Calvert County Public Schools
1305 Dares Beach Road
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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 periodicals, magazines, pamphlets, databases, videos, documents, and licensed software.

D. Library/Media Materials – Print and non-print materials available in 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 Reconsideration Committee – An ad hoc committee convened to review and make a recommendation to the Superintendent on media materials when a Request for Reconsideration of Library Materials form (Procedure 2305.2) is submitted.

G. Complainant – A parent/guardian, employee or student in Calvert County Public Schools who shares an informal or formal concern about a specific library material.

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 ad hoc 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

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, Current, and sufficiently comprehensive to support a well-rounded understanding of subject matter.
2. Instructional materials must foster the inclusion of multiple perspectives within a global society.
3. Instructional materials must be provided which meet the developmental needs of students for whom they are intended.
4. Instructional materials must support or enhance the approved Calvert County Public Schools curriculum.
5. Instructional materials must allow for representation of contrasting points of view or multiple interpretations of course material.

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 required specifications.
7. When examining proposed materials, the committee should also consider the following factors:
    a. the relevant expertise, credibility, and professional record of the material's author, producer and publisher.
    b. the material's accuracy, clarity, appropriateness, relevance, 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 necessity.

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. demonstrate relevant expertise, credibility, and a record of producing accurate, high-quality materials. Content is accurate, relevant, and appropriate to the grade level for which it is used
    4. quality and variety of digital and print formats
    5. 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 required specifications.
    6. value commensurate with cost

7. respects diverse points of view and fosters the inclusion of multiple perspectives within a global society

C. Additionally, supplemental instructional materials should be selected with intentional consideration of diverse identities, cultures, perspectives, and lived experiences, including those related to race, religion, color, ancestry, national origin, gender, age, family structure, sexual orientation, and disability. 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 teachers and other instructional staff, as well as 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 periodicals, magazines, pamphlets, websites, 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 relevant expertise, credibility, and professional record of the author, producer and publisher

d. content is accurate, relevant, 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 required 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. The selection of library/media materials in CCPS supports the school library media program's role in fostering information literacy, media literacy, and digital citizenship. Materials are selected to provide students with diverse, accurate, and age-appropriate resources that support curriculum-aligned instruction, personal interests and/or enjoyment; promote ethical and critical use of information across formats; and encourage responsible digital engagement and informed participation in a global society. Given the volume of materials published each year, librarians rely on established professional criteria, based on the American Library Association's selection policy, to guide selection decisions.

1. General Criteria:

a. Support and enrich the curriculum and/or students' personal interests and learning

b. Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format

c. Be appropriate for the subject area and for the age, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected

d. Incorporate accurate and authentic factual content from authoritative sources

e. Earn favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by professional personnel

f. Exhibit a high degree of potential user appeal and interest

g. Represent differing viewpoints on controversial issues

h. Provide a global perspective and promote diversity by including materials by authors and illustrators of many different cultures

i. Include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia (including

subscription databases and other online products, e-books, educational games, and other forms of emerging technologies)

j. Demonstrate physical format, appearance, and durability suitable to their intended use

k. Balance cost with need

2. The Board of Education may not dismiss, demote, suspend, discipline, reassign, transfer, or otherwise retaliate against a librarian, a certified library media specialist, or school library media program support staff for performing their job duties consistent with the standards outlined in these procedures.

B. Top School Library Reviewing Sources Recommended by the Association for Library Service to Children (this is not an exhaustive list):

1. ALA Youth Media Awards Lists (honors and awards)
2. (ALSC) Notable Children's Books
3. Booklist
4. Bookwire
5. Children's Core Collection
6. Middle and Junior High Core Collection Senior High Core Collection
7. Horn Book
8. Kirkus
9. Library Journal
10. Library Media Collection
11. Publishers Weekly
12. School Library Journal
13. Small Press Bookwatch
14. We Need Diverse Books website
15. Young Adult Library Services Association (YALSA) Best Books for Young Adults

C. Acquisitions Procedures

1. In selecting learning resources, school librarians will evaluate available resources, and curriculum needs and will consult reputable, professionally prepared aids to selection, and other appropriate sources. The actual resource will be examined whenever possible.

a. Middle School materials that are designated 14 and up will be previewed by the librarian prior to being placed in circulation.

b. High School materials that are designated Adult will be previewed by the librarian prior to being placed in circulation.

2. Materials selected should have a starred review or two (2) positive reviews from a credible resource. If professional reviews are unavailable, materials may be selected with two (2) peer reviews by certified school librarians.

3. Selection is an ongoing process that includes removing materials that are no longer used or needed, adding materials, and replacing lost and worn materials that still have educational value.

4. Materials that have not circulated or are worn or damaged should be discarded or replaced on a regular basis.

5. Materials in copyright sensitive areas should be regularly reviewed for accuracy, currency, and need and removed or replaced on a regular basis.

6. Materials which have been removed from circulation shall be discarded following the district procedures for the disposal of materials. Books removed from the library shall not be relocated to classroom libraries or distributed, as they have been removed because they are damaged or no longer accurate or current.

D. Gifts and Donations

1. Gifts and donations to the school library are accepted with the understanding that the decision for use and disposition of the materials and/or funds will be determined using the same selection criteria as purchased materials. All materials should support the curriculum and needs of library users. Gifts and donations, like purchased resources, will be removed from the collection at the end of their useful life.

E. Collection Maintenance and Weeding

1. Annually, the school librarian will conduct an inventory of the school library collection and equipment. The inventory can be used to determine losses and remove damaged or worn materials which can then be considered for replacement. The inventory can also be used to deselect and remove materials that are no longer relevant to the curriculum or of interest to students. Additionally, school librarians should develop a collection maintenance plan that includes systematic inspection of materials that would result in weeding outdated, damaged, or irrelevant materials from the collection. School librarians shall use the "Textbook and Other Instructional Disposal Form" when withdrawing materials.

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 at every level requires an understanding of what is being taught and a thorough knowledge of student reading interests. Library personnel strive for a relevant and varied collection of materials, while remaining alert to the changing needs and interests of society.

2. According to Material Type

    a. Reference Materials

        1) 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, online databases, and geographic aids. The criteria for evaluating online reference sources are: 1) frequency of updates; 2) authority; 3) satisfactory bibliographies, maps, illustrations; 4) accuracy.

    b. Books

        1) 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 selected when the material is presented in an appropriate, dignified, straight-forward manner.

        2) Memoirs are creative nonfiction books which can be an autobiography or biography that portrays the author's interpretation of lived experience. Memoirs are selected based on theme, obstacle, emotional impact and strength of narrative.

        3) 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 help them develop healthy attitudes toward the world in which they live.

    c. Magazines

1) 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.

d. Newspapers

1) Hardcopy and online newspaper subscriptions are used by both teachers and students for informational purposes. It is recommended that each library have multiple newspaper subscriptions that provide adequate local, state, national, and world coverage.

e. Multimedia

1) 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 meet Section 508 compliance standards. 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.

2) Personal streaming services in a public school setting are not acceptable and violate copyright procedures. Schools opting to show motion pictures for incentives, special programs, or after school activities must purchase a license through a licensing company in order to comply with copyright laws.

3) 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.

4) Motion Picture Association of America ratings and CCPS requirements are as follows:

a) "G" – all levels

b) "PG" – all levels (principal and parental permission required to show an entire PG film to students in grades K-5)

c) "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)

d) "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)

VII. Request for Reconsideration

In accordance with COMAR 13A.05.04 and the Maryland Freedom to Read Act, library materials are selected by qualified personnel to support the instructional, informational, and literacy needs of students and staff; however, concerns or objections to materials may arise. Any parent/guardian, employee, or student of the school district may express an informal concern or submit a formal request for reconsideration of a library resource at the school their child attends, where they are employed, or where the student is enrolled. Consistent with State regulation, library materials shall not be excluded, removed, or restricted solely because of the origin, background, or views of the creator, or due to partisan, ideological, or religious disapproval, and any objections shall be addressed through established local procedures for review.

A. Informal Request for Consideration

1. Persons with a complaint about library print or digital resources should state their concerns to the school librarian and principal. If the complainant does not begin at the school level, the supervisor/specialist will coordinate a meeting with the complainant, school librarian, and school principal. The school librarian and principal will listen attentively to the concerns and attempt to resolve the issue informally. As part of the discussion, the school employee will explain:

a. the library's selection policy,

b. selection criteria,

c. diversity of the collection with resources from many points of view,

d. the selection process, and

e. a parent's right to determine the appropriateness of library resources for their children and those same rights extended to other families.

2. No library resources should be removed or restricted from use because of the informal complaint.

3. If the complaint is not resolved informally, the complainant has the right to request to move through the formal reconsideration process within ten (10) school days of the informal meeting.

B. Formal Request for Reconsideration

1. Submission of a Formal Reconsideration Request

a. The librarian and principal will share the formal reconsideration process with the complainant.

b. The complainant will be offered a packet of materials which includes the library's mission statement, selection policy, request for reconsideration of instructional resources form, and the Library Bill of Rights.

c. The complainant is required to complete and submit the reconsideration form to the principal within ten (10) business days.

d. If a completed reconsideration form is not submitted within ten (10) business days, the matter is considered closed.

e. If there is concern about multiple items, a separate form must be completed for each item.

f. Formal complaints are reviewed individually in the order that they are received.

g. The work in question will remain on library shelves and in circulation until a formal decision is made by the Superintendent.

h. Upon receipt of the form, the principal should notify and provide a copy of the reconsideration form with the following individuals:

1) Superintendent

2) School Library Reconsideration Committee

3) School librarian

4) School library department specialist/supervisor

2. Appointment and Composition of the Library Reconsideration Committees

a. A committee will be appointed for each level: elementary, middle, and high school. The committee will be appointed annually, and members may be asked to serve at multiple levels.

b. In August of each year, an announcement will go out to the community requesting participation on the Reconsideration Committee(s). The notice will provide a deadline for responding.

c. In August of each year, an announcement will go out to high school students requesting participation on the Elementary, Middle and High School Reconsideration Committees. The notice will provide a deadline for responding.

d. The names of all community members and all students will be randomly selected.

e. Community members and students will receive an official notification of membership by September 30.

f. Each Reconsideration Committee will be chaired by either the Supervisor or Teacher Specialist responsible for the Library Media Program and shall serve as a tie-breaker when necessary.

g. Each Reconsideration Committee (elementary, middle and high) will be made up of at least one (1) school-based librarian, one (1) public librarian, one (1) school-based administrator, one (1) central office supervisor, one (1) high school student, two (2) parents/guardians, and other representatives as needed and as determined by the administrator responsible for library supervision.

h. The committee will be provided Intellectual Freedom training and training on the school library collection development process All committee members must attend this training to maintain their appointment on the committee.

i. The library supervisor/specialist will provide the reconsideration committee a packet of materials, which includes the library's mission statement, selection policy, the Library Bill of Rights, the completed reconsideration form, reviews of the resource being reconsidered, and a list of awards or honors, if any. This packet should be created based on the American Library Association's Office for Intellectual Freedom school library toolkit.

j. Through interlibrary loan or other legal means, the school librarian will obtain copies of the material in question for review by the Reconsideration Committee.

k. Each Reconsideration Committee will meet to consider formal reconsideration requests three (3) times during the year: October, February, and May. The reconsideration committee will be provided an

appropriate amount of time (at least thirty (30) days prior to the scheduled meeting) to obtain and read the book(s) put forth for reconsideration.

3. Reconsideration Review Process

    a. When a reconsideration request is received, the complainant will receive a formal reply indicating which review period the material(s) will be reviewed.

    b. The material under reconsideration will be posted on the Calvertnet Website and will be open for public comment for thirty (30) days.

    c. At the initial meeting, the committee will review the guidelines and procedures.

    d. The chair will keep minutes.

    e. All committee members should fully review the resource (read or view the entire work) before voting on a recommendation.

    f. The committee reserves the right to use outside expertise if necessary to help in its decision-making process.

    g. The complainant may make an initial verbal presentation about the resource under reconsideration or may choose to share the written form. The complainant is asked to provide sources for quotes used during this presentation. The committee chair may choose to give committee members time to ask questions.

    h. The complainant may not participate in or observe the committee's deliberations. The material in question will be reviewed based on selection criteria found in procedures 2305.1 section VI.

    i. The Reconsideration Committee shall vote by secret ballot and issue a written recommendation to the Superintendent. The written recommendation shall include the Committee's recommendation and supporting justification for; (a) retaining the resource in the library; (b) relocating the resource to a different school or grade level; or (c) removing the resource from the library.

    j. The Reconsideration Committee's written recommendation and supporting justification shall be presented to the complainant, the Chief Academic Officer, and the Superintendent of schools and posted on the Calvertnet website within ten (10) school days after the decision is made.

4. Superintendent Review and Final Decision

    a. Following the close of the thirty (30) day public comment period, the Superintendent shall review the Reconsideration Committee's written

recommendation, the supporting justification, and all timely written comments submitted by members of the local school community.

b. Within twenty (20) school days the superintendent will render a decision after reviewing the Reconsideration Committee's recommendation and all written public comments received during the thirty (30) day comment period.

c. The complainant will receive a copy of the final written decision rendered by the Superintendent.

d. Once the Superintendent has issued a final written decision and that decision is deemed final after the appeal process time period, the decision stands for five (5) years and a book may not be brought forward for reconsideration again during that time frame.

C. Appeals

1. If the complainant is not satisfied with the Superintendent's decision, a written appeal can be made within ten (10) school days to the Board of Education. The written appeal shall identify the decision being appealed and the basis for the appeal.

2. The Superintendent's decision is considered prima facie correct unless proven arbitrary, unreasonable, or illegal by the local school board.