

*Selection, Evaluation, and  
Adoption  
of  
Instructional Materials*



Carroll County Public Schools  
125 N. Court Street  
Westminster, MD 21157

**Adopted: 1986**

**Revised: 1990  
2002**

# Selection, Evaluation, and Adoption of Instructional Materials

Dr. Charles I. Ecker  
*Superintendent of Schools*

Barry D. Gelsinger  
*Assistant Superintendent of Instruction*

Steven M. Johnson  
*Director of Curriculum and Instruction*

## Board of Education:

Susan W. Krebs  
*President*

Thomas G. Hiltz

Susan G. Holt  
*Vice-President*

Jamie Ridgely  
*Student Representative*

Gary W. Bauer

C. Scott Stone

Robin B. Frazier  
*County Commissioner*

## Acknowledgments

### Committee Members:

Helga Anderson  
*Media Specialist, Manchester Elementary*

Dr. Gloria Julius  
*Principal, Spring Garden Elementary*

Cindy Eckenrode  
*Supervisor of Instructional Technology*

Dr. Margaret Pfaff  
*Supervisor of Staff Development and Health*

Andrew Gearhart  
*Student Representative*

A. George Phillips  
*Principal, South Carroll High School*

Mary Ellen Gearhart  
*Parent Representative*

Blair Reid  
*Media Specialist, Oklahoma Road Middle*

Irene Hildebrandt, Chairperson  
*Supervisor of Media*

Dina Shein  
*Media Specialist, Liberty High School*

Susan G. Holt  
*Carroll County Board of Education Member*

Brad Yohe  
*Supervisor of Science*

# 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 Maryland State law. (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 will approve guidelines for the Selection, Evaluation, and Adoption of Instructional Materials. The Superintendent of Schools will periodically review the procedures and recommend changes to the Board of Education.

Approved: November, 1975

Revised: February, 1978

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.

### **Mission Statement and Beliefs of the Carroll County Public Schools**

The mission of Carroll County Public Schools is to ensure that every student can thrive as a responsible citizen in a changing world by providing rigorous and challenging curriculum in partnership with quality staff, caring families, and supportive community members.

#### **Core Values:**

- Never be satisfied in our pursuit of excellence.
- All students can learn and succeed – no excuses, no exceptions.
- All students and staff are entitled to a safe and orderly learning environment.
- Everyone’s participation is paramount to our success.
- Treat everyone in an open, fair, honest, and respectful manner.

# **Selection, Evaluation, and Adoption of Instructional Materials**

## **Definition of Instructional Materials**

Instructional materials are those items such as books, other printed matter, video and audio recordings, and computer software, 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 and published by the same publisher. They include, but are not limited to, textbooks, trade books, slides, compact discs, computer software, CD-ROMS, and electronic resources. The Continuous Improvement Council approves these materials for adoption by the Board of Education.

### **Supplemental Materials**

Supplemental materials are those items used to supplement instruction for enrichment or remediation purposes and used for short periods of time. They include, but are not limited to, books, periodicals, pamphlets, art prints, study prints, pictures, transparencies, slides, video recordings, videodiscs, audiocassettes, sound recordings, compact discs, computer software, CD-ROMS, and electronic resources. Supplemental materials, print or non-print, do not require approval by the Continuous Improvement 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, which 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.

# **Selection, Evaluation, and Adoption of Instructional Materials**

## **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.

Following are the general criteria used in selecting and evaluating instructional materials:

- appropriate for recommended levels;
- accurate in terms of content;
- reflective of the pluralistic nature of American society;
- representative of differing viewpoints;
- appropriate format for the subject matter;
- recent copyright date as appropriate to the subject;
- acceptable literary style and technical quality;
- cost effective in terms of use; and
- pertinent to the curriculum and the objectives of the instructional program.

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

### **COMAR 13A.04.05.01-03**

“Evaluation and Selection of Instructional Materials Which Will Insure Proper Recognition of Ethnic and Cultural Minorities” (See Appendix B)

### **COMAR 13A.04.18.03**

“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)

# 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. 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 F) 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.

### **Continuous Improvement Council**

The Continuous Improvement Council examines the textbook materials that have been recommended by the instructional supervisors. Continuous Improvement 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 of minorities and various ethnic groups;
- represents appropriate and current qualities regarding technology; 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 Continuous Improvement Council is comprised of representatives from:

- Parents of each school
- High school students
- Board of Education
- Carroll County Education Association
- Carroll County Council of PTA
- School principals

## Selection, Evaluation, and Adoption of Instructional Materials

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

### Timeline

**Timeline for the Adoption Process**

When	Who	What
March	-Continuous Improvement Council -Director of Curriculum and Instruction -Supervisors	Supervisors present recommended titles to the Council.
March through May	-Continuous Improvement Council -General Public	Textbooks for adoption are available for review.
May	-Continuous Improvement Council -Director of Curriculum and Instruction	Council approves 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 Continuous Improvement Council during the next possible cycle.

### Supplemental Materials

Supplemental materials do not require approval by the Continuous Improvement 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 instructional supervisor;
- appeared as suggested resources in Carroll County Public Schools' curriculum guides or Maryland State Department of Education publications;
- received favorable media evaluations by two professional staff members; or
- received favorable reviews in at least two standard sources.

All library media center materials are supplemental. The purchase of non-print materials requires the approval of the appropriate instructional supervisor.

# **Selection, Evaluation, and Adoption of Instructional Materials**

## **Instructional Videos and DVDs**

- Teachers may request to use a video or DVD for one-time only by completing the “*Request for Use of Video Recording of Movies and Television Programs*” form and obtaining the approval of the principal or his/her designee. (See Appendix E)
- Teachers may request to have an instructional video or DVD included in a curriculum guide by completing the “*Request for Use of Video Recording of Movies and Television Programs*” form and obtaining the approval of the instructional supervisor.
- Videos housed in the school’s media center and in the county’s Resource Center are pre-approved for teacher use.

## **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 Health. Selection of these materials will follow Code of Maryland Regulations Bylaw 13A.04.18.03. (See Appendix C)

The Family Life and Human Development Instructional Materials Review 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 Continuous Improvement 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 Materials

### Process and Guidelines

From time to time, a citizen may question the use of an instructional or supplemental material. Procedures for requesting reconsideration of a material are in place for any citizen, parent, student, teacher, or school administrator. The principal and/or the teacher should meet with the appellant in an initial effort to clarify and resolve the concerns. During this initial meeting, the selection criteria and procedures should be explained to the appellant. If this initial meeting does not resolve the concerns, the appellant will be invited to file his or her objections in writing using the “*Request for Reconsideration of Instructional Materials*” form. (See Appendix G) This process will parallel other established appeal procedures within Carroll County Public Schools.

### **Reconsideration Guidelines**

- The instructional or supplemental material in question shall not be withdrawn from use during the reconsideration process. After a formal request for reconsideration has been filed, a principal may make a written request to the Assistant Superintendent of Instruction and the Director of Curriculum and Instruction to remove the material during the reconsideration process. If the appellant withdraws the request or the Reconsideration Committee recommends that the material be retained, then it shall be returned for use.
- 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.
- The Supervisor of Media will notify appropriate personnel of reconsideration results.
- The Supervisor of Media shall maintain files on challenged material.

### Roles within the Reconsideration Process

#### **Role of the Principal and Media Specialist**

When the appropriateness of an instructional material is questioned, the principal or the media specialist will explain the selection process and discuss both the reasons for selection and the process for requesting reconsideration. 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 media specialist or the principal will provide him/her with a copy of the selection policy, including the “*Request for Reconsideration of Instructional Materials*” form. They may also wish to put the individual in touch with the Supervisor of Media.

# Selection, Evaluation, and Adoption of Instructional Materials

## Role of the Supervisor of Media

No material will be reconsidered until the completed “*Request for Reconsideration of Instructional Materials*” form is forwarded to the Supervisor of Media, 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. Committee appointments will reflect a broad-based balance of levels and interests. It is desirable to have a rotational appointment schedule of these twelve members in order to maintain a degree of familiarity with the process. Chaired by the Supervisor of Media (non-voting), the committee will be comprised of:

- 2 school media specialists
- 2 administrators (school-based)
- 1 instructional supervisor
- 1 teacher
- 3 parents
- 3 high school students

In addition to testimony from the appellant, the Reconsideration Committee may also hear statements from the supervisor of the curriculum area involved or the principal of the school from which the reconsideration request originated (or their designees).

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 Media.

The Supervisor of Media 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 Committee has met and completed their review of the material.

## Role of the Director of Curriculum and Instruction

The appellant may appeal the Reconsideration Committee’s decision to the Director of Curriculum and Instruction, acting as the Superintendent’s designee, within **ten (10) school days** of the date of the Committee’s written response. The Director of Curriculum and Instruction will render a written decision to the appellant and the Reconsideration Committee within **thirty (30) school days** of receiving the appeal.

## Role of the Board of Education

The appellant may appeal the decision of the Superintendent’s designee within **thirty (30) school days** of the date of the response, in writing, to the Board of Education.

# Selection, Evaluation, and Adoption of Instructional Materials

## Appendices

### Appendix A – Textbooks, Materials of Instruction, and Supplies

#### Public School Laws of Maryland

#### Section 7-106

#### 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—
  - a. Free of cost for use in the public school's; and
  - b. In sufficient quantities for the different grades in the public schools.

# **Selection, Evaluation, and Adoption of Instructional Materials**

## **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 cultural diversity.

# Selection, Evaluation, and Adoption of Instructional Materials

## Appendix C – Program in Comprehensive Health Education

### 13A.04.18.03 Program in Comprehensive Health Education .03 Implementation of the Goal and Subgoals 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 sub goals 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.

# Selection, Evaluation, and Adoption of Instructional Materials

## 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.

# **Selection, Evaluation, and Adoption of Instructional Materials**

## 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.

# Selection, Evaluation, and Adoption of Instructional Materials

## Appendix E – Request for Use of Video Recording of Movies and Television Programs Form

### Request for Use of Video Recording of Movies and Television Programs

Title of Recording: \_\_\_\_\_

Course: \_\_\_\_\_

Does copyright prohibit the use of this recording in the classroom?  Yes  No

Is this video industry-rated?  Yes  No If yes, what is the rating? \_\_\_\_\_

Purpose of use:  Enrichment  
 Remediation

Request is for:  One time use only  
 Inclusion in the Curriculum

Measurable Objectives: \_\_\_\_\_

What segment(s) do you plan to show? \_\_\_\_\_

Is there any content that might be considered inconsistent with Carroll County community standards? (language, religious issues, sexual situations, violence, nudity, etc.) If so, provide specific descriptions:

How would you accommodate possibly offensive content in your use of the recording and in your instruction?

_____	_____
Date	Teacher Requesting Approval
_____	_____
Date	Principal or Designee
_____	_____
Date	Supervisor

# Selection, Evaluation, and Adoption of Instructional Materials

## Appendix F – 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: 9 Book 9 Film 9 Kit 9 Videocassette 9 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> 2		<u>Excellent</u> 3	
Meets community standards for Lang. Content Comments (if any) _____	1				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
<b>TOTAL - Composite Assessment</b>		<b>1</b>	<b>2</b>	<b>3</b>	

<b>Final Recommendation</b>	<b>ADOPT</b> _____	<b>DO NOT ADOPT</b> _____
<b>Evaluated By</b> _____	<b>Date</b> _____	
<b>Instructional Supervisor's Signature</b> _____	<b>Date</b> _____	

# Selection, Evaluation, and Adoption of Instructional Materials

## Appendix G – 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 MEDIA)

Type of Media \_\_\_\_\_

Name of Item \_\_\_\_\_

Publisher or Producer \_\_\_\_\_ Publication Date \_\_\_\_\_

Name of Individual (Appellant) \_\_\_\_\_ Telephone \_\_\_\_\_

Address \_\_\_\_\_  
Street City Zip

Organization Represented, (if applicable) \_\_\_\_\_

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

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 why? (Be specific by citing page numbers or passages)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Were there any good sections included in this item? YES \_\_\_\_\_ NO \_\_\_\_\_  
If YES, please list them.

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
SIGNATURE OF APPELLANT

\_\_\_\_\_  
DATE

# **Selection, Evaluation, and Adoption of Instructional Materials**

## **Other References**

*Acceptable Use Policy for Employees*

*Acceptable Use Policy for Students*

*Library Bill of Rights* by the American Library Association  
Adopted June 18, 1948. Amended 1961; 1967; 1980

Library Media Collection Development Plan 2002-2005

Media Handbook - 2000