# Table of Contents

- Introduction and Purpose ......................................................... 2
  
  Parent and Community Access ................................................. 3
  
  Council Membership ............................................................... 3
  
- Curriculum and Instruction ..................................................... 4
  
  Mapping ..................................................................................... 5
  
  Process ....................................................................................... 5
  
  Work Groups .............................................................................. 5
  
- Five-Year Mapping Schedule ..................................................... 6
  
- Process for Proposing Course Additions/Deletions ....................... 7
  
- Textbook Adoption/Purchase Process ......................................... 10
  
- Software Adoption Process ..................................................... 11
  
- Response to Intervention ......................................................... 13
  
- Request for Review of Instructional Material ............................ 14
  
- Appendix ................................................................................... 16
  
  1. Curriculum Template ............................................................. 17
  
  2. Proposed Course Addition/Deletion Form .................................. 18
  
  3. Textbook Selection/Recommendation Form ............................. 21
  
  4. Request for Evaluation of Software Form ................................. 23
  
  5. Software Evaluation Form ...................................................... 24
  
  6. Request for Reconsideration of Instructional Materials ............ 25

*Note: All forms are available in the District Forms section of our website*
Curriculum, Instruction and Assessment Procedures Manual
Introduction and Purpose

The purpose of this document is to assist personnel in the Homer Central School District with decision making regarding all aspects of curriculum development, approval and, to some degree, implementation. All curriculum and instruction in our district has the primary purpose of meeting our Mission Statement and is created in alignment with New York State Education guidelines and mandates.

Our Mission: The Homer Central School District is committed to excellence for all students. Our mission is to graduate responsible and productive citizens who embrace life-long learning. We work together as a team of dedicated, effective, and well-supported professionals to provide a safe and nurturing learning environment.

Homer Central School District has developed a vision to guide all aspects of our District’s work in the acronym PRIDE.

PRIDE—Partnerships, Respect, Integrity, Diversity and Excellence—is the foundation for the Homer Central School District.

Partnerships promote collaboration among students, staff, families and the community to support student learning.

Respect grows through mutual kindness, compassion for others, and the development of strong moral character in a student-centered environment.

Integrity guides our actions so that they are honest and open and fair.

Diversity enriches our opportunities to create multiple pathways for learning and to foster independent intellectual growth.

Excellence, through rigorous learning experiences, empowers students to become critical thinkers, creative problem solvers, and responsible citizens.

In order to achieve our mission for excellence for all students, the District must provide all students a guaranteed, viable curriculum aligned to the Common Core Learning Standards with an articulated network of support and increased opportunities for academic enrichment. Homer’s Instructional Leadership Council shall oversee district-wide planning and procedure implementation for all facets of teaching and learning. In order to do this well, we need to have protocols for professionals; (i.e., for adoption of new courses, for dissolution of courses, for adapting courses to align with the common core.) By having clear procedures and a strong Instructional Leadership Team, HCSD will be able to achieve our mission for excellence for all students.
Parent and Community Access

Homer Central School District recognizes the positive impact of the partnership between parents, families, educators, and community to foster the support and resources that students need to succeed in school and life. The first foundational value in the District’s vision acronym P.R.I.D.E. reflects this: “Partnerships promote collaboration among students, staff, families and the community to support student learning.” Therefore, the Instructional Leadership Council desires to make information regarding the curriculum process, courses, textbook and software adoption process, and requests for review of instructional materials available to parents and the community. In order to accomplish our mission to graduate responsible and productive citizens who embrace life-long learning, we encourage the collaboration of parents and the broader community to assure a high quality education.

Council Membership

The Instructional Leadership Council shall be made up of representatives from the Homer School Community including:

- Teachers from the primary, intermediate, junior high and high school levels
- Curriculum Area Lead Teachers
- Building Principals
- Parents
- Board Members
- Director of Special Education
- Director of Instruction
- Director of Guidance
- Superintendent

Regular group meetings will take place monthly to discuss and act upon agenda items compiled by the Director of Instruction. From time to time, task forces and subcommittees may be formed to work on time-sensitive or specialized projects. A two-year commitment to the council is recommended.
Curriculum and Instruction

Homer Central School District curriculum is the master plan for student learning and achievement that specifies:

- Essential knowledge, skills, and dispositions to be taught with a desired end point
- Experiences, assignments and assessments that guide the achievement of goals
- Intended learner outcomes; what the learner and teacher need to do to achieve results
- Context in which teaching and learning occurs.

Teachers build long and short-term plans based on curriculum so that all students have access to and an intentional pathway for achieving content standards. Long-term planning includes scope and sequence for the year with key standards, content and skills organized by quarters or months. Unit plans, weekly and daily plans include learning standards, objectives or learning targets, content, skills, key vocabulary including tier II words, instructional strategies/learning opportunities, assessments and resources.

The Curriculum Development Process in Homer shall be:

- Collaborative within an established structure
- Standards-based
- Sensitive and responsive to student performance data
- On-going
- Articulated horizontally and vertically K-12

Our Goal Realized: Homer School District graduates will embody PRIDE as:

- Effective communicators and creative problem solvers
- Motivated, active citizens with a sense of community who have an appreciation for learning and the arts
- Critical thinkers who possess a broad foundation of literacy skills
- Self-aware individuals who make good choices
- Emotionally and socially independent young adults who embrace diversity and contribute to our global society
**Curriculum Mapping**

Curriculum Mapping is a dynamic process undertaken by teaching professionals in order to ensure students have access to guaranteed content. The maps are continually upgraded to reflect course changes, enhancements, and changes in standards. Curriculum maps support vertical instructional planning by providing teachers with an understanding of what has occurred prior to their grade or course and what will follow. Teachers can track the development of skills from one grade to another as well as across different subjects as they plan, eliminating redundancies and closing gaps. Additionally, maps allow teachers in different grades and subjects to have meaningful conversations about their programs. Maps are especially important to new teachers in that they offer a clear understanding of what they are expected to teach and what their students are expected to learn.

In Homer, the curriculum map template for each unit includes essential and guiding questions, time frame for instruction, performance indicators based on content standards, instructional strategies, assessment ideas, resources, and connections to technology. Maps are created collaboratively whenever possible and they are published electronically. Forms are available on the Homer website under District Forms or from the curriculum office.

**Process for Creating Maps**

- Training is required for all who participate in curriculum mapping and varies depending on the course and scope of the work. For example, a subject area with new standards might involve collaborative work organized by a BOCES or regional work group. Directors, Curriculum Area Lead Teachers, coaches or principals provide training for in-house curriculum work.
- Analyze existing curriculum for gaps and redundancies.
- Evaluate assessment results through curriculum lens—determine program strengths and weaknesses based on performance data.
- Curriculum work has two interdependent processes: writing and review. The cycle of writing and review is ongoing.
- The review process benefits from including colleagues from other departments to help look for gaps, redundancies, and connections with other content areas.

**Curriculum Work Groups**

As a rule, curriculum writing work groups should include a representative number of members from the grade level or department, special education teacher(s), reading teacher(s), and a library media specialist. Because ELA literacy standards are embedded in history/social studies, science, and technical subjects, including an ELA teacher during the curriculum review and writing process in these areas is also encouraged.
Five-Year Curriculum Writing and Review Cycle

Quality curriculum provides the consistent framework needed to guide instruction for all classrooms and all children. Planning regular curriculum review cycles for all content areas provides consistency across grade levels and departments and helps ensure that all students meet learning standards. The following chart shows a proposed 5-year cycle for curriculum writing in Homer. It is subject to change for many reasons including new information or Learning Standards provided by the State Education Department, identified trends in student performance, or program changes in the district.

Suggested Curriculum Writing Process

See detailed chart on the next page.
Process for Proposing Course Additions or Deletions

Homer Central School District aspires to offer all students multiple pathways to learning and success. Sometimes this means adding or deleting courses. The following procedure ensures all individuals concerned have input and understand the implications of the change.

A teacher or administrator desiring to add or delete a particular course should meet with the department Curriculum Area Lead Teacher (CALT)/Director and thoroughly discuss the rationale for the change. Following the meeting, the teacher uses the following Proposed Course Addition/Deletion format and presents it to the CALT/Director for his or her recommendation.

Title:
- Indicate the correct title for the course title being added or deleted.

Rationale:
- Explain reason that this course is being requested for addition or deletion.
- Indicate if this takes the place of a course currently in existence.
- Indicate if this is State mandated.
- Identify the units covered and the general goals and topics of the course.
- Add any additional information that would enhance the understanding and the nature of the course for those who will be making recommendations.

Anticipated Student Outcomes:
- Provide the anticipated or current student outcomes (elective credit, support 4 + 1 pathway, etc.)

School:
- Indicate what school building(s) this course will be/was taught in.

Department:
- Indicate what department(s) will be/were responsible for this course.

Duration of course:
- Indicate the length of time that this course will be/was in session.
- Course placement in a sequence.
- Length of session if not one period.

Proposed units of credit:
- Indicate the units of credit for the course.

Class sessions per week:
- Indicate how many times that this course will meet/met each week.

Projected student enrollment:
• Indicate how many students you anticipate will be enrolled in this course per year.

**Estimated number of sections:**
• Estimate how many sections of this course you feel will be needed per year.
• For course deletions, list the number of current sections.

**Staff needed:**
• Indicate the full-time equivalent staff needed for teaching this course.

**Budget:**
• Indicate what budget will be needed/or exists to implement this course.
• What is the estimated start-up cost?
• What is the estimated on-going yearly cost?
• Fill out table as completely as possible.

1. **Curriculum Area Lead Teacher (CALT)/Director to the Principal**
The CALT should present the Proposed Course Addition/Deletion Form to the Principal and discuss the desired change. The building principal needs to be sure that he or she understands completely the implications for the requested change within the department, the building, and any K-12 significance.

2. **Principal to the Director of Instruction**
The building principal forwards and presents the Proposed Course Addition and/or Deletion Form to the Director of Instruction. At this meeting, the principal will explain all aspects of the request and implications. The building principal’s recommendation will be on the form with any desired comments. Those comments will be addressed during this meeting.

3. **Director of Instruction to the CALT and Directors Group**
The Director of Instruction will present to the CALTs and Directors the Proposed Course Addition/Deletion Form with the principal’s recommendation. The CALTs and Directors will make a recommendation to the Director of Instruction as a result of this meeting.

4. **Director of Instruction to the Instructional Leadership Council**
The Director of Instruction will review the Proposed Course Addition/Deletion following the recommendation of the principal and CALTs and Directors group, and present documents, recommendations and comments to the Instructional Leadership Council for their recommendation (approval or disapproval).

5. **Instructional Leadership Council to the Superintendent**
The Director of Instruction will present the Proposed Course Addition/Deletion Form to the Superintendent following the recommendation of the Instructional Leadership Council.
6. From the Superintendent to the Board of Education
The Superintendent will present to the Board of Education those Proposed Course Additions/Deletions that he/she recommends for approval including their Proposed Course Addition/Deletion Form and all recommendations and comments.

7. Upon approval/denial by the Board of Education
Response to the action will be returned as approved or disapproved to the building principal, the CALT/Director, and the teacher.
Textbook Adoption/Purchase Process

By definition, textbooks are multiple copies (10 or more) of the same text, usually purchased as a primary resource for a whole class/classes, course/courses, or grade level. They are a valuable resource and recommendation for adoption and purchase requires thoughtful research by a committee of skilled educators. As a rule, textbooks are eligible for replacement every 10 years.

Some exceptions to the ten-year cycle:

- Changes in State Curriculum
- New course offering
- To support a new District initiative
- Replacement books for a series we are already using

If the criteria above are met,

1. Teacher consults with building principal, explains rationale and implications (if initiated by a teacher/teachers).
2. Principal checks textbook database and budget, and consults with Director of Instruction.
3. If Principal and Director of Instruction support textbook replacement/purchase, process continues.
4. Selection committee is convened.
   a. Teachers: General Education, Special Education, Reading
   b. Administrator support (Principal, Director of Instruction)
5. Committee examines research, inquires of current users, and selects several (three or more) products to review.
6. Committee examines text and ancillary materials of sample products using rubric/textbook selection form.
7. Committee members make site visits, if possible.
8. Recommendation is made, in writing, using the district’s textbook selection form, before (or as a part of) the budget development process for the following year.

For example: Research, recommendation and approval for a book to be used in the 2013-2014 school year must be completed in the previous year in order to be included in the budget.
Process for Software Evaluation, Procurement, and Installation

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, apps, and internet-based software that are commercially available and licensed either to the district or a school.

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 a collection of approved and funded software that will help assure greater equity and standardization of high quality resources across all schools in HCSD.

3. General Guidelines

All instructional software being considered for procurement, installation, and use on computers and/or servers in the Homer Central School District must go through an evaluation process to determine whether or not the software meets standards for:

- Curricular alignment and appropriateness.
- HCSD infrastructure compatibility.

A. Instructional software that must go through the evaluation process includes:
   - Software that is being considered for purchase by the school or district.
   - Software that is Internet-based and is downloaded for installation.
   - Software that is bundled with textbook or other curriculum resource materials.
   - Software that may be received through a grant or other sources.

B. Software will be evaluated so that staff can make budget and instructional decisions. It will have both a curricular review and a technical review.

C. 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.

D. Software shall be installed on school computers only if it is approved and has proper licensing and appropriate documentation.

E. Software shall be installed on school computers and devices only by the Technology Department.

F. Software shall not be installed on school computers and devices if it interferes with the HCSD infrastructure and core applications.
G. Software shall be uninstalled from HCSD-owned computers if it is not being used for appropriate educational and business purposes or if it interferes with the HCSD infrastructure and core applications.

H. Important upgrades of computers and operating systems occur periodically to provide a secure and stable environment for all HCSD users. 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.

I. Recurring costs for licensing, upgrades, etc. must be taken into consideration.

4. Request Process
A software request can come from any staff member. The request will be first submitted to a supervising administrator. Upon approval the request will be submitted to the Director of Instruction and the Chief Technology Officer.

5. Software Evaluation
Software will be reviewed and evaluated to determine whether or not the software meets HCSD standards for curricular alignment and appropriateness and for HCSD infrastructure compatibility. The Director of Instruction and the Chief Technology Officer or their designee will perform this task.

6. Software Procurement
Once a software title is approved for both curriculum alignment and HCSD infrastructure compatibility, it will be recommended for procurement. Software fund allocation will be prioritized as follows:
   1. District wide
   2. Building wide
   3. Grade level
   4. Individual need

7. Software Installation
After a software title is purchased 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, other tech services staff, or other trained personnel.

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 HCSD infrastructure and core applications.

8. Removal of Installed Software
Software shall be removed from HCSD-owned computers if it is not being used for appropriate educational and business purposes or if it interferes with the HCSD infrastructure and core applications.
Response to Intervention (RtI) Policy Overview

Response to Intervention (RtI) is a multi-tiered early prevention and intervention system designed to improve outcomes for all students. In accordance with Commissioner’s Regulations, Homer Central School District has established administrative practices and procedures for implementing District-wide initiatives that address a Response to Intervention (RtI) process applicable to all students. For students believed to have a potential learning disability, the District will provide appropriate RtI services pursuant to Commissioner’s Regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

Tier One Instruction:

Tier One instruction is provided to all students in the general education setting. This is meant to maximize the learning for all students using a strong, research-based core instruction to insure that students meet age or grade level standards. General education teachers will provide this instruction and/or other qualified personnel as appropriate, and will emphasize proactive, preventative core instructional differentiation strategies in the classroom setting. This instruction may take place in whole group, small group, or individualized capacities as deemed appropriate by the classroom teacher.

Tier Two Instruction:

Tier Two instruction is meant to address academic concerns and systematically apply research-based, small group instruction to enable the student performance to reach or exceed grade or age level standards. These students are those who have been identified as “at-risk” through universal screening and who have failed to make adequate progress with differentiation in the general education classroom. This instruction will be provided for at least 30 minutes per day, 2-3 times per week as a supplement to, not in place of, the general education classroom instruction.

Tier Three Instruction:

Tier Three instruction is meant to provide intensive, individualized and/or small group (1-5 students), research-based instruction/intervention targeted to eliminate discrepancies in student performance in relation to grade or age level expectations. Tier Three instruction is the provision of more intensive instructional interventions, tailored to the needs of the individual student, and is provided to those students who do not achieve adequate progress after receiving interventions at the Tier One and Two levels. Tier Three instructions should occur for a minimum of 30 minutes on a daily basis as a supplement to, not in place of, the general education classroom instruction.

Current Implementation: K-6 Reading
Goal: K-8 Reading and Writing
Request for Review of Instructional Material

Despite the quality of the selection process, occasional objections to instructional materials may be made. Any resident or employee of Homer Central Schools may formally challenge instructional materials. This procedure is for the purpose of considering the opinions of those persons in the school and the community who are not directly involved in the selection process.

Criticism of instructional materials shall be submitted in writing to the building principal. The Superintendent will be informed, and the process below will be followed. In most instances, material shall remain in use pending a decision.

In the case of a complaint, the following procedures shall be followed:

1. All complaints should be submitted in writing. Reports made to school personnel shall be reported to the building principal who will notify the Superintendent.

2. The building principal, or library media specialist if the item is a library resource and if instructed by the building principal, shall contact the person making the complaint to discuss the complaint. The principal will attempt to resolve the complaint informally by listening, explaining the materials selection policies and criteria, and by looking at the material through the lens of the philosophy and goals of the Homer Central School District.

3. If the complaint is not resolved informally, the person making the complaint shall be supplied with the following materials:
   - Appropriate Instructional Materials Policies (HCSD Board Policy 8300)
   - Procedure for Handling Challenged Instructional Materials (HCSD Board Policy 8321)
   - Request for Reconsideration of Instructional Materials Form

4. The Request for Reconsideration of Instructional Materials form shall be completed and returned before consideration will be given to the complaint. If the person making the complaint does not return this form to the building principal within two weeks of receiving the packet, the objection will be considered resolved.

5. Upon receipt of a Request for Reconsideration of Instructional Materials Form, the building principal shall inform the Director of Instruction. Members of the Instructional Leadership Council (ILC) will form a Reconsideration Committee.

6. The Reconsideration Committee of the ILC shall:
   - Read all materials referred to them, including available reviews and the full text of the challenged material,
   - Determine professional acceptance by reading critical reviews of the material, consulting standard evaluation sources and checking local holdings in other schools,
   - Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context,
• Discuss the challenged resource in the context of the educational program,
• Determine if the material conforms to the Instructional Materials Selection Policy,
• Make a recommendation on the disposition of the matter,
• Prepare a written report of its recommendations,
• Forward the final report to the Superintendent.

7. The Superintendent shall make a decision as to any action taken with regard to the material in question.

8. The Superintendent or building principal shall notify the person making the complaint of the decision of the Reconsideration Committee and of the Superintendent, in writing.

9. If the person making the complaint is still not satisfied, he/she may appeal to the School Board in writing within ten (10) calendar days from the date of decision. The Board shall issue a decision in a timely manner.
Appendix
Note: Curriculum template is available in the District Forms section of our website
Homer Central School District
PROPOSED COURSE ADDITION/DELETION FORM

Whenever a course is added or deleted, it is extremely important that the appropriate procedures are followed. This ensures all individuals concerned have input and understand the implications of the change.

The teacher or administrator desiring to add or delete a particular course should meet with the department Curriculum Area Lead Teacher (CALT)/Director and discuss the rationale for desiring the change. All implications of the change should be discussed. Following the meeting, the teacher completes the following Proposed Course Addition/Deletion Form and presents it to the CALT/Director for his or her recommendation.

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Add or Delete (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td></td>
</tr>
<tr>
<td>School:</td>
<td></td>
</tr>
<tr>
<td>Rationale:</td>
<td></td>
</tr>
<tr>
<td>Anticipated Student Outcomes:</td>
<td></td>
</tr>
<tr>
<td>Duration of Course:</td>
<td></td>
</tr>
<tr>
<td>Proposed Units of Credit:</td>
<td></td>
</tr>
<tr>
<td>Class Sessions per Week:</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td></td>
</tr>
<tr>
<td>Grade Level Appropriateness:</td>
<td></td>
</tr>
<tr>
<td>Projected Student Enrollment:</td>
<td></td>
</tr>
<tr>
<td>Estimated Number of Sections:</td>
<td></td>
</tr>
<tr>
<td>Staff Needed:</td>
<td></td>
</tr>
</tbody>
</table>
## Course Addition Budget

### Estimated Costs – Year 1

A. **Staff**

<table>
<thead>
<tr>
<th>Number of staff (not including CALT):</th>
<th>at</th>
<th>for</th>
<th>hours</th>
<th>= $</th>
<th>Contractual Rate</th>
</tr>
</thead>
</table>

B. **Outside consultants:**

| at $ | per day | = $ |

C. **Materials and supplies needed for curriculum mapping that are not available in your building.**

= $

---

*Note: Approved courses must go through the District's textbook selection process. Budget for textbook and other resources is not required at this time.*

### Recommendation:

1. **Curriculum Area Lead Teacher**

   Recommended/Denied *(Please circle)*

   Name: ___________________________  Department: ___________________________  Date: ____________

2. **Building Principal**

   Recommended/Denied *(Please circle)*

   Name: ___________________________  Date: ____________

3. **Review by CALT group**

   Recommended/Denied *(Please circle)*

   Name: ___________________________  Date: ____________

4. **Director of Instruction**

   Recommended/Denied *(Please circle)*

   Name: ___________________________  Date: ____________
5. Instructional Leadership Council

Name: __________________________________ Date: ________________

Recommended/Denied *(Please circle)*

6. Superintendent

Name: __________________________________ Date: ________________

Recommended/Denied *(Please circle)*

Comments: __________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
### Pursuant to Chapter 377 of the New York State Laws of 2001, the Homer Central School District will give preference to vendors able to provide instructional materials in alternate formats, in a timely manner, provided that the qualities and content of the materials is otherwise the same. Alternate formats include Braille, large print, open and closed captioned, audio, or electronic file.

### Other Textbooks Considered:

<table>
<thead>
<tr>
<th>Author</th>
<th>Edition</th>
<th>Publisher</th>
<th>Alt. Formats</th>
</tr>
</thead>
</table>

It is the consensus of the committee that the following textbook be recommended. Briefly explain why this textbook was chosen over the others considered. Include its outstanding features:

<table>
<thead>
<tr>
<th>Date</th>
<th>Chairperson</th>
</tr>
</thead>
</table>

### Replacement textbook recommended:

<table>
<thead>
<tr>
<th>Author</th>
<th>Copyright</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Publisher</th>
<th>ISBN</th>
<th>Edition</th>
</tr>
</thead>
</table>

I recommend the above textbook for adoption and use as described above:

<table>
<thead>
<tr>
<th>Date</th>
<th>Principal</th>
</tr>
</thead>
</table>

I concur with these recommendations:

<table>
<thead>
<tr>
<th>Date</th>
<th>Director of Instruction</th>
</tr>
</thead>
</table>
Briefly address the following criteria:

<table>
<thead>
<tr>
<th>Area/Response Type</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Congruency w/ NYS Common Core Curriculum and District Curriculum</td>
<td></td>
</tr>
<tr>
<td>Congruency w/ NYS Assessments and Local Assessments</td>
<td></td>
</tr>
<tr>
<td>Does the grade level/course above or below use the same series? If no, are the programs similar/complementary?</td>
<td></td>
</tr>
<tr>
<td>How text will be used (issued to students, consumable/non-consumable workbook, class set, etc.)</td>
<td></td>
</tr>
<tr>
<td>Readability (publisher &amp; local)</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary resources</td>
<td></td>
</tr>
<tr>
<td>Approximate cost (per book) and total (including teacher and supplementary materials)</td>
<td></td>
</tr>
</tbody>
</table>

Please forward this form with one copy of the textbook to the Director of Instruction. Thank you.
HCSD 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. A committee for curriculum appropriateness and accessibility will then evaluate the software.
4. Finally, there will be a technical evaluation of the software to determine the compatibility with HCSD hardware and infrastructure.

<table>
<thead>
<tr>
<th>Name of Person Requesting Evaluation:</th>
<th>School/Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>School/Department phone:</td>
</tr>
<tr>
<td>Email address:</td>
<td>Software submitted with request form</td>
</tr>
<tr>
<td>Title of software program:</td>
<td>OR URL of web resource:</td>
</tr>
<tr>
<td>Version:</td>
<td>Version:</td>
</tr>
<tr>
<td>Copyright date:</td>
<td>Copyright date:</td>
</tr>
<tr>
<td>Vendor/Publisher/Producer:</td>
<td></td>
</tr>
</tbody>
</table>

Type of license proposed:  
Quantity of licenses proposed:  
Format:  
Hardware platform(s) is  
Deadline by which the evaluation decision is needed:  
**TYPE OF SOFTWARE PROGRAM:**  
Level(s)/Grade(s):  
Content area:  
Specific unit(s):  
Description of content of software:  
Description of instructional use:  
Research or reviews:  
Intended use:  
Person requesting evaluation:  
Signature of administrative supervisor:  

**Indicate if following have been completed and are attached:**  
- Request for Evaluation of Software Form (above)  
- Software Evaluation Form  
- Copy of the software to be evaluated (unless web based resources)  
- Original software packaging, documentation, and license agreement  

Send all completed forms to the Director of Instruction, High School Rm 102
# Software Evaluation Form

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

<table>
<thead>
<tr>
<th>Evaluator:</th>
<th>Position:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software Title:</td>
<td></td>
</tr>
<tr>
<td>Publisher/Distributor/Vendor:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td>ISBN No.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Subject:</td>
<td>Unit:</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Format</th>
<th>CD-ROM</th>
<th>Web Based OM</th>
<th>Required to be in the computer to operate the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardware Platform</td>
<td>PC only</td>
<td>NOTE: Only platform supported by HCSO is PC PC (Check all that apply) Windows 7</td>
<td>Windows XP</td>
</tr>
</tbody>
</table>

Minimum RAM required: __________ 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 HCSO Curriculum:
- [ ] Excellent Match
- [ ] Good Match
- [ ] Qualified Good Match (explain)
- [ ] Not Recommended

(E excelllent 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**

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

The software includes:
- [ ] Teacher support materials
- [ ] Student record-keeping management system
- [ ] Capable of printing student records or output
- [ ] Provides on-line help
- [ ] Cruise of language. Which?

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:
- [ ] Pairs or triads of students could use the program
- [ ] 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, digitalized
- [ ] No provocative music and sounds
- [ ] Runs quickly, minimum waiting

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Page 24
Homer Central School District  
Request for Reconsideration of Instructional Materials

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Phone(s)</td>
<td></td>
</tr>
<tr>
<td>Please circle one</td>
<td>Parent Teacher Employee Student</td>
</tr>
<tr>
<td>Group affiliation (if any)</td>
<td></td>
</tr>
</tbody>
</table>

**Material for reconsideration:**

<table>
<thead>
<tr>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td></td>
</tr>
<tr>
<td>Copyright date</td>
<td></td>
</tr>
</tbody>
</table>

**Please respond to the following questions.**

If you need more space, please attach additional pages.

1. What brought this resource to your attention?

2. Specifically what in the resource do you find objectionable?  
(Please be specific; cite pages, etc.)

3. Have you read/heard/viewed the entire resource?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. What do you believe is the theme or purpose of this work?</td>
<td></td>
</tr>
<tr>
<td>5. How would students be affected by exposure to this work?</td>
<td></td>
</tr>
<tr>
<td>6. For what age group would you recommend this material?</td>
<td></td>
</tr>
<tr>
<td>7. What value do you find in the material?</td>
<td></td>
</tr>
<tr>
<td>8. What professional reviews of the work have you read?</td>
<td></td>
</tr>
<tr>
<td>9. If the material is related to a class assignment, are you aware of the teacher's purpose in using this work?</td>
<td></td>
</tr>
</tbody>
</table>
10. Are there other resource(s) that you would suggest to provide similar information or other viewpoints on this topic?

11. What do you suggest the school do about this material?

Signature of person requesting review: