

**GUIDELINES FOR THE  
SELECTION AND APPROVAL OF  
INSTRUCTIONAL MATERIALS:**

**TEXTBOOKS**

**REGULATION 500-38**

Frederick County Public Schools  
Department of Media Services  
7630 Hayward Road  
Frederick, Maryland 21702

September 1993  
Revised September 2007

# Board of Education of Frederick County

Kathryn B. Groth, President  
Jean A. Smith, Vice President

Daryl A. Boffman

Bonnie M. Borsa

Donna J. Cook

Leslie A. Mansfield

Micheal E. Schaden

Neha Kapoor  
Student Member

*Our Mission is Teaching for Quality Learning for All Students*

*The Board of Education of Frederick County does not discriminate in admissions, access, treatment, of employment in its programs and activities on the basis of race, color, gender, age, national origin, religion, or disability.*

# TABLE OF CONTENTS

Foreword.....	iv
Board of Education Policy (501) .....	1
Board of Education Regulation (500-38) .....	2
<i>Request for Reconsideration of Instruction Material Form</i> .....	7
Procedure for Reconsideration of Instructional Materials Chart .....	8
Appendices	
A. Criteria for Selection of Instructional Materials	
General Criteria.....	9
Criteria for Books.....	10
Criteria for Nonbook Material .....	12
Criteria for Library Media Materials .....	14
Criteria for Plays .....	16
Criteria for Career Education Materials .....	17
Specialized Criteria .....	18
Process for Software Evaluation, Procurement and Installation .....	19
Step-by-Step Process for Software Evaluation, Procurement & Installation	23
FCPS Request for Evaluation of Software Form .....	24
Software Evaluation Form .....	25
FCPS Software Evaluation Form .....	26
FCPS Technical Evaluation of Software Form .....	27
B. Forms	
Request for Textbook Approval Form.....	28

## Foreword

The purpose of the *Textbooks and Instructional Materials Selection and Approval and Reconsideration of Instructional Materials Already in Use* is to provide clear guidelines for public participation in selecting new textbooks or to challenge materials already in use. It is our attempt to provide for two strongly held beliefs:

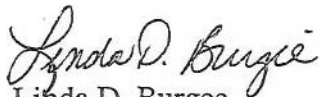
- The right of the public to give input in the process
- The need for educators to choose those materials that best support the essential curriculum.

This revision replaces documents titled, *Guidelines for the Review and Evaluation of Instructional Materials* adopted by the Board of Education on September 19, 1977, May 9, 1978, April 17, 1979, November 7 1984, September, 1993 and July 1, 2007. Revisions have been necessary because available materials and technology have changed and ambiguities and inconsistencies have been eliminated. The input of the public has been invaluable as we continue to fine tune this process.

This document contains an outline of the steps needed to participate in the selection of new textbooks or to request reconsideration of materials already in use. All new textbooks are placed on public display prior to their purchase. We provide this service because textbooks are placed in the hands of every student and they represent a significant purchase.

Other materials are not subject to public review prior to purchase or use. Materials bought in limited quantities such as library books, multimedia and teaching materials not put in student's hands, and ephemeral materials such as magazine articles are not put on display because it is prohibitively expensive and impractical. However, any citizen has the right to request that we reconsider the use of these materials, and the procedures for that process are outlined in this document.

We believe that this, the latest revision, provides the best, most easily understood, and fairest process possible.



Linda D. Burgee  
Superintendent of Schools



<b>POLICY</b>	<b>BOARD OF EDUCATION OF FREDERICK COUNTY, MARYLAND</b>
<b>CURRICULUM DISTRIBUTION</b>	<b>SECTION 501</b>
<b>501 Selection and Review of Instructional Materials</b>	<b>Adopted:</b> 8/16/93 <b>Amended:</b> 9/26/07

The Frederick County Public Schools essential curriculum will be available for review by the public.

**501 Selection and Review of Instructional Materials**

In accordance with state law, the Board of Education of Frederick County is responsible for the selection and acquisition of instructional materials, including textbooks, teaching materials, and library media materials. Textbooks are used by students as primary sources of instruction in a course or unit within a course. Teaching materials are secondary sources that complement textbooks, and include, but are not limited to, manuals, resource books, videos, and magazine articles. Library media materials, housed primarily in the media center, are used to supplement instruction and for recreational reading. The board delegates to the superintendent the responsibility of selecting instructional materials that will help support and achieve the school system's goals as well as standards and indicators outlined in the essential curriculum. The superintendent is authorized to adopt regulations to administer the review and selection of instructional materials.

Instructional materials shall be selected after review and evaluation by appropriate staff following the criteria for selection of instructional materials. Textbooks for student use will be made available for public inspection and review. If, after public review, the textbooks are alleged to be inappropriate, the complainant(s) may request a review by following the regulations established by the superintendent.

If a Frederick County resident alleges that instructional materials already in use are inappropriate, that person may request a review. Regulations governing the reconsideration of materials currently in use are established by the superintendent.

<b>FREDERICK COUNTY PUBLIC SCHOOLS</b>	<b>Reg. No. 500-38</b>
<b>Subject: SELECTION AND APPROVAL OF TEXTBOOKS</b>	<b>Date of Issue: 9/1/93</b>
<b>Preparing Office: Office of the Superintendent</b>	<b>Amended: 7/1/07</b>

I. Policy 501

II. Procedures

A. Definitions – For the purpose of this regulation, the following definitions are provided:

- Associate Superintendent - Associate Superintendent with responsibility for curriculum
- Board - Board of Education of Frederick County
- Complainant - Citizen of Frederick County
- Essential Curriculum - Written curriculum prepared by Frederick County Public Schools staff and approved by the board. Essential curriculum is reviewed by the Curriculum and Instruction Committee and approved by the board.
- Essential Curriculum Guides - Prepared by Frederick County Public Schools staff to implement the adopted essential curriculum and may include activities, resources, etc.
- In Principle - Means that a complaint falls into a category about which the superintendent or the board has taken a formal stand, e.g., negativism.
- Materials Already In Use - Includes library media materials and all materials used for instructional purposes or planning, except for textbooks under consideration.
- Superintendent - Superintendent of Schools - Frederick County Public Schools
- Teaching Materials - Includes items not contained in the definition of textbooks. They are a secondary source of information used by teachers to enrich and re-teach the essential curriculum. Teaching materials are used at the discretion of the individual teacher, and the decision is one of instructional strategy. Teaching materials include, but are not limited to, teaching manuals, textbook guides, resource material, anthologies, big books, multimedia, magazine articles, and pictures. Most teaching materials are not placed in the hands of students, e.g., teaching manuals and textbook guides.
- Textbooks - Narrowly construed to mean the primary source for teaching the essential curriculum. They typically, are placed in the hands of every student. Student workbooks are included in this definition.



B. Selection and Approval of Textbooks

1. Initial Selection and Approval of Textbooks

- a. Textbooks shall be selected by staff in accordance with established criteria for selection of instructional materials.
- b. When a requisition is received by the division with responsibility for curriculum for three (3) or more copies of a textbook which has not previously been used in the Frederick County Public Schools, the procedures for public review will be initiated.
  - (1) The appropriate curriculum specialist will determine whether the textbook is new to Frederick County Public Schools. If so, the curriculum specialist will assemble a review committee to determine if the textbook should be recommended for addition to the approved text list. In the case of a textbook which is new and recommended by the curriculum specialist for addition to the approved textbook list after work with the review team, the curriculum specialist will send three (3) copies for public display to the supervisor of media services.
  - (2) If it is determined that the materials are already in use in the schools or are not substantially different from editions of materials already in use in schools, no public display will be necessary and the textbook may be approved for purchase.

2. Public Display of Materials

- a. The supervisor of media services will arrange for the public display of materials.
- b. Materials will be displayed for one week (Monday-Saturday) according to a published schedule.
- c. Each proposed textbook will be displayed at the main branch of the Frederick County Public Library (FCPL) or at alternate FCPL branch sites. In addition, they will be made available for review by members of the board.
- d. Forms for "textbook reaction" will be provided at the display. Completed forms must be turned in at the display location or sent to the Supervisor of Media Services, Hayward Complex, 7630 Hayward Road, Frederick, MD 21702, within five (5) working days of the close of the display.

3. Consideration of Textbook Reaction Forms

- a. If all responses are positive or if no textbook reaction forms are received by the supervisor of media services, the supervisor will inform the associate superintendent who makes a recommendation for approval to the board. The board is solely responsible for the final decision on textbook acceptance.

- b. If a negative response is received within five (5) working days of the close of public display, the curriculum specialist and/or other appropriate personnel will:
  - (1) Attempt to answer any questions or resolve differences. The curriculum specialist may meet with the complainant(s) individually or as a group. If the differences are resolved, the textbook may be recommended for approval by the associate superintendent to the superintendent and the board.
  - (2) If the complainant(s) maintains opposition to use of the material, the curriculum specialist will provide the complainant(s) with a "Request for Reconsideration of Instructional Material." To be considered, this form must be received by the associate superintendent within seven (7) working days or, if mailed, must be postmarked within seven (7) working days of the issuance of the form to the complainant(s).

C. Reconsideration and Approval of Textbooks

1. Staff will review the reconsideration form(s) to determine whether the issues raised were covered "in principle" by previous decisions.
2. Upon receipt of staff's recommendation and the "Request for Reconsideration of Instructional Material," the associate superintendent will study the request to determine if the matter has been covered "in principle" by a previous decision. If it is determined that the matter has not been covered "in principle," the associate superintendent appoints a reconsideration committee or, if there are fewer than five (5) complaints, may refer it directly to the superintendent as described in paragraph 3. If it is determined that the matter has been covered "in principle," the associate superintendent will typically not appoint a reconsideration committee and instead refer the matter directly to the superintendent with a recommendation.
3. If the associate superintendent has recommended that a reconsideration committee not be formed, the superintendent will review the associate superintendent's recommendation and the request(s) for reconsideration. The superintendent shall either (1) request the associate superintendent to convene a reconsideration committee or (2) determine whether to recommend to the board that the textbooks be approved.
4. The board will act on the superintendent's recommendation for approval and provide written notification to the complainant(s) of its decision.

D. The Committee and Its Deliberations

1. Composition of the Committee
  - a. Reconsideration committees will be appointed as needed by the associate superintendent, who will request staff to convene a committee within twenty-one (21) working days.



- b. Each committee will be composed of eleven (11) members that will include:
    - (1) Four (4) staff members
      - One (1) curriculum specialist
      - One (1) administrator
      - Two (2) teachers
    - (2) Five (5) community representatives
      - Four (4) parents of students enrolled in Frederick County public schools
      - One (1) citizen (who may also be a parent) knowledgeable in the subject area involved
    - (3) Two (2) high school students (grades 9-12)
  - c. Alternate members will be selected by the associate superintendent. In the event a member of a committee cannot serve for a particular review, an alternate will be selected for that review so that the representative balance of the group will be maintained.
  - d. The committee shall serve until the specific challenge has been resolved. If there are additional challenges to the material or challenges to supplementary, similar, or related materials, the original committee may be reconvened.
2. Deliberations
- a. The committee will meet and receive testimony from the complainant(s) and staff concerning the contested material. Additionally, the committee may, at its discretion, receive oral or written testimony from proponents of the material. The committee will establish procedures governing the hearing and the deliberations.
  - b. The committee will issue a report within fourteen (14) working days. The report will be written in the following format:
    - (1) Response to specific complaint(s)
    - (2) Evaluation of contested material(s)
      - (a) Relationship to curriculum and to board policy
      - (b) Relationship to established criteria for selection of instructional materials
    - (3) Signatures of committee members affixed to majority and minority opinions
    - (4) The committee's report will be given to the associate superintendent.
3. The associate superintendent will give the report and a recommendation to the superintendent within ten (10) working days of the receipt of the committee's report.
4. The superintendent will render a decision within ten (10) working days of receipt of the committee's report and the recommendation of the associate superintendent. The superintendent will provide written notification of the decision to the complainant(s).
- D. The complainant(s) may appeal the superintendent's decision per Board policy governing the appeal process.

- E. The board is solely responsible for the final decision on the initial selection of textbooks.
- G. No further re-evaluation will be made for at least two (2) years after the board has rendered a decision.

Approved:

*original signed by*

\_\_\_\_\_  
Linda D. Burgee  
Superintendent

Frederick County Public Schools  
115 East Church Street  
Frederick, Maryland 21701

Request for Reconsideration of Instructional Material

Title \_\_\_\_\_

Author \_\_\_\_\_ Type of Material \_\_\_\_\_

Publisher or Producer (if known) \_\_\_\_\_

Complainant's Name \_\_\_\_\_

Mailing Address \_\_\_\_\_

Email Address \_\_\_\_\_ Telephone \_\_\_\_\_

Complainant represents:  Self  Organization \_\_\_\_\_  Other Group \_\_\_\_\_  
(Please name) (Please name)

Name of school where this material is in use: \_\_\_\_\_

1. What are your objections to the material? (Please be specific; cite instances.) \_\_\_\_\_  
\_\_\_\_\_
2. What do you believe might be the result of using this material? \_\_\_\_\_  
\_\_\_\_\_
3. For what age group would you recommend this material? \_\_\_\_\_  
\_\_\_\_\_
4. What would you list as the good points of this material? \_\_\_\_\_  
\_\_\_\_\_
5. Did you read, view, or listen to material in its entirety? \_\_\_\_\_  
What parts? \_\_\_\_\_
6. What material of equal quality would you recommend in its place? \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Date

\_\_\_\_\_ Signature of Complainant

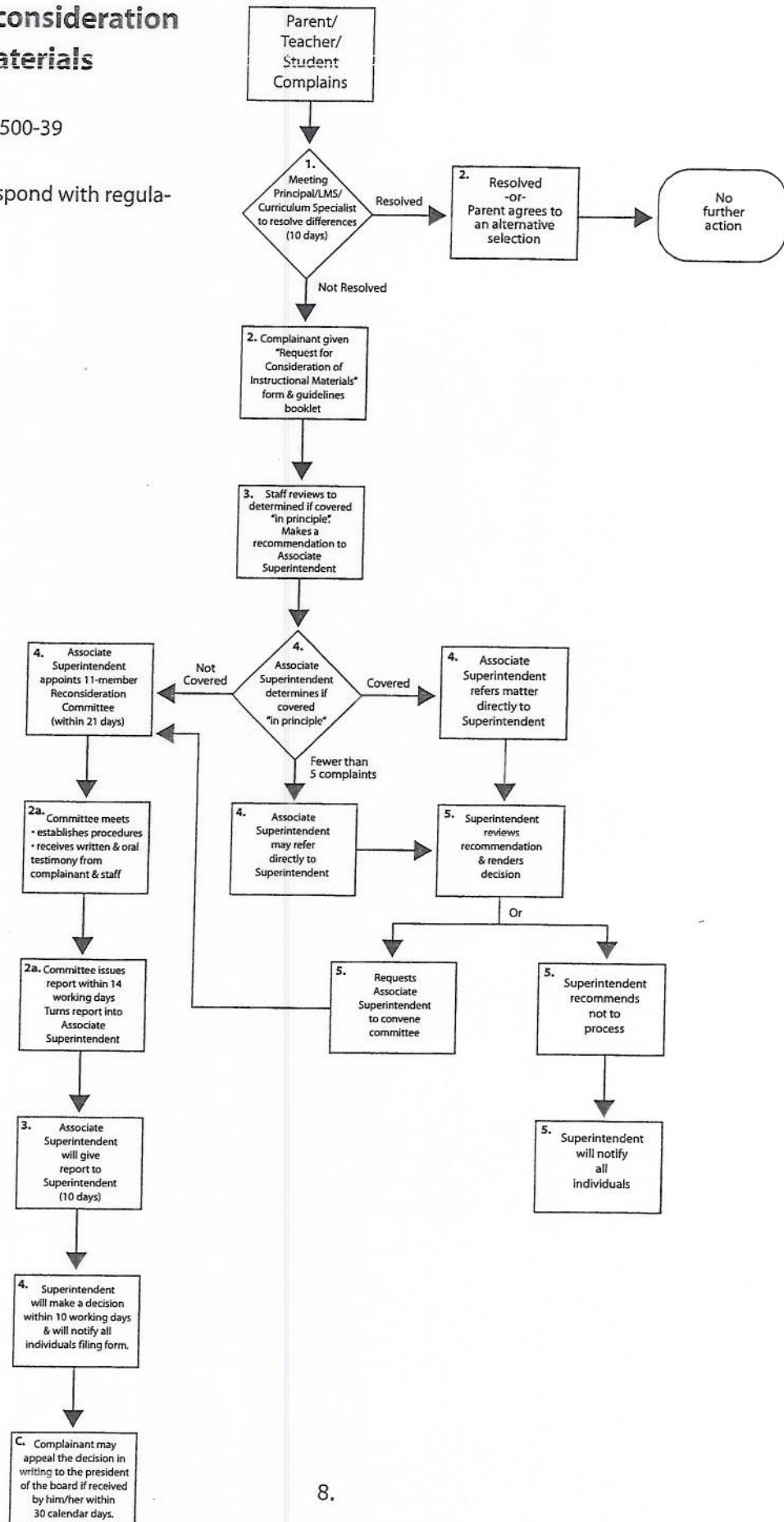
Return completed form to: \_\_\_\_\_



# Procedures for Reconsideration of Instructional Materials

Based on FCPS Regulation 500-39

Letters and numbers correspond with regulation



## APPENDICES

## Criteria for the Selection of Instructional Materials

- A. **General Criteria.** The most important objective is to locate and make available for students and staff members instructional materials that support and achieve the school system's principle goals. To assist those persons selecting materials, certain general criteria must be applied to anything purchased, given, loaned, or rented for instructional use.
1. Materials should support the curricular goals of the school system and individual school programs.
  2. Materials should be interesting, accurate, stimulating, and contain content that is significant.
  3. The concepts presented should be within the understanding of students who will use the materials and provide for a diversity of interests and levels of ability.
  4. Materials should be well-balanced according to the content areas of the curriculum, be varied according to the type of media, and provide for a diversity of interests and levels of ability.
  5. Materials should contribute to lifelong learning by widening boundaries of thought presenting a realistic picture of life, developing an understanding of people, and fostering positive values.
  6. Materials should have a format, style, and presentation of high quality and be appropriate to expression of the idea, concept, or lesson.
  7. Materials should present different points of view.
  8. Materials should justify the cost in relation to anticipated use.
  9. Materials should be kept current.
  10. Principles of learning should have been followed and incorporated in the development of the materials.
  11. Technology - based instructional products must provide students with disabilities equivalent access unless this causes significant difficulty or expense.



- B. Criteria for Books.** In selecting a book, three primary considerations must be made: (1) What is the purpose, theme, message of the book? (2) How well is this purpose accomplished? (3) For whom is the book intended? After answering these three questions, the following criteria must be used as guidelines for the selection of instructional materials. A curriculum specialist will follow appropriate procedures for adoption when instructional materials conform to a majority of the applicable criteria for selection.

		Yes	No	N/A
<b>1. Purpose</b>				
	Does the book promote the educational goals and objectives of the curricula of Frederick County Public Schools?			
	Does the book offer an opportunity to better understand and appreciate the aspirations, achievement and problems of the reader and/or other people?			
<b>2. Author and Publisher</b>				
	Is the author qualified?			
	Is the publisher reputable?			
<b>3. Content</b>				
	Does a book about modern times give a realistic picture of life today?			
	Does the book avoid an oversimplified view of life?			
	Does the book avoid religious, sexual, or other cultural biases?			
	Are the facts presented accurately?			
	Is the book objective in presentation?			
	Are the concepts presented appropriate to the ability and maturity of the potential reader?			
	Does the book have logical plot construction and/or development?			
	Does the book consistently reflect the time and setting presented?			
	Are information sources well documented?			
	Are translations and retellings faithful to the original?			
	Are characters created with individual human qualities?			
	Is the language appropriate to the treatment of the topic?			
	Does the book have literary value?			
	Does the book reflect concerns of significance to society?			
	Is the book of interest to its intended audience?			
	Does the book make a significant contribution to the history of literature of ideas?			
	Have the principles of learning been followed in the development of the book?			
	Are student aids to learning provided if appropriate?			
	Is the index adequate?			
	Do the visual aids contribute to the development of the book?			
	Is the copyright date a significant factor in evaluating the usefulness of the content?			

		Yes	No	N/A
<b>4. Technical Quality</b>				
	Is the size of the book appropriate for use at the intended level?			
	Is the binding durable and strong?			
	Is the cover attractive?			
	Is the paper durable and opaque?			
	Is the font clear and easy to read?			
	Is the type size appropriate for the level intended?			
	Are the page layouts well designed?			
	Are the margins ample?			
	Is the space between the lines appropriate for the level intended?			
	Are the visuals appropriate and in good taste?			
	Do the visuals avoid stereotypes?			
	Are the visuals realistic in relation to the story?			
	Are the captions readable?			
	Are illustrations located properly for greatest usefulness? Is the art or photographic quality acceptable?			
<b>5. Supporting Opinion</b>				
	Does the book appear on one or more reputable book lists or review sources?			
	Has the book been favorably reviewed by experts in the field?			



### C. Criteria for Nonbook Materials

		Yes	No	N/A
1.	<b>Authenticity</b>			
	Are the facts accurate?			
	Are the facts impartially presented?			
	Is the information up-to-date?			
2.	<b>Appropriateness</b>			
	Is the vocabulary at the user's level?			
	Are the concepts at the user's level?			
	Does the presentation encourage the extension of vocabulary and concepts?			
	Are the data useful?			
	Is there a media-subject correlation such as art prints to art, specimens to science?			
	Are the titles, captions, etc. related to the subject?			
	Is the material suitable for group and/or individual use?			
3.	<b>Scope</b>			
	Is there full coverage as indicated?			
	Does this means allow for superior concept development?			
	Does the content satisfy the demands for current subjects?			
4.	<b>Interest</b>			
	Does the material have a relationship to the user's experience?			
	Does it provide intellectual challenge?			
	Does it satisfy the user's curiosity?			
	Does it pass the test of credibility?			
	Does it encourage use of the imagination?			
	Does it have emotional appeal?			
	Does it have sensory appeal?			
5.	<b>Organization</b>			
	Does the content develop logically?			
	Are the sequences pertinent to the purpose of the material?			
	Is there balance in the use of narration and dialogue, music and sound effects, and background elements?			
6.	<b>Technical Aspects</b>			
	Is there tone fidelity?			
	Is there clarity?			
	Is the speech intelligible?			
	Are the pictures in focus?			
	Are the size relationships true?			
	Is the composition unified?			
	Is there effective use of color?			
	Is there complete synchronization of sound and image?			



		Yes	No	N/A
<b>7. Special Features</b>				
	Are there descriptive notes and/or a guide or manual?			
	Is there pertinent accompanying material?			
	Does it provide students with disabilities equivalent access?			
<b>8. Physical Characteristics</b>				
	Is the material simple to store and handle?			
	Is minimum instruction required for individual use?			
	Is the packaging attractive?			

D. **Criteria for Library Media Materials.** Library media materials shall be selected from standard, authoritative, bibliographic references using the criteria established in the guidelines. Those materials vary in level of difficulty, format, title, and subject, and usually are purchased in single copies. It is impractical to provide copies of these materials for preview before purchase because of a lack of space for display, time, staff required, and cost of additional preview copies.

Representative List of Bibliographic Sources and Review Journals. A favorable review or listing of any title in one of the following reviewing journals or bibliographic sources constitutes approval of the title for addition to media center collections in the Frederick County public schools.

#### Title

AAAS Science Books and Films  
Alan Review  
American Association of School Librarians  
American Biology Teacher  
American Library Association  
Best Books for Children  
Book Links  
Booklist  
Book Report-Linworth Publishing  
Bulletin of the Center for Children's Books  
Childhood Education  
Children's Catalog with Supplements  
Choice  
Criticas  
Elementary School Library Collection  
French Review  
German Quarterly  
Hispania  
Horn Book Magazine  
Instructor  
Journal of Aesthetic Education  
Journal of Geography  
Junior High School Library Catalog with Supplements  
Kirkus Reviews  
KLIATT  
Library Journal  
Library Media Center  
Library Talk  
Literature for Today's Young Adults  
Media and Methods  
Middle & Junior High School Library Catalog  
Modern Language Journal  
Newbery and Caldecott Medal Books  
New York Times Book Review Section  
Physics Teacher  
Publishers Weekly

Reading Teacher  
School Library Journal  
School Library Media Monthly  
Science Books and Films  
Scientific American  
Senior High School Library Catalog with Supplements  
Teaching Exceptional Children  
Voice of Youth Advocates



## E. Plays

### 1. Criteria

- a) The play should have a worthwhile theme, be sincere and true in its interpretation of life, and accurate in its reflection of customs and manners.
- b) It should have literary value, be written in acceptable language and in accordance with accepted standards of play writing and, be emotionally and intellectually stimulating.
- c) It should be within the capacities of the students to understand, interpret, and appreciate. The influence of vicarious experience and the students' natural interests should be taken into consideration.
- d) It should challenge the highest creative and artistic abilities of all who are associated with its production, thereby affording rich opportunities for study, analysis, and experimentation.
- e) It should be quality theatre, which affords opportunities for sincere acting, satisfying entertainment, growth in theatre appreciation, and expansion of perceptions and knowledge.
- f) Is the play adaptable to the physical equipment and schedule of the school in which it will be produced?
- g) Does the play make unreasonable demands upon the play production budget?
- h) Does the play fit in well with the plays which have preceded it and those which will follow it, so as to offer variety to the year's production schedule?
- i) Does the play afford opportunities for participation of many students?
- j) Does the play come within the interests and qualifications of the teacher upon whom the responsibility for producing it is placed?

### 2. Procedures

- a) Each school shall adopt guidelines for the selection of plays based on the preceding criteria.
- b) The local school may exercise one of the following options:
  - (1) A committee of five (5) shall be appointed, jointly chosen by the principal of the school and the director of the plays to be presented. This committee shall consist of the principal, the director, one faculty member, and two (2) patrons of the school. The committee will submit its recommendation regarding suitability of plays for production to the principal who will make the ultimate decision.
  - (2) An alternate proposal shall be submitted to the Associate Superintendent for approval.

## F. Criteria for Career Education Materials

1. Evidence of effectiveness and availability.
2. Absence of sex-role stereotyping, racial discrimination, and occupational denigration.
3. Visibility of a broad range of occupational and professional options.
4. Ease of reproduction and use by teachers with a minimum of additional in-service preparation.
5. Suitability for all K-14 levels of education, and for a full range of subject matter: language arts, social studies, mathematics, science, hands-on exploratory courses, guidance, placement, in-service training, work experience, community involvement; suitability, too, for special target groups such as the disadvantaged, students with disabilities, and non-English-speaking students.
6. Versatility: attention to the development of psychomotor, cognitive, and effective skills, rather than a single purpose.

- G. **Specialized Criteria.** Areas Delineated by the Public School Laws of Maryland. According to Bylaw 13A.04.05.01-03, the Maryland State Department of Education (MSDE) has developed and distributed to all local school systems Guidelines for the Evaluation and Selection of Instructional Materials Which Will Insure Proper Recognition of Ethnic and Cultural Minorities. In Bylaw 13A.04.01.02 the MSDE requires each local school system to establish procedures for evaluating and selecting printed and audiovisual materials to be used in all phases of Family Life and Human Development programs. The Maryland State Department of Education has also developed procedures "for ensuring the elimination of sex stereotyping in print and nonprint materials" as directed by the resolution 1974-48.



**FCPS TECHNOLOGY DIVISION OPERATING PROCEDURES**  
**Process for Software Evaluation, Procurement, and Installation**  
**(Updated 3-07-07)**

**1. Introduction**

Software is an important tool for both teachers and students in the teaching and learning process. Software serves to extend the knowledge and understanding provided by the teacher and other curriculum resources. Software includes instructional software and internet-based software that are commercially available and licensed either to the district or a school. The software may be content specific or a generic utility tool which could be used in specific content areas or across content areas. The evaluation and procurement of software is an important task that requires a collaborative process involving many staff members and departments in the Frederick County Public School System (FCPS).

**2. Purpose**

The purpose of the Process for Software Evaluation, Procurement, and Installation is to ensure that high quality resources are available for instruction. The process will include the development of collection of approved and funded software resources that will help assure greater equity and standardization of high quality resources across all schools in FCPS. This will also help support these FCPS Strategic Goals:

1. All students will demonstrate the knowledge and skills necessary to meet graduation standards and achieve their potential.
2. All schools will be safe and inviting, with a climate that fosters learning and character development.
3. All employees will be highly qualified, motivated and effective.
4. FCPS will advocate for adequate resources to achieve these goals and to manage these resources in a publicly accountable and cost-effective manner.

**3. General Guidelines**

- A. All instructional software being considered for procurement, installation, and use on computers and/or servers in the Frederick County Public Schools (FCPS) must go through an evaluation process to determine whether or not the software meets FCPS standards for:
  1. Curricular alignment and appropriateness, and
  2. FCPS infrastructure compatibility.
- B. Instructional software that must go through the evaluation process includes:
  - o Software is being considered for purchase by the school or district
  - o Software that is Internet based and is downloaded for installation
  - o Software that is bundled with textbook or other curriculum resource materials
  - o Software that may be received through a grant or other sources
- C. Any FCPS staff member may request that software be evaluated. A Request for Software Evaluation Form must be completed and forwarded to the Department of Instructional Technology. Forms are available on the department website.
- D. Software will be evaluated each summer and at other times as required so that budget and instructional decisions can be made by staff. It will have both a curricular review and a technical review.



- E. All instructional software being considered for procurement shall also be evaluated on the total cost of ownership which includes the cost to purchase, maintain, and upgrade as well as the cost to upgrade existing hardware and other software.
- F. Software shall be installed on school computers only if it is an approved software with proper licensing and appropriate documentation.
- G. Software shall be installed on school computers only by the technology coordinators, technology support specialists, and other tech services staff.
- H. Software shall not be installed on school computers if it interferes with the FCPS infrastructure and core applications.
- I. Software shall be uninstalled from FCPS owned computers if it is not be used for appropriate educational and business purposes or if it interferes with the FCPS infrastructure and core applications. A list of disapproved software shall be maintained by Technology Services.
- J. A list of approved software will be posted on the FCPS website. Information will also be available on non approved software.
- K. Any supervisor or principal may request that an approved software title be re-evaluated for removal.
- L. Approved software that has a major upgrade in versions must be re-evaluated.
- M. Training in the use of instructional software and curriculum integration shall be provided to teachers as a collaborative effort of the Instructional Technology Department, curriculum specialists, and school staff.
- N. The technology coordinator in each school shall maintain an accurate inventory of school software with licensing documentation.
- O. The principal shall review the licensing of school software each year to ensure compliance with legal requirements.
- P. Important upgrades of computers and operating systems occur periodically to provide a secure and stable environment for all users in FCPS. Therefore, it must be recognized that software versions being used on older computers or older operating systems may not run on newer computers and/or newer operating systems. Such software must be submitted for re-evaluation.

#### **4. Software Evaluation**

Software will be reviewed and evaluated each summer (and other times as required) by committees to determine whether or not the software meets FCPS standards for curricular alignment and appropriateness. The committees will be comprised of supervisors, curriculum specialists, technology coordinators, technology specialists and classroom teachers and special education teachers.

The committees will

1. Review the software at the Hayward Road Lab or other designated location
2. Request field testing if needed
3. Make recommendations for district or school purchase
4. Make recommendations for professional development for approved software

The committees will review elementary, middle, and high school software in all instructional areas such as language arts, reading, English, mathematics, science, social studies, art, music, physical education, career and technology, English language support, special education assistive technology, media research and productivity tools for teachers and students.

After a software title is approved by the committee, it will be evaluated by Tech Services for FCPS infrastructure compatibility. If the software meets approval then it will be considered for procurement. If the software does not meet approval then curriculum specialists will be informed so that a suitable replacement can be researched.

## **5. Software Procurement**

Once a software title is approved for both curriculum alignment and FCPS infrastructure compatibility then it will be recommended for procurement as either:

1. District purchase of a license for use by all schools. The software title will be placed on the FCPS Software Matrix for installation at all schools.
2. School purchase of a license for use by an individual school. The software title will be placed on the School Software Matrix for installation at that individual school.

## **6. Software Installation**

After a software title is purchase for either district-wide installation or an individual school installation, it shall be installed on computers and/or servers only by school technology coordinators, technology support specialists, or other tech services staff.

Software shall be installed only if it is approved with proper licensing and appropriate documentation. Software shall not be installed if it interferes with the FCPS infrastructure and core applications.

## **7. Removal of Installed Software**

Software shall be removed from FCPS owned computers if it is not be used for appropriate educational and business purposes or if it interferes with the FCPS infrastructure and core applications. A list of disapproved software shall be maintained by Technology Services.

Disapproved software programs are those known to negatively impact FCPS computing in one or more of the following ways:

- Causes conflicts with work-related software applications
- Poses a potential security risk by opening unnecessary network ports
- Causes computers to boot and/or operate slowly
- Violates privacy by sending user information to 3rd parties
- Increases SPAM and pornographic material via e-mail
- Causes conflicts with vital functions such as printing and web browsing
- Impacts system resources causing computers to act sluggish (memory, CPU)



- Conflicts with or alteration of vital operating system files
- Causes the computer to crash often
- Uses excessive network bandwidth and resources
- Installs spyware or adware
- Increases the number of commercial pop-up ads
- Causes additional work load for technology staff, thereby increasing response time for work orders

## 8. Development of Process

The Process for Software Evaluation, Procurement, and Installation was developed by a committee comprised of members of the Department of Instructional Technology, curriculum specialists, and representative teachers and administrators. The Superintendent and the Superintendent's Cabinet have approved the process. Special Appreciation is given to Baltimore County Public Schools and Loudoun County Public Schools for permission to use and adapt their evaluation process during the development of the FCPS process.

## 9. Resources

The forms and resources contained in this packet and located on the website include:

- A copy of the *Step-by-Step Process for Software Evaluation, Procurement, and Installation*
- A copy of the *Request for Evaluation of Software Form*
- A copy of the *Software Evaluation Form*
- A copy of the *Technical Evaluation of Software Form*
- A copy of the *Flowchart for Software Evaluation, Procurement, and Installation*

*Step-by-Step Process for Software Evaluation, Procurement, and Installation*

<p>1. Staff member checks the FCPS web site to determine whether a software title has already been approved.</p> <ul style="list-style-type: none"><li>a. If listed, software is already approved.</li><li>b. If not listed, try to find a similar program on the approved list before requesting evaluation.</li></ul>
<p>2. If not listed, staff member:</p> <ul style="list-style-type: none"><li>a. completes the <i>Request for Software Evaluation Form</i>,</li><li>b. completes the <i>Software Evaluation Form</i>, and</li><li>c. submits both to Dept. of Instructional Technology along with a copy of the software.</li></ul>
<p>3. The Dept. of Instructional Technology:</p> <ul style="list-style-type: none"><li>a. schedules the software title for evaluation in summer or earlier if required.</li><li>b. assembles the forms and software for evaluation by a committee</li></ul>
<p>4. The committee evaluate the software using the <i>Software Evaluation Form</i> for</p> <ul style="list-style-type: none"><li>a. curriculum appropriateness,</li><li>b. accessibility--if it does not meet accessibility criteria, then appropriate alternatives will be identified and submitted with the completed <i>Software Evaluation Form</i>, and</li><li>c. compliance with the requirements for Education That Is Multicultural (COMAR 13A.04.05).</li></ul>
<p>5. The committee chairperson will:</p> <ul style="list-style-type: none"><li>a. complete and sign the software evaluation form and</li><li>b. send the form and software to the Dept. of Instructional Technology.</li></ul>
<p>6. If not approved, the Dept. of Instructional Technology will:</p> <ul style="list-style-type: none"><li>a. record the software on the website as being <b>not approved</b>, and</li><li>b. return the software to the person who submitted it for the review.</li></ul>
<p>7. If approved, the Dept. of Instructional Technology will:</p> <ul style="list-style-type: none"><li>a. send the software for technical evaluation.</li><li>b. NOTE--software may receive a technical evaluation earlier if a potential problem is apparent.</li></ul>
<p>8. A technical evaluation will be completed and the technician will inform the Dept of Instructional Technology of the results.</p>
<p>9. If not approved, the Dept of Instructional Technology will:</p> <ul style="list-style-type: none"><li>a. record the software on the website as being <b>not approved</b>,</li><li>b. inform the appropriate curriculum specialist so that a suitable replacement can be researched,</li><li>c. return the software to the person who submitted it for the review, and</li><li>d. maintain an accurate and complete record of the results of the evaluation.</li></ul>
<p>10. If approved, the Dept. of Instructional Technology will:</p> <ul style="list-style-type: none"><li>a. record the software on the website as being <b>approved</b>,</li><li>b. maintain an accurate and complete record of the results of the evaluation, and</li><li>c. seek funding for district purchase or request funding by principal for school purchase.</li></ul>
<p>11. If funded, the Dept. of Instructional Technology will:</p> <ul style="list-style-type: none"><li>a. send the software to Tech Services for installation at <b>district or school level</b>,</li><li>b. inform principals and curriculum specialists of installation, and</li><li>c. work with curriculum specialists to provide needed professional development.</li></ul>



## FCPS Request for Evaluation of Software Form

Complete this form to begin the software evaluation process for instructional software. This is a multi-step process:

1. Person making the request completes this *Request for Evaluation of Software Form*.
2. Person making the request also completes the *Software Evaluation Form* to indicate that the criteria on which the resource will be evaluated have been considered.
3. The software will then be evaluated by a committee for curriculum appropriateness, accessibility and Education That Is Multicultural requirements.
4. Finally, there will be a technical evaluation of the software to determine the compatibility with FCPS hardware and infrastructure.

A description of the software evaluation process and copies of all forms can be obtained from the FCPS website.

Name of Person Requesting Evaluation:	School/Department:
Position:	School/Department Phone:
Email address:	<input type="checkbox"/> Software submitted with request form
Title of Software Program:	OR URL of Web Resource:
Version:	Version:
Copyright date:	Copyright date:
Vendor/Publisher/Producer:	
Type of License Proposed:	
Quantity of Licenses Proposed:	
Format: <input type="checkbox"/> CD-ROM <input type="checkbox"/> Web Based <input type="checkbox"/> Other	
Hardware Platform(s) is <input type="checkbox"/> PC <b>only</b> NOTE: Only hardware platform supported by FCPS is PC	
Deadline by which the evaluation decision is needed:	
<b>TYPE OF SOFTWARE PROGRAM:</b> <input type="checkbox"/> Instructional <input type="checkbox"/> Utility Tool <input type="checkbox"/> Assistive Technology	
Level(s)/Grade(s):	
Content Area:	
Specific Unit(s):	
Description of Content of Software:	
Description of Instructional Use:	
Research or Reviews: <input type="checkbox"/> Attached <input type="checkbox"/> Unknown	
Intended Use: <input type="checkbox"/> Stand-alone <input type="checkbox"/> Site License School-Based <input type="checkbox"/> District License	
Signature of Person Requesting Evaluation:	Date:
Signature of Curriculum Supervisor:	Date:

**Indicate if following have been completed and are attached:**

- A completed *Request for Evaluation of Software Form*
- A completed *Software Evaluation Form*
- A copy of the software to be evaluated (unless web based resources)
- The software's original packaging, documentation, and license agreement

**Send all completed forms to Department of Instructional Technology, 7630 Hayward Road**



**SOFTWARE EVALUATION FORM**

**INSTRUCTIONS:** Please complete this form. Return to Department of Instructional Technology

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Software Title: \_\_\_\_\_

Publisher/Distributor/Vendor: \_\_\_\_\_

Date: \_\_\_\_\_ ISBN No. \_\_\_\_\_

This software is suggested for use by what grade level?  
(Circle all that apply): PK K 1 2 3 4 5 6 7 8 9 10 11 12 Prof. \_\_\_\_\_

Subject: \_\_\_\_\_ Unit: \_\_\_\_\_ Cost: \_\_\_\_\_

**Contents Assistance Provided**

- Keyboard guide  Onscreen help  User guide  Teacher guide  Quick information card
- Other \_\_\_\_\_

Technical Support phone number or E-mail address \_\_\_\_\_

Hardware/Software/Operating System Requirements for CD-ROM or Computer Software

**Format**

- CD-ROM  Web Based OM  Required to be in the computer to operate the program

**Hardware Platform**

- PC only NOTE: Only platform supported by FCPS is PC (Check all that apply)
- Windows 2000  Windows XP  Network Version Available
- Minimum RAM requirement \_\_\_\_\_ Hard disk space required \_\_\_\_\_ Sound card \_\_\_\_\_
- CD-ROM drive \_\_\_\_\_ Other peripherals \_\_\_\_\_ Other requirements \_\_\_\_\_
- Package contents \_\_\_\_\_ (how many disks, CD-ROM, manual)

Contains valuable educational ideas and concepts? \_\_\_\_\_

Overall rating with respect to FCPS Curriculum:

- Excellent Match  Good Match  Qualified Good Match (explain) \_\_\_\_\_
- Not Recommended

(Excellent and Good Match Only)

Circle the recommended grade levels: PK K 1 2 3 4 5 6 7 8 9 10 11 12 Prof.

**CHECK ALL BOXES THAT APPLY**

What FCPS curriculum area, goals, and objectives does this software support?

\_\_\_\_\_

Describe the software by checking all that apply:

- Demonstration  Simulation
- Game Format  Multimedia
- Tutorial  Problem Solving
- Drill and Practice

The software includes:

- Teacher support materials.
- Student record-keeping management system.
- Capable of printing student records or output
- Provides on-line help?
- Choice of language. Which?

The software motivates through positive reinforcement and active learning.

- Users are given immediate feedback.
- The program adjusts to user's level (if level is too difficult, it automatically adjusts the level down).
- Attractive graphics.
- Lists level of student mastery.

The software contains adaptations for differentiation.

- The software allows only the teacher to make adjustments in the program to allow for student needs.
- The software allows teachers or students to make adjustments in the program to accommodate student needs.
- The software gives audio and visual cues for operation.
- The program is available in languages other than English.
- The software is appropriate for the needs of the student.

The software contains accurate content.

- Information is accurate and error free.
- Information is current.
- Grammar, spelling and sentence structure are correct and age appropriate
- Information is presented objectively.

The software uses intuitive interface.

- Icons, menus, and directional symbols allow for independent use.

The software develops problem-solving and higher order thinking.

- Activities provide opportunities for creative thinking, problem solving, and collaboration.

The software develops collaboration skills.

- The program could be used by pairs or triads of students.
- The program could be used in a 1-3 computer classroom.

The software provides options for saving, record keeping, and printing.

- Yes  No

The software avoids ethnic and sexual bias.

- Presents bias-free viewpoints and graphic images.
- Provides balanced representations of cultural, ethnic, and racial groups.

The software provides topics in a logical progression.

- Yes  No

Student Features:

- Facilitates active learning.
- Age appropriate concepts and materials
- Student can use independently.
- Intrinsically motivating.

Teacher Features:

- User friendly and clear directions

Technical Features:

- Speech/graphics are clear, distinct; digitized.
- No gratuitous music and sounds.
- Runs quickly, minimum waiting.

## FCPS Software Evaluation Form

Software Title: \_\_\_\_\_ or URL: \_\_\_\_\_  
 The **Software Evaluation Form** is a tool for staff to use to evaluate software being considered for instructional use and approval for purchase at the district or school level.

**\*\*Please contact the Instructional Technology Department at 301-644-5318 for any questions.**

Complete page 1 on Accessibility and Web Resources as well as page 2 on Hardware and Software.

<i>ASSESSIBILITY Standards based upon federal guidelines for 508 compliance</i>	YES	NO	NA	Alterative
Program runs with keyboard shortcuts				
Application can not override accessibility feature				
Flashing or blinking images are outside of the 2-55Hz range				
Color is not the sole means to convey information				
Information offered in another format (text boxes, narration) instead of images				
Compatible with a screen reader				
508 COMPLIANCE--VPAT is on file				
<b>WEB RESOURCES ONLY</b>	YES	NO	NA	Comment
Free of advertising and pop up ads				
Login/registration process is effortless				
Cost effective/no additional fees				
Student privacy is protected				
<b>COMMENTS/CAUTIONS/COST CONSIDERATIONS—Place on back.</b>				

Signature of Evaluator: \_\_\_\_\_

Position/Location: \_\_\_\_\_ Date \_\_\_\_\_

Signature of Committee Chair \_\_\_\_\_

Position/Location: \_\_\_\_\_ Date \_\_\_\_\_

Indicate: \_\_\_ **Recommended and approved for grade** \_\_\_ **and course/content/tool** \_\_\_\_\_

\_\_\_ **Not Recommended because** \_\_\_\_\_



**FCPS Technical Evaluation of Software Form**  
(To be completed by Tech Services)

Name of person completing the technical report:		
Date:	Hardware and system used for testing:	
Minimum RAM required:	Hard drive space required:	Needs Serial Number? <input type="checkbox"/> Yes <input type="checkbox"/> No
Runs on _____ and below <input type="checkbox"/> Yes <input type="checkbox"/> No	Runs on _____ and above <input type="checkbox"/> Yes <input type="checkbox"/> No	Runs with _____ installed <input type="checkbox"/> Yes <input type="checkbox"/> No
Easy to Install <input type="checkbox"/> Yes <input type="checkbox"/> No	Runs in Student Login <input type="checkbox"/> Yes <input type="checkbox"/> No	Prints from Student Login <input type="checkbox"/> Yes <input type="checkbox"/> No
Saves to Disk <input type="checkbox"/> Yes <input type="checkbox"/> No	Saves to Computer <input type="checkbox"/> Yes <input type="checkbox"/> No	Saves to Server <input type="checkbox"/> Yes <input type="checkbox"/> No
Clear sound, graphics, and text <input type="checkbox"/> Yes <input type="checkbox"/> No	Reliable and error-free operation <input type="checkbox"/> Yes <input type="checkbox"/> No	Useful online assistance <input type="checkbox"/> Yes <input type="checkbox"/> No
Records sound if applicable <input type="checkbox"/> Yes <input type="checkbox"/> No	Reasonable speed for navigation <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Web Based (if applicable)</b> <ul style="list-style-type: none"> <li>• Bandwidth Issues</li> <li>• Back End Support</li> <li>• Licensing Fees and Continuation</li> </ul>		
<b>Other Technical Issues</b>  Approved for use under the following conditions: <input type="checkbox"/> Stand Alone <input type="checkbox"/> Site License (School-Based) <input type="checkbox"/> District License  Not approved for use under the following conditions: <input type="checkbox"/> Stand Alone <input type="checkbox"/> Site License (School-Based) <input type="checkbox"/> District License		
Signature of person completing the technical report:		Date:

**Indicate if following have been completed and are attached:**

- A completed *Technical Report for Evaluation of Software Form*
- A copy of the software to be evaluated

Send to Department of Instructional Technology, 7630 Hayward Road



FREDERICK COUNTY PUBLIC SCHOOLS  
REQUEST FOR TEXTBOOK APPROVAL

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Publisher: \_\_\_\_\_ Copyright Date: \_\_\_\_\_

1. This textbook is being proposed  as a Basal text  
 as a Supplementary Text  
 for use in a Pilot Course  
 for use in a Text Evaluation and Selection Pilot
2. The textbook is intended as  a replacement text in an existing course  
 an additional text for an existing course  
 a text for a new or pilot course
3. For what grade level and/or course is the text being proposed? \_\_\_\_\_

4. For what ability grouping(s) and/or level(s) is this text being proposed: \_\_\_\_\_

5. Is there a digital/online version of this textbook available?  Yes  No

6. Has the publisher of the proposed text provided an electronic file in the National Instructional Materials Accessibility Standards (NIMAS) format to National Instructional Materials Access Center (NIMAC)? (see back of form for explanation)

Yes  No If "No" please explain (use reverse if you need more space)

7. Does the text contain necessary material to fulfill the objectives of the curriculum?

Yes  No Explain (use reverse if you need more space)

8. If the text is a replacement or an addition, what attributes does the text have which make it preferable to the present text? (use reverse if you need more space)

(Please print or type name, make 2 copies, then sign all 3 copies and return to Department of Media Services)

Teacher	_____	Signature	_____	Date	_____
Chairperson	_____	Signature	_____	Date	_____
Principal	_____	Signature	_____	Date	_____
Curriculum Spec.	_____	Signature	_____	Date	_____
Dir. of Curriculum & Pro. Dev.	_____	Signature	_____	Date	_____

Revised September 10, 2008

Question 6 explanation of terms:

These organizations ensure that textbook companies provide their text in formats accessible to special needs students.

"National Instructional Materials Accessibility Standards (NIMAS) guides the production and electronic distribution of digital versions of textbooks and other instructional materials so they can be more easily converted into accessible formats."

<http://nimas.cast.org/>

"National Instructional Materials Access Center (NIMAC) is a federally-funded, national electronic file repository that makes National Instructional Materials Accessibility Standard (NIMAS) files available for the production of core print instructional materials in specialized formats. Created under IDEA 2004, the NIMAC receives source files in NIMAS format from textbook publishers, and makes these files available for download to Authorized Users in the United States and its territories through an online database. Once downloaded, files can be used to create a variety of specialized formats, such as braille, audio, or digital text, on behalf of qualifying blind, visually-impaired or print-disabled students in elementary or secondary school."

<http://www.nimac.us>