	INSTRUCTION Selection, Evaluation, and Adoption of Instructional Materials	Administrative Regulation #	IIAA
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Administrative Regulation

1. Purpose

These regulations define the process for the selection, evaluation, and adoption of instructional materials. These regulations ensure that all CCPS instructional text and non-print materials provided for system-wide instructional use are vetted following a standardized procedure, which includes teacher, administrator, supervisor, and citizen participation.

2. Scope

These regulations apply to all instructional materials used in all PreK – 12 classrooms, such as books, other printed matter, video and audio recordings, computer software, and digital content, which are used as part of the instructional process.

3. Responsibilities

The Director of Curriculum and Instructional Resources serves as the Superintendent's designee to provide oversight and direction for all aspects of these procedures.


4. Procedure

I. 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 selections.

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

- 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;
- Support multiple means of representation;
- recent copyright date, as appropriate to the subject;
- acceptable literary style and technical quality;
- cost effective in terms of use.


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a. Textbooks

- i. Primary responsibility for identifying and evaluating textbook materials is delegated to the instructional supervisor.
- ii. 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 Resource Team (ITRT).
- iii. After textbooks have been evaluated, the supervisor will submit recommended titles to the Director of Curriculum and Instructional Resources. A completed "Record of Evaluation and Adoption of Instructional Materials" form shall accompany each text. The deadline for submitting materials will be established by the Director of Curriculum and Instructional Resources at the beginning of the school year.
- iv. 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.

b. Curriculum Council

- i. The Curriculum Council examines the textbook materials that have been recommended by the instructional supervisors. Curriculum Council members review materials for the following factors:
 1. Meets community standards for language content;
 2. Provides appropriate, accurate, and non-biased subject and grade level content;
 3. Provides accurate and appropriate recognition cultural diversity;
 4. Represents appropriate and current technologies; and,
 5. Provides for a stereotype-free presentation, except when historically appropriate.
- ii. Council members are vital to this process, and they are the vehicle for community voice and representation. Chaired by the Director of Curriculum and Instructional Resources, the Curriculum Council is comprised of representatives from:
 1. Parents of each school
 2. Students from each high school
 3. CCPS Board of Education
 4. Carroll County Education Association
 5. School Principals or assistant principals
 6. Interested citizens

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- iii. 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.


c. Timeline for the Adoption Process

When	Who	What
March	Curriculum Council -Director of Curriculum and Instructional Resources -Supervisors	Supervisors 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 Instructional Resources may grant temporary approval of textbooks to meet urgent needs. Formal review shall then occur by the Curriculum Council during the next possible cycle.

d. Supplemental Materials

- i. 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:
 1. Recommended by the appropriate instructional supervisor;
 2. Appeared as suggested resources in Carroll County Public Schools' curriculum guides or Maryland State Department of Education publications;
 3. Received favorable media evaluations by two professional staff members; or
 4. Received favorable reviews in at least two standard sources.
- ii. All library media center materials are supplemental. The primary responsibility for selection of media materials rests with the media specialist. As orders arrive, the media specialist will examine items one more time based on the established selection criteria. As needed, the media specialist will seek review and input by other school community members including the principal. The media specialist will share the reviewer's recommendations with the principal before shelving the item(s). The media specialist and principal will collaborate to decide whether to place the book on the media center shelves for circulation. If agreement cannot be reached, a decision will be made by the supervisor of library media.

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- iii. 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" form. All items submitted to the Technology Request System will be subject to a thorough review. Content-based websites that are not blocked can be used with the professional discretion of the teacher.
- iv. Exemption for one-time use of multimedia content (i.e. videos/DVDs) may be granted by the school-based administrator(s).
 - 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
- v. 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.

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

II. Reconsideration of Instructional Materials

a. Reconsideration Process


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. These procedures will be published yearly in the Carroll County Public Schools Informational Calendar and on the Carroll County Public Schools website. This process will parallel other

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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.

- b. Reconsideration Guidelines
 - i. Once a formal request for reconsideration has been filed, the principal of the school from which the appeal originated may make a written request to the Director of Curriculum and Instructional Resources to remove the material from that school's media collection 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.
 - ii. Any reconsideration decision to withdraw a material will apply to all schools at the specified level(s) – elementary, middle, high.
 - iii. All parties must adhere to the time frame for the appeals process.
 - iv. 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 Media will notify appropriate personnel of reconsideration results.
 - v. The Supervisor of Media shall maintain files on challenged material for six (6) years.
- c. Roles within the Reconsideration Process
 - i. Role of the Principal and Media Specialist
 - 1. When the appropriateness of an instructional material is questioned, the principal or the 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.
 - 2. 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.
 - ii. 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 Instructional Resources that a request for reconsideration has been received.


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iii. Role of the Reconsideration Committee

1. 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 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:
 - Two (2) school media specialists
 - Two (2) administrators (school-based)
 - One (1) instructional supervisor
 - One (1) teacher – at the appropriate level for material
 - Three (3) parents
 - Three (3) high school students
2. 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.
3. 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 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.
4. 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.
5. 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.
6. The Supervisor of Media will send written notification of the Committee's decision to the appellant and the Director of Curriculum and Instructional Resources within ten (10) school days after the Committee has met and completed their review of the material.

iv. Role of the Superintendent

The Reconsideration Committee's decision may be appealed to the superintendent within ten (10) school

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days of the date of the Committee's written response. The superintendent or designee will render a written decision to the appellant and the Reconsideration Committee within thirty (30) school days of receiving the appeal.

v. Role of the Board of Education

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

5. References

- a. Section 7-106, Public School Laws of Maryland
- b. COMAR 13A.04.05.05, Education That is Multicultural; Criteria for Instructional Materials
- c. COMAR 13A.04.18.03, Program in Comprehensive Health Education
- d. COMAR 13A.05.02, Administration of Services for Students with disabilities
- e. Supreme Court Decision, Island Trees Union Free School District v. Pico
- f. Board Policy IHAA, Reading Policy
- g. Board Policy IHB, Writing Policy
- h. Board Policy IGAB, Family Life and Human Development
- i. Board Policy AF, Student Data Privacy
- j. Board Policy IGA, Curriculum Development

6. Definitions

I. 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.

II. 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.

III. 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

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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.