

A. Purpose

To outline procedures and processes to follow for textbook review, selection, and approval in Frederick County Public Schools (FCPS).

B. Background

1. [Board Policy 500, Approval of Curriculum and Instructional Materials](#), directs the Superintendent to outline a process and criteria in regulation for reviewing, selecting and approving textbooks. Textbooks for student use will be made available for public inspection and review as part of this selection and approval process.
2. FCPS will provide a Prekindergarten to Grade 12 curriculum that promotes equity, respect, and civility among our diverse community, accurately depicts and represents the distinctive contributions of our global community, and provides opportunities for staff and students to model cultural proficiency in every school and program. FCPS will provide the necessary resources and professional development required to close achievement and opportunity gaps among all student subgroups, and the review, selection and approval of textbooks should support this provision.

C. Definitions

1. “Course” is defined to mean an instructional experience defined for a specified time (*i.e.*, term, semester, year) and content area that includes the essential curriculum, an approved text resource (if required), recommended hours/credits, and expected outcomes. Although course is primarily used as a term referring to secondary school offerings, this regulation is also applicable to grade level content offered in elementary schools (*e.g.*, Grade 4 math, Grade 3 ELA, Grade 2 art, etc.).
2. “Curriculum Instructional Resources” is defined as, and including but not limited to, manuals, resource books, videos, periodicals, drama productions, websites, and magazine articles.
3. “Essential Curriculum” is defined as the written curriculum prepared by FCPS staff, reviewed by the Curriculum and Instructional Committee, and approved by the Board of Education for Frederick County (Board).
4. “Foundation Textbooks” is defined to mean the primary text resources, including corresponding student workbooks and digital texts, for teaching the essential curriculum. Foundation textbooks include Type I and Type II.
 - a. **Type I Foundation Texts.** These texts serve as the primary text resource for courses covering multiple grade levels and/or courses generally required for all students

(examples: elementary reading, middle school math, Modern World History, English 10).

- b. **Type II Foundation Texts.** These texts serve as the primary text resource for courses elective in nature and primarily at the secondary level (examples: Cosmetology, Microsoft Certification Training, AP World History, Psychology).
5. “Materials Already in Use” is defined to mean library media materials and all materials used for instructional purposes or planning, except for textbooks under consideration.
6. “Textbook” is defined to mean a book or curricular program (print or digital) that serves as the primary or supplemental resource for students in a course.
7. “Supplemental Texts” is defined to mean texts that support and complement foundation textbooks.

D. Procedures

1. All foundation and supplemental textbooks intended for instructional use with students must be approved by the Board prior to purchase.
2. Some courses require the use of a specific text and are therefore exempt from this regulation. Examples include but are not limited to: Dual Enrollment courses, International Baccalaureate courses, and some courses in Career and Technical Education (CTE) programs of study.
3. **Review Cycles**
 - a. Foundation textbooks will be reviewed at least every eight (8) years and updated, as necessary, to reflect curricular changes, current publication dates, and instructional needs. Foundation textbooks can be updated sooner if content becomes outdated or inaccurate before the normal year cycle is complete.
 - b. Supplemental textbooks shall be reviewed and updated, as necessary, to address new courses, reflect curricular changes, instructional needs and current publication dates.
 - c. If proposed replacement textbooks are new editions and not substantially different from earlier editions already approved for use, no public display will be necessary and the textbook(s) may be approved for purchase by the curriculum specialist. If the textbook is considered a substantial change from the previously approved text, then that textbook will be sent through the Review Process outlined in this regulation.
 - d. **New Curriculum Instructional Resources.** After one year of implementation of a new resource, feedback will be gathered from school-based teachers and leaders to determine what supplemental resources, if any, may be needed.
4. **Review Committees.** Proposed replacement textbooks or new texts (foundation or supplemental) will be reviewed and evaluated by a textbook selection committee chaired by the curriculum specialist/supervisor responsible for the identified discipline and level.
 - a. **Type I Foundation Textbooks.** The textbook selection committee for Type I Foundation textbooks will be composed of a minimum of eight (8) members that include:

- i. A curriculum specialist/supervisor.
 - ii. One (1) central leader whose work focuses on the needs of diverse learners (i.e., special education, multilingual learners, gifted learners, equity).
 - iii. One (1) building administrator.
 - iv. Two (2) teachers of the identified discipline and school level.
 - v. Two (2) parents of students enrolled in FCPS.
 - vi. One (1) community member knowledgeable in the subject area involved.
 - vii. When applicable, appropriate staff to review digital content for compliance with laws and regulations.
- b. **Type II Foundation Textbooks.** The textbook selection committee for Type II Foundation textbooks will be composed of a minimum of five (5) members that include:
- i. A curriculum specialist/supervisor.
 - ii. One (1) central leader whose work focuses on the needs of diverse learners (i.e., special education, multilingual learners, gifted learners, equity).
 - iii. One (1) teacher of the identified discipline and school level.
 - iv. One (1) community member knowledgeable in the subject area involved.
 - v. One (1) parent of a student enrolled in FCPS.
 - vi. When applicable, appropriate staff to review digital content for compliance with laws and regulations.
- c. **Supplemental Textbooks.** The textbook selection committee for supplemental textbooks will be composed of a minimum of three (3) members that include:
- i. A curriculum specialist/supervisor.
 - ii. One (1) central leader whose work focuses on the needs of diverse learners (i.e., special education, multilingual learners, gifted learners, equity).
 - iii. One (1) teacher of the identified discipline and school level.
 - iv. When applicable, appropriate staff to review digital content for compliance with laws and regulations.
5. **Review Process.** A Curriculum Specialist or Supervisor will facilitate the review process including:
- a. Selecting committee members.
 - b. Determining if digital content is included and if so, inviting appropriate staff to participate.
 - c. Scheduling of review meetings.
 - d. Orienting committee members to the review process and selection criteria.
 - e. Coordinating vendor presentations.
 - f. Gathering any necessary material for the review process.
 - g. Documenting relevant discussion.
 - h. Recommending a textbook based on committee feedback.
 - i. Submitting the textbook materials for public review to the Supervisor of Media Services.
 - j. Responding to public comment on the textbook during and after the display period.
6. **Review and Selection Criteria:**

- a. Textbook selection committees will use professional judgment, recommendations from personnel in other districts, and suggestions from teachers, administrators, parents and community members as appropriate when reviewing textbooks and using culturally-responsive selection criteria. Where applicable, the evaluation process will include evidence-based criteria and ratings from external organizations.
- b. Textbooks reflect cultural and racial diversity, and include a range of perspectives and experiences, particularly those of historically underrepresented groups of color. An equity lens will be used in reviews and selection of curriculum, pedagogy, professional development, instructional materials, and assessment design.
- c. Textbooks promote equity, respect, and civility among our diverse community, accurately depicts and represents the distinctive contributions of our global community, and provides opportunities for staff and students to model cultural proficiency in every school and program.
- d. Textbooks aim to be impartial, free from bias, and foster fairness and inclusivity.
- e. Textbooks enable staff to model and students to develop the following attitudes, skills, and behaviors:
 - i. value one's heritage and the heritage of others;
 - ii. respect, value, and celebrate diversity as an essential component of a healthy and thriving community;
 - iii. value the richness of cultural pluralism and commonality;
 - iv. develop and promote inclusive relationships and work effectively in cross-cultural environments; and
 - v. confront and eliminate stereotypes related to individuals' actual or perceived personal characteristics.
- f. Textbooks align with the established state or local standards, content, and sequence of the curriculum.
- g. Textbooks integrate appropriate supports for students with disabilities to include accommodated and modified texts for readability and integrates multiple accessibility features.
- h. Textbooks integrate appropriate support and sufficient context for linguistically diverse populations to connect vocabulary and background knowledge which contributes to students' comprehension.
- i. Textbooks include strategically selected texts to meet the learning needs of multilingual learners, advanced/gifted and talented students, students with disabilities or other specialized needs.
- j. Textbook activities reflect evidence-informed practices from the field of gifted education, multilingual education, and special education.
- k. Textbook strategies include multiple means of representation, expression, and engagement (Universal Design for Learning).
- l. Textbook digital content is reviewed for technical specifications, compliance with accessibility laws and regulations, and ease of use for teachers and students. *See [Regulation 500-08](#), Selection and Approval of Digital Tools for the Instructional Program.*

7. **Public Display Procedures.** Prior to consideration for approval by the Board, all foundation and supplemental textbooks intended for student use will be placed on public

display in order to provide parents and community members an opportunity for review and comment.

- a. The Supervisor of Media Services will arrange the public display and, when available, inspection via computer for digital format and provide notification to the public of textbooks proposed for student use.
- b. Textbooks placed on public display will be advertised to the public via www.fcps.org and via the approved FCPS email communication tool prior to the display period opening.
- c. The public display of proposed textbooks will be conducted for eight days. Each digital textbook will have an access point that allows parents and community members to review materials online for eight days. Login credentials for each textbook will be available.
- d. The display period may be extended by the Supervisor of Media Services if technical issues disrupted the display process.
- e. Each proposed textbook will be displayed at the main branch of the Frederick County Public Library (FCPL) and, as appropriate, at alternate FCPL branch sites. In addition, they will be made available for review by Board members at the Central Office.
- f. The public can provide feedback on textbooks using the [Textbook Reaction Form](#), which will also be provided at the display location. Forms must be completed within twenty-one (21) calendar days of the close of the display. More information can be found at [FCPS' Textbook for Review Website](#).
- g. If all responses are positive, or if no textbook reaction forms are received by the supervisor of Media Services, the supervisor will forward the book for approval.
- h. If a negative response is received within twenty-one (21) calendar days of the close of the public display, the director, supervisor, or curriculum specialist will contact the individual to discuss the concerns and respond to specific questions. The individual also has the opportunity to submit concerns to the Board in writing or offer public comment at a regularly scheduled Board meeting.

8. Approval

- a. A Curriculum Specialist or Supervisor will provide the Deputy Superintendent with the recommended text information, including documentation of the public display period.
- b. The Deputy Superintendent will submit the proposed list of new and replacement textbooks for action by the Board.
- c. Reconsideration of previously approved textbooks is governed by [FCPS Regulation 500-39](#), *Reconsideration of Instructional Materials Already in Use*.

E. Related Information

1. Board Policy

- a. [Policy 444](#), *Educational Equity and Excellence*
- b. [Policy 500](#), *Approval of Curriculum and Instructional Materials*

2. FCPS Regulations

- a. [Regulation 444-01](#), *Educational Equity and Excellence*

- b. [Regulation 500-01](#), *Curriculum, Courses, and Instructional Resources*
- c. [Regulation 500-08](#), *Selection and Approval of Digital Tools for the Instructional Program*
- d. [Regulation 500-39](#), *Reconsideration of Instructional Materials Already in Use*

3. **FCPS Resources**

- a. [FCPS Textbooks for Review Website](#)
- b. [Textbook Reaction Form](#)

F. Regulation History (Maintained by Legal Services)

<i>Responsible Office</i>	Curriculum, Instruction, & Innovation
Adoption Dates	09/01/93
Review Dates	12/07/11; 12/15/11; 01/20/12; 02/03/12; 08/28/13; 02/05/18; 05/17/18; 11/16/22; 08/08/23; 09/06/23; 03/20/24; 05/08/24
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