of the approved curriculum.

- ii. Educational and documentary videos (non-dramatic videos produced for educational purposes and generally non-rated) may be purchased after review for educational value and appropriateness by the librarian. Videos shall be purchased according to the ratings established by the Motion Picture Association of America. Teachers may, however, show brief clips from films with ratings excluded by these procedures if the excerpt addresses a specific instructional purpose. Motion Picture Association of America ratings are as follows:
 1. “G” – all levels
 2. “PG” – all levels (principal and parental permission required to show an entire PG film to students in grades K-5)
 3. “PG-13” – middle and high schools (PG-13 videos may be purchased by middle schools so that teachers may show clips for a particular instructional purpose; principal and parental permission is required to show an entire PG-13 film in middle school)
 4. “R”—high schools (R-rated videos may be purchased at high schools so that teachers may show clips for a particular instructional purpose; principal notification is required to show clips from an R-rated video; principal and parental permission is required to show an entire R-rated film in high school)