

Selection, Evaluation, and Adoption of Instructional Materials



Carroll County Public Schools

125 North Court Street

Westminster, Maryland 21157

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Selection, Evaluation, and Adoption of Instructional Materials

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Selection, Evaluation, and Adoption of Instructional Materials

Introduction

Judicious selection of instructional materials requires a well-defined procedure, encourages community participation, reflects local educational philosophy, and complies with legislated mandates.

This policy document describes the adoption process, provides selection criteria, and delineates procedures for reconsideration requests.

The Board of Education recognizes its responsibility for selecting and acquiring instructional materials in accordance with Public School Laws of Maryland, (See Appendix A). Acceptance of this responsibility is established by Board of Education resolution.

Carroll County Board of Education Policy – IIAA

The Board of Education of Carroll County recognizes that instructional materials should effectively support and enrich the educational programs of the school system. Instructional materials are defined as instructional content approved for system-wide use and provided to the student regardless of format, including printed or digital materials.

Approved: November 1975
Revised: February 1978
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The policy and procedures detailed in this document are aligned with the Board of Education goals and they reflect the mission, beliefs, and core values of Carroll County Public Schools. Additionally, this document addresses all instructional materials that are used for instruction during pilot projects or grants.

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Definition of Instructional Materials

Instructional materials are those items such as books, other printed matter, video and audio recordings, computer software, and digital content which are used as part of the instructional process. While the format of instructional materials has evolved and will continue to change, the purpose remains the same.

Textbooks

Textbooks are those books that are designated as the **primary source of instruction** for students in a course, or unit of instruction within a course. The textbook definition also includes those materials pertaining to textbooks that are an integral part of the textbook. They include, but are not limited to, textbooks, trade books, slides, compact discs, computer software, CD-ROMS, and digital content. The Curriculum Council recommends materials for adoption by the Board of Education.

Supplemental Materials

Supplemental materials are those items used to extend and support instruction and address the needs of all learners. They include, but are not limited to, books, periodicals, pamphlets, visual aids, video recordings, sound recordings, compact discs, computer software, and other digital content and peripherals. Supplemental materials, print or non- print, do not require approval by the Curriculum Council or adoption by the Board of Education.

All library media materials are supplemental. The selection and acquisition of new library media materials will be based upon the needs of each school library media center as determined by a collection assessment process, the curriculum needs, and the availability of funding. The Carroll County Library Media Collection Development Plan is a systematic process that has been developed to assess and shape quality library media collections in our schools. Collection development is the ongoing process of identifying strengths and weaknesses of library media collections in terms of the needs of the learning community. It is an organized method for collecting statistics on the titles in the collection and the ability of the collection to meet curricular needs.

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General Selection Criteria

Proper instruction in any subject discipline may bring students in contact with ideas, beliefs, values, and practices other than those that their backgrounds may have led them to accept. Each item is judged on its merits as an entire piece, not by portions or out-of-context selection.

The following are the general criteria used in selecting and evaluating instructional materials and will support multiple means of representation:

- aligned to the curriculum and the objectives of the instructional program;
- appropriate for recommended age/grade levels;
- accurate in terms of content;
- reflective of the pluralistic nature of American society;
- representative of differing viewpoints;
- appropriate format for the subject matter;
- does not include sexually explicit content (defined by Policy IIAA);
- recent copyright date as appropriate to the subject;
- acceptable literary style and technical quality;
- cost effective in terms of use.

Additionally, this selection process incorporates the criteria and procedures outlined in the following legal documents:

COMAR 13A.04.05.01-03

Education That Is Multi-Cultural

(See Appendix B)

COMAR 13A.04.18.03

Program in Comprehensive Health Education

C - Selection of Curricular Materials for Family Life and Human Development

(See Appendix C)

COMAR 13A.05.02

Administration of Services for Students with Disabilities

(See Appendix D)

Supreme Court Decision Island Trees Union Free School District V. Pico

(See Appendix E)

Education Article 7-142 -- Freedom to Read Act

(See Appendix F)

Selection, Evaluation, and Adoption of Instructional Materials

General Selection Procedures

Textbooks

Primary responsibility for identifying and evaluating textbook materials is delegated to the instructional supervisor.

Within the framework of the general criteria, the supervisor develops specific review criteria and procedures for his/her content area of responsibility. Generally, the supervisor works with a committee of teachers to review textbooks under consideration. Prior to Curriculum Council review, digital textbooks or print texts that include digital resources will be reviewed by Technology Services to ensure network compatibility. These materials will also be reviewed by the Instructional Technology Team (ITT). Administrators, parents, and students may also be involved in the evaluation process as appropriate.

After textbooks have been evaluated, the supervisor will submit recommended titles to the Director of Curriculum and Instruction. A completed “*Record of Evaluation and Adoption of Instructional Materials*” form shall accompany each text, (See Appendix H). The deadline for submitting materials will be established by the Director of Curriculum and Instruction at the beginning of the school year.

With the approval of the instructional supervisor, schools may purchase up to a maximum of five copies of a text that has not been adopted by the Board of Education. The purchase and use of six or more copies requires the full approval process.

Curriculum Council:

The Curriculum Council examines the textbook materials that have been recommended by the instructional supervisors. Curriculum Council members review materials for the following factors:

- meets community standards for language content;
- provides appropriate, accurate, and non-biased subject and grade level content;
- provides accurate and appropriate recognition cultural diversity;
- represents appropriate and current technologies; and,
- provides for a stereotype-free presentation, except when historically appropriate.

Council members are vital to this process, and they are the vehicle for community voice and representation. Chaired by the Director of Curriculum and Instruction, the Curriculum Council is comprised of representatives from:

Parents/guardians of each school	Students from each high school
Board of Education	Carroll County Education Association
Interested citizens	School Principals or Assistant Principals

Additionally, all instructional supervisors are members of the Curriculum Council. Only those council members who have been approved by the Board of Education shall have voting rights during the approval process.

Selection, Evaluation, and Adoption of Instructional Materials

Timeline

Timeline for the Adoption Process

When	Who	What
March	-Curriculum Council -Director of Curriculum and Instructional Resources -Supervisors	Supervisor’s present recommended titles to the Council.
March through May	-Curriculum Council -General Public	Textbooks for adoption are available for review.
May	-Curriculum Council -Director of Curriculum and Instructional Resources -Board of Education	Council approves and presents recommended textbooks for adoption to the Board of Education
June	-Board of Education	The Board of Education will adopt textbooks for use in Carroll County Public Schools.

Newly adopted titles will be added to the approved list of textbooks.

The Director of Curriculum and Instruction may grant temporary approval of textbooks to meet urgent needs. Formal review shall then occur by the Curriculum Council during the next possible cycle.

Supplemental Materials

Supplemental materials do not require approval by the Curriculum Council or adoption by the Board of Education. They are approved for use at one or more levels (elementary, middle, high) in one of the following ways:

- Recommended by the appropriate instructional supervisor;
- Appeared as suggested resources in Carroll County Public Schools’ curriculum guides or Maryland State Department of Education publications;
- Received favorable reviews in at least two standard sources;
- Received one favorable review in a standard source and one favorable media evaluation/peer review; or
- Received favorable media evaluations/peer reviews by two profession staff members.

Tiered review system (Appendix J)

All library media center materials are supplemental. The primary responsibility for selection of library media materials rests with the Library Media Specialist. Books purchased for inclusion in CCPS library media centers will undergo a three-tiered review process as outlined in Appendix J of the Selection, Evaluation & Adoption of Instructional Materials Handbook. Tier One determines if the book contains sexually explicit material as defined by Board Policy IIAA or has content not appropriate for the grade band. If the book does not contain either sexually explicit material or inappropriate grade band content, it will progress to Tier Two. Tier Two ensures that the book has been

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reviewed either via two professional reviews (E.g.: Booklist, Kirkus, School Library Journal, Wilson Core Collection), by a professional review and a CCPS employee, or by two CCPS employees. A book may not progress to Tier Three unless it has met all criteria in Tier One and Tier Two. Tier Three identifies the factors that add value to the inclusion of the book into library media center collections such as: aligned to curriculum, representative of differing viewpoints, recent copyright, accurate in terms of content (non-fiction). Upon completion of all three tiers, Appendix J will be signed by the School Library Media Specialist and retained in the library media center and be available for review for as long as the supplemental material is available for circulation. The book will then be placed into circulation for all students. As needed, the Library Media Specialist will seek review and input from the Principal.

Instructional Multi-Media Content and Digital Resources

Teachers may request approval to use multi-media content or digital resources by entering their request into the Technology Request System and providing the information required for the “Review and Approval of Digital Content” (see Appendix G). All items submitted to the Technology Request System will be subject to a thorough review as outlined in Appendix K. Content-based websites that are not blocked can be used with the professional discretion of the teacher.

Exemption for One-Time Use of Multi-Media

Exemption for one-time use of multi-media content (i.e., videos / DVD’s) may be granted by the school-based administrator(s). These exemptions are granted after careful consideration of the following:

- Elementary
 - G-rated
 - PG-rated with careful review
- Middle
 - G-rated
 - PG-rated with careful review
- High
 - G-rated
 - PG-rated
 - PG-13 rated with careful review

Family Life and Human Development Materials

Primary responsibility for identifying and evaluating curricular material for Family Life and Human Development programs is delegated to the Supervisor of Physical Education/Health. Selection of these materials will follow Code of Maryland Regulations Bylaw 13A.04.18.03. (See Appendix C)

The Family Life Advisory Committee, a joint committee of educators and representatives of the community, will examine all printed and audiovisual materials proposed for use in Family Life and Human Development programs. This procedure is a separate process since materials for Family Life and Human Development programs do not go through the

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Curriculum Council. The recommendations of this committee will be submitted to the Board of Education for adoption.

Selection, Evaluation, and Adoption of Instructional Materials

Reconsideration of Instructional Materials

Process and Guidelines

From time to time, a currently enrolled student, parent/guardian of a currently enrolled student, or employee may question the use of instructional or supplemental material at the school where they or their child are currently assigned. Procedures for requesting reconsideration of a material are in place for any parent/guardian, student, or employee. These procedures will be published yearly in the Carroll County Public Schools Informational Calendar Student/Parent Handbook and on the Carroll County Public Schools website. This process will parallel other established appeal procedures within Carroll County Public Schools. The Reconsideration Committee will judge the appealed material on its merits as an entire piece, not by portions or out-of-context selection. This process and associated guidelines are aligned with the requirements of the Freedom to Read Act.

Reconsideration Guidelines

- The appellant shall read, view, or listen to the complete item before submitting a request for reconsideration. If the appellant does not identify that they have read, viewed, or listened to the complete item, the item will not go through the reconsideration process.
- The appellant shall complete the “*Request for Reconsideration of Instructional Materials*” form in its entirety. If the appellant does not complete the “*Request for Reconsideration of Instructional Materials*” form in its entirety, the item will not go through the reconsideration process.
- Any reconsideration decision to withdraw a material will apply to all schools at the specified level(s) – elementary, middle, high.
- All parties must adhere to the time frame for the appeals process.
- Any material which has gone through the reconsideration process may not be re-evaluated until at least three (3) years have elapsed from the date of the initial request for reconsideration.
- The Supervisor of Library Media and Technology will notify appropriate personnel of reconsideration results.
- The Supervisor of Library Media and Technology shall maintain files on challenged material for six (6) years.

Roles within the Reconsideration Process

Role of the Principal and Library Media Specialist

When the appropriateness of an instructional or supplemental material is questioned, the Principal or the Library Media Specialist will explain the selection process and the process for requesting reconsideration to the concerned individual. Materials shall not be removed from a school as a result of this discussion.

If the appellant wishes to request reconsideration of the material, the Library Media

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Specialist or the Principal will provide the appellant with a copy of the selection policy, including the “*Request for Reconsideration of Instructional Materials*” form (See Appendix I). They may also refer the appellant to the Supervisor of Library Media and Technology. materials shall not be removed from a school during the reconsideration process or any associated appeal as identified in the Freedom to Read Act.

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Role of the Supervisor of Library Media and Technology

No material will be reconsidered until the completed “*Request for Reconsideration of Instructional Materials*” form is forwarded to the Supervisor of Library Media and Technology, who will notify members of the Reconsideration Committee and the Director of Curriculum and Instruction that a request for reconsideration has been received.

Role of the Reconsideration Committee

The Reconsideration Committee will be a standing committee appointed for a two-year term by the Superintendent of Schools whose purpose is to provide due process to the appellant. Committee appointments will reflect a broad-based balance of levels, geographic regions, and interests. It is desirable to have a rotational appointment schedule of these ten members in order to maintain a degree of familiarity with the process. Chaired by the Supervisor of Library Media and Technology (non-voting), the committee will be comprised of:

- 2 school Library Media Specialists
 - 2 administrators (school-based)
 - 1 instructional supervisor
 - 1 teacher - at the appropriate level for material
 - 3 parents
 - 1 high school student (a total of 3 students will serve on the Reconsideration Committee on a rotating basis, 1 student will be assigned to each review)

Members of the Reconsideration Committee who initiate a request for reconsideration shall recuse themselves from any vote about the text in question. Alternate members will be identified to handle conflicts of interest.

In addition to testimony from the appellant, the Reconsideration Committee may also hear statements from the supervisor of the curriculum area involved, the principal of the school, and the Library Media Specialist/teacher of the school from which the reconsideration request originated. Only committee members present during deliberation may vote. Members will vote to retain the material, remove the material, or remove the material from a particular level.

If the vote is not unanimous, concerns from the dissenting voters will be captured and forwarded to the Superintendent or designee in the event of a later appeal.

The Reconsideration Committee will meet within thirty (30) school days after the “*Request for Reconsideration of Instructional Materials*” form is received in the office of the Supervisor of Library Media and Technology.

The Supervisor of Library Media and Technology will send written notification of the Committee’s decision to the appellant and the Director of Curriculum and Instruction within ten (10) school days after the Reconsideration Committee has met and completed their review of the material.

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Role of the Superintendent

The Reconsideration Committee's decision may be appealed to the Superintendent within five (5) school days of the date of the Reconsideration Committee's written response. The Superintendent or designee will render a written decision to the appellant and the Reconsideration Committee within fifteen (15) school days of receiving the appeal.

Role of the Board of Education

The Superintendent's decision may be appealed within thirty (30) calendar days of the date of the response, in writing, to the Board of Education.

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Appendices –

Appendix A – Textbooks, Materials of Instruction, and Supplies

Section 7-106 of the Education

Article of the Annotated Code of

Maryland

Textbooks, Materials of Instruction and Supplies

- A. Selection and purchase of school materials.—On the recommendation of the county superintendent and subject to the provisions of this article, each county board shall adopt procedures for the selection and purchase of the following necessary items, at the lowest price consistent with good quality, for use in the public schools:
- (1) Textbooks;
 - (2) Supplementary readers;
 - (3) Materials of instruction;
 - (4) Visual and auditory aids;
 - (5) Stationery; and
 - (6) School supplies.
- B. Purchase of books and other materials concerning African American history—
- a. Each county board shall adopt procedures for the selection and purchase for use in each public school library or media center of a collection of books and auditory and visual materials concerning African American history.
 - b. The collection in each library or media center shall be appropriate for students in each age group and reading level in the school.
- C. Materials to be furnished free of charge and in sufficient quantities—Each county board shall furnish the materials and supplies listed in subsection (a) of this section:
- a. Free of cost for use in the public school's; and
 - b. In sufficient quantities for the different grades in the public schools.

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Appendix B – Education That is Multicultural

13A.04.05.05 Education That is Multicultural .05 Criteria for Instructional Resources.

A. Goal: To provide instructional resources which assists students in demonstrating an understanding of and appreciation for cultural groups.

B. Selection of multicultural resources includes all of the following minimal criteria:

- (1) Materials that avoid stereotyping, discrimination, bias, and prejudice;
- (2) Materials that reflect the diverse experiences relating to cultural groups and individuals;
- (3) Instructional materials in all content areas that represent society as multicultural; and
- (4) Human resources to help students demonstrate an understanding of and respect for cultural diversity.

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Appendix C – Program in Comprehensive Health Education

13A.04.18.03 Program in Comprehensive Health Education .03 Implementation of the Goal and Sub-goals of Regulation .02F

C. Selection of Curricular Material.

- (1) The local school system shall establish procedures for evaluating and selecting instructional materials to be used in all courses.
- (2) The local school system shall appoint a joint committee of educators and representatives of the community that shall examine all instructional materials proposed to be used in the schools. The committee's recommendations shall be submitted to the local superintendent of schools and the local board of education for final action. The local school system shall use its existing procedures for evaluating reading levels, factual content, and general suitability of material for different levels of instruction.
- (3) The instructional materials shall meet the following established criteria:
 - (a) Material may not be used in the elementary grades that portray the male and female sex organs in juxtaposition, and material may not be used at any level that discusses or portrays erotic techniques of sexual intercourse;
 - (b) The school shall provide special opportunities for parents/guardians to view all instructional materials to be used in the program before the materials are used in the classroom;
 - (c) Materials used shall be consistent with the goal and subgoals described in Regulation .02F of this chapter;
 - (d) The materials shall be chosen with regard to reading ability and level of understanding of students who are to use the materials;
 - (e) The local school system shall publish at regular intervals a list of its approved instructional materials.

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Appendix D – Administration of Services for Students with Disabilities

13A.05.02 Administration of Services for Students with Disabilities

.03B Definitions

(5) “Technology-based instructional products” means instructional software, on-line resources, and computer-based equipment.

.13 Local Public Agency Administration

H. Accessibility of Technology-Based Instructional Products

(1) A public agency shall ensure that a request for bid, request for proposal, and local public agency guidelines for the selection and evaluation of technology-based instructional products used by students include the requirements governing equivalent access consistent with Subpart B, Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended.

(2) A public agency shall ensure that technology-based instructional products provide students with disabilities equivalent access unless doing so would:

- (a) Fundamentally alter the nature of the instructional activity;
- (b) Result in undue financial and administrative burdens on the public agency;
or
- (c) Not meet other specifications.

(3) If a technology-based instructional product meets the criteria in H(2) of this regulation or is not available, the public agency shall implement an alternative method of instruction designed to enable a student with a disability to access the general curriculum and meet the student’s IEP goals and objectives as specified in COMAR 13A.05.01.09A.

What Does This COMAR Cover

Technology-based instructional products used by students:

- Software applications and operating systems
- Commercial web-based intranet and Internet information and applications used by students
- Computer-based equipment that provides the following functions within the instructional program:
 - Telecommunications
 - Video and multimedia
- Stand alone computer based electronic products
- Desktop and portable computers

Important Terminology

Equivalent Access

The functional outcome of using a technology-based instructional product results in students with disabilities being able to access the same instructional content.

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Alternative Method of Instruction

Given a particular curricular area in which a school wants to use technology-based instructional materials and a student with a disability is not able to access the materials, the instructor and school need to answer the following questions:

- What is it about the product that is not accessible? What additional equipment services, resources are needed to make it accessible?
- Is another product accessible?
- What other mode of instructional delivery may be used to provide the student with the disability the equivalent access to the curricular content in order to complete the instructional assignments and to learn and incorporate the information into the student's body of knowledge.

Undue Burden

Undue burden means significant difficulty or expense (Section 508 of the Rehabilitation Act). If applicable, the agency must:

- give a justification for why the standards impose an undue burden; and
- provide access to information or data for students with disabilities through an alternative means.

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Appendix E – Supreme Court Decision

Island Trees Union Free School District V. Pico.

The plurality decision concludes that under the Constitution school boards cannot choose to retain or dispense with books if their discretion is exercised in a “narrowly partisan or political manner.” Ante, at 870. The plurality concedes that permissible factors are whether the books are “pervasively vulgar”, ante, at 871, or educationally unsuitable.

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<p>APPENDIX F – Freedom to Read Act, Section 7-142 of the Education Article of the Annotated Code of Maryland</p>
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The Freedom to Read Act, was passed by the General Assembly of Maryland and signed into law by the Governor in April 2024. The Freedom to Read Act requires local school systems to operate its school library media program consistent with established standards. Additionally, local school systems are required to develop and implement procedures to review objections to materials in the school library media program. Carroll County Public Schools Board Policy IIAA: Selection, Evaluation, and Adoption of Instructional Materials, the Administrative Regulations for IIAA, and this Handbook are in alignment with the requirements of the Freedom to Read Act.

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Appendix G – Review and Approval of Digital Content

Approval Workflow

The approval workflow for digital content, including web-based tools and software, is outlined below.

#1 - Content Supervisor

Will review the tool to make sure it meets the instructional needs of the organization and to confirm there is not already a similar tool that has been approved. They will then conduct a cursory review of the ACR/VPAT (if applicable) as well as the Data Privacy Policy and Terms of Use/Service. They will identify if the tool is supplemental or essential, if there is any Clever/Schoology integration, provide both internal and external points of contact (if available) and the version number (if applicable). Based on the information provided and collected they will then determine if the tool is approved or denied. If approved it will move onto the next stage, if denied it is now complete.

#2 - Accessibility Team

Will read the VPAT and ACR and then test the tool to make sure it is accessible to students. Utilizing the Web Content Accessibility Guidelines (WCAG) they will test to make sure keyboard shortcuts work and the display meets the required color and contrast standards. They will then test headings, links, images, tables, and media utilizing a screen reader to ensure those components are properly tagged.

#3 - TS Instructional Team

Will confirm there is not already a similar tool being used, or something that may offer more functionality. Will evaluate what data is shared with the vendor and if logins are necessary how those will be configured. Will also confirm what ages can use the tool without permission.

#4 - TS Integrations Team

Will review the Terms of Use and Data Privacy Policy answering specific questions to ensure we are complying with the necessary laws and regulations. May consult third party resources who have completed similar reviews.

#5 - TS Engineering Team

Will make sure we meet the minimum technical requirements to utilize the tool. Will evaluate the security of the tool and what steps the vendor will take in the event of a data breach. User account federation, can it be used in an enterprise environment/how is it accessed.

NOTE - If any stage denies the request, it is denied completely and does not continue onto the next stage. For more information about denied requests see page 10 of this document.

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Appendix H – Record of Evaluation and Adoption of Instructional Materials Form

Record of Evaluation and Adoption of Instructional Materials

Identification

Title _____

Author _____

Publisher/Producer _____

Copyright _____ Price \$ _____ ISBN _____

Check: Book Film Kit Videocassette Computer Software

Description (e.g., running time, number of filmstrips, etc.) _____

Usage

Subject and grade level (code) _____

Unique qualities _____

Additional possibilities for usage (gifted, remedial, resource, etc.) _____

Assessment

(See *Selection, Evaluation, and Adoption of Instructional Materials, Revised 1999*)

	<u>Poor</u>		<u>Excellent</u>	
Meets community standards for Lang. Content Comments (if any) _____	1	2	3	N/A
Provides appropriate, accurate, & non-biased subject & grade level content Comments (if any) _____	1	2	3	N/A
Provides accurate & appropriate recognition of minorities & various ethnic groups Comments (if any) _____	1	2	3	N/A
Represents appropriate & current qualities regarding technology Comments (if any) _____	1	2	3	N/A
Provides for a stereotype-free presentation Comments (if any) _____	1	2	3	N/A
TOTAL - Composite Assessment	1	2	3	

Final Recommendation **ADOPT** _____ **DO NOT ADOPT** _____

Evaluated By _____ Date _____

Instructional Supervisor's Signature _____ Date _____

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Appendix I – Request for Reconsideration of Instructional Materials Form

**REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS
CARROLL COUNTY PUBLIC SCHOOLS
(SUBMIT COMPLETED REQUEST FORM TO THE SUPERVISOR OF LIBRARY MEDIA
AND TECHNOLOGY)**

Type of Media _____

Name of Item _____

Publisher or Producer _____ Publication Date _____

Name of Individual (Appellant) _____ Telephone _____

Email _____

Address _____

Street

City

Zip

School Where Material is Located _____

Appellant's Connection to the School _____

Organization Represented, (if applicable) _____

1. Did you read, view, or listen to the complete item? YES _____ NO _____

Note: The Reconsideration Committee will judge the item on its merits as an entire piece, not by portions or out-of-context selection.

2. How was the item acquired? (assignment, free selection, friend, etc.) _____

3. Is the item part of a set or series? YES _____ NO _____

4. What is objectionable regarding this item and how does it adversely impact you? (Be specific by citing page numbers or passages)

5. Were there any appropriate sections included in this item? YES _ NO _____ If YES, please describe or list them.

6. What is the educational benefit of this material? (Please provide approximate grade level(s) and ways the item might be utilized.)

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7. What do you suggest be provided to replace the item in question?

SIGNATURE OF APPELLANT

DATE

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Appendix J – Library Media Supplemental Material Verification Form

School:	School Year:
Book Title:	Author:
Publisher Grade or Age Band:	Collection Development Order #:

Tier 1 Review

- Does not include sexually explicit content (Defined by Policy IIAA)
- Appropriate for recommended age/grade levels via content considerations

Tier 2 Review

Option 1: Received at least two favorable reviews	Option 2: Received one favorable professional review and one peer review	Option 3: Received two peer reviews
<input type="checkbox"/> Booklist <input type="checkbox"/> Kirkus <input type="checkbox"/> Publishers Weekly <input type="checkbox"/> School Library Journal <input type="checkbox"/> Wilson Core Collection <input type="checkbox"/> Horn Book <input type="checkbox"/> Bulletin of the Center for Children’s Books <input type="checkbox"/> Other: _____	<input type="checkbox"/> Booklist <input type="checkbox"/> Kirkus <input type="checkbox"/> Publishers Weekly <input type="checkbox"/> School Library Journal <input type="checkbox"/> Wilson Core Collection <input type="checkbox"/> Horn Book <input type="checkbox"/> Junior Library Guild <input type="checkbox"/> Bulletin of the Center for Children’s Books _____ Printed Name Date	_____ Printed Name _____ Date _____ Printed Name _____ Date

Tier 3 Review (Check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Recommended by Instructional Supervisor | <input type="checkbox"/> Accurate in terms of content (for non-fiction) |
| <input type="checkbox"/> Suggested resource in CCPS Curriculum Guide | <input type="checkbox"/> Representative of differing viewpoints |
| <input type="checkbox"/> Aligned to curriculum and/or objectives of an instructional program | <input type="checkbox"/> Appropriate format for the subject matter |
| <input type="checkbox"/> Reflects the pluralistic nature of American society | <input type="checkbox"/> Recent copyright as appropriate to the subject |
| | <input type="checkbox"/> Acceptable literary style and technical quality |
| | <input type="checkbox"/> Cost effective in terms of use |

I certify this title meets selection criteria based on the CCPS Selection, Evaluation, and Adoption of Instructional Materials Document and that this title is appropriate for all grade bands within my school building.

_____	_____	_____
Media Specialist Signature	Media Specialist Printed Name	Date

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Appendix K – Tech Request System

Tech Request Process

A teacher or staff member identifies a web-based tool or software they would like to use. This could be just for their own use or for students to access as well.

Step #1 – Go to the *Instructional Software and Web-Based Tools List* **first** to see if your tool has already been approved. If you are able to locate the app, be sure to read the detailed information to ensure it is approved for your particular use case. If it is not, then you cannot use that tool without a new request being entered. If you are unable to locate the tool, then check to see if there is something that is already approved that might meet your need. If, at that point, you still need to use this particular tool, please speak with your building administrator or curriculum area supervisor.

Step #2 – If you do not find anything that meets your needs already approved in the *Instructional Software and Web-Based Tools List*, check the Denied section of this list to make sure the particular tool you wish to use was not already denied. If it was and you feel it should be re-evaluated, reach out to your building administrator or curriculum area supervisor.

Step #3 – If the tool you wish to use is not on the *Instructional Software and Web-Based Tools List* and you cannot find a suitable alternative in that list then you will need to reach out to your building administrator or curriculum area supervisor. After discussion, they will decide if the tool needs to be entered into the Tech Request System and will take the appropriate steps to get it added for review.

All requests for web-based tools and software need to be entered into the Tech Request System by a Building Administrator or Content Area Supervisor.

Entering a Request

These steps should only be completed by a building administrator or content area supervisor. Before entering the request go to the vendors website and download the following:

- Volunteer Product Accessibility Template (VPAT) and the Accessibility Conformance Report (ACR).
Sometimes these are contained in one document. This is only required if students will be interacting with the tool.
- Data Privacy Policy (DPP)
- Terms of Use or Terms of Service (TOU/TOS)

NOTE – you must have these documents before you can submit the request. YOU MUST open and read these documents. Please do not download the documents and then upload them into the request without taking a quick look at them. We understand these are typically written in legal jargon, but you should still have a basic understanding and look for any red flags, like the software is not compatible with screen readers, or the vendor sells our information to third parties and utilizes targeted advertising.

1. To proceed with entering your request click the Tech Request System icon on the TS Portal.
2. Select **Web-Based Tool** from the drop-down and select that you want it to be **Reviewed**.
3. You will be prompted to enter the **name** of the tool as well as the **website** URL. Click **Submit**.
The system will check to see if what you are requesting has been entered into the system before. If so, a pop-up will appear. Please ignore the contents of the pop-up as the request still needs to be entered into the system. Close that pop up to continue to enter your request.
4. Select if you will be using the tool for **Business Use** versus **Instructional Use**.
Business Use would be a tool that is used by someone from an administrative perspective, for example software that will track course registration for the staff of CCPS. Instructional Use should be checked if the tool will be used with students, by students, contain

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student information and/or directly impacts instruction. A tool that helps you develop lesson plans would be considered Instructional Use.

5. Identify the **Audience** from the following: Everyone, Administration, Teacher, High School Student, Student.
This is who will be using the software or tool.
6. Click **Next**.

This will take you to a new screen where you will enter the following information.

7. Select which **Grade** level or grade band the software will be used, or is intended for, if students will not be using the tool directly.
If the tool is for staff use only then select Staff.
8. Select the **Content Area** the tool is meant for.
Selecting the correct category will ensure the request is routed to the correct content area supervisor. Non content specific can be selected if this tool can be used for more than one content area.
9. Identify the **Purpose** of the tool by selecting one of the options from the drop-down list.
Let the Instructional Tech Team know if you believe we need to add a new option to that list.
10. Identify what **Version** of the software you will be using.
This is important as the lite or free version may contain ads and the data privacy policy may vary between the free and paid versions of the software.
11. Note if the tool has a **Cost** associated with it.
12. Select if the tool is **Content Specific** or **Cross – Curricular Use** (general instructional use).
13. Identify how **Students** will be using the tool and how they will login/gain access.
14. Identify how **Staff** will be using the tool and how they will login/gain access.
15. Indicate if the tool allows for uploading or sharing of any other student information.
For example, you may be requesting a tool for staff use only, but teachers may upload student test scores to the tool for analysis purposes. Another example would be staff using the tool to record or capture screenshots that contain student information.
16. Explain your **purpose for use** and your **instructional plan**.
This should be a narrative statement that clearly defines how you intend to use this tool.
17. In the next box you can add any notes intended for the **Approvers** as they evaluate the tool.

The next section prompts you to answer several questions. This is also where you will upload the VPAT/ACR, Data Privacy Policy and Terms of Service/Use. You will need to check mark each of these items and upload the associated document(s):

- I have reviewed the **Data Privacy Policy**.
- I have reviewed the **Terms of Use/Service**.
- I have reviewed the **Voluntary Product Accessibility Template (VPAT)** and **Accessibility Conformance Report (ACR)**.
Not required if students will not be directly interacting with the tool.

You will then be prompted to answer the following questions:

- I do/do not have concerns that there is any content within this tool that might be **considered inconsistent with Carroll County community standards**.
This statement is taken directly from the Board Policy and Regulations.
- I have confirmed that **parent permission is/is not needed** for students **aged 13 to 18**.
If permission is required, then you must collect this from the parents of your students before you can allow them to use the tool. This is an 'opt in' process, not an 'opt out' process. You must get permission.
- I have confirmed that **parent permission is/is not needed** for students **under the age of 13**.
See the same note above about permission for ages 13 to 18.

Review the information you have provided and click the **Submit** button to send your request into the workflow. You will be notified via email when your request is approved or denied. Note – that once denied by a single workflow the request is denied completely. All stages of the approval process must approve the tool for you to be able to use it.