

Homer Central School District



*Curriculum, Instruction and
Assessment Procedures Manual*
2013-2014

Curriculum, Instruction and Assessment Procedures Manual
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Curriculum, Instruction and Assessment Procedures Manual

Homer Central School District

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
- 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.

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

- Appropriate experiences, assignments and assessments that might be used for achieving 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

Process for Creating Maps

- Training is required for all who participate in curriculum mapping
- 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

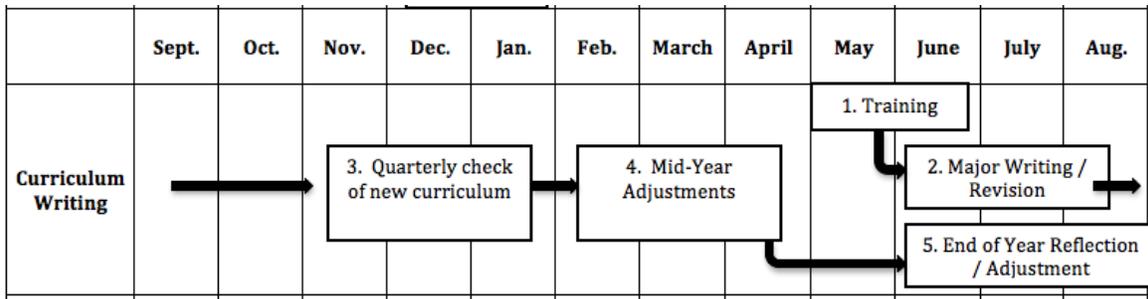
Curriculum Work Groups

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.

5-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.

Year	Dates	Summer/School Year	Departments	Notes:
Year 1	2013 - 2014	Summer + School Year	ELA K-12	Standards adopted two years ago. Testing K-8 based on new standards spring 2013.
		Summer + School Year	Math K-12	Standards adopted two years ago. Testing K-8 based on new standards spring 2013.
		School Year	Health	
		School Year	Technology	21 st Century Learning, STEM, possible CTE sequence.
Year 2	2014-2015	School Year	Art	
		School Year	Music	
		School Year	Home and Careers	
		Summer + School Year	Social Studies	New standards will be out soon.
		Summer + School Year	Science	New standards will be out soon.
Year 3	2015-2016	Summer	ELA and Math	Vertical Articulation
Year 4	2016-2017	Summer	PE	Curriculum audit and major re-write 2009; significant work 2011-2012
Year 5	2017-2018	Summer	Foreign Language	Work in progress (2011-2013)



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 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:

- Please provide the anticipated or current student outcomes.

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.

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.

Length of class sessions:

- Indicate length of session.
- Prerequisites.
- Grade level appropriateness.

Projected student enrollment:

- Indicate how many students you anticipate will be enrolled in this course per year.
- For course deletions, indicate recent and current student enrollment.

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 and Evaluation

The building principal forwards and presents the Proposed Course Addition and/or Deletion Form to the Director of Instruction and Evaluation. 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 and Evaluation to the CALT & Directors Group

The Director of Instruction and Evaluation 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 and Evaluation as a result of this meeting.

4. Director of Instruction & Evaluation to the Instructional Leadership Council

The Director of Instruction and Evaluation will review the Proposed Course Additional/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

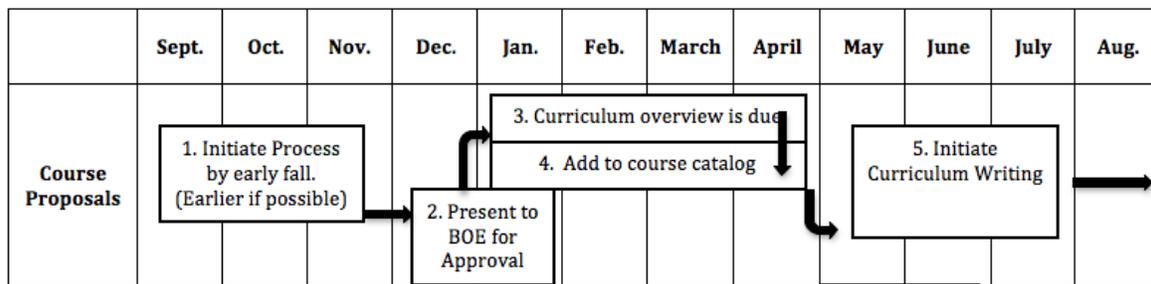
The Director of Instruction and Evaluation will present the Proposed Course Additional/Deletion Form to the Superintendent following the recommendation of the Instructional Leadership Council.

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

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.

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.
Textbook Acquisition												
			Submit Budget Request to Building Principals						Convene Committee for purchase next year			

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.

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.

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 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, 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, the 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 suspected of having 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, scientifically 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 (5-7 students) 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 intervention 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.

Implementation:

- Year 1 (2012-2013): K-6 Reading
- Year 2 (2013-2014): 7-8 Reading

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 the 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
Procedure for Handling Challenged Instructional Materials
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 Superintendent. A reconsideration committee will then be formed with a cross section of interested parties as appropriate, including District level administrators, building principals, school library media specialists, teachers, students and parents.
6. The reconsideration committee 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 calendar days from the date of decision. The Board shall issue a decision in a timely manner.

Appendix

Appendix 1

Sample Curriculum Template



Homer Central School District

Course:

Topic:		Time:		
Essential Questions:				
Key Vocabulary:				
Guiding Questions	Essential Knowledge & Skills (Know and be able to do)	Performance Indicators	Learning Opportunities (Instructional Strategies)	Assessment Ideas (Evidence of Understanding)
▪	▪	▪	▪	▪
Resources:				
Connections to Technology:				

Homer Central School District

PROPOSED COURSE ADDITIONS/DELETIONS 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 (CALTs)/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.

Course Title: Delete (<i>circle one</i>)	Add or
Department:	
School:	
Rationale:	
Anticipated Student Outcomes:	
Duration of Course:	
Proposed Units of Credit:	
Class Sessions per Week:	
Prerequisites:	
Grade Level Appropriateness:	
Projected Student Enrollment:	

Estimated Number of Sections:
Staff Needed:

Course Addition Budget	
Estimated Costs – Year 1	
A. Staff	
Number of Staff (not including CALT): _____ at _____ for _____ hours = \$ _____	
<i>Contractual Rate</i>	
B. Outside Consultants: _____ at \$ _____ per day = \$ _____	
C. Materials & 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 and Evaluation Recommended / Denied *(Please circle)*

Name: _____ Date: _____

5. Instructional Leadership Council

Recommended / Denied *(Please circle)*

Name: _____ Date: _____

6. Superintendent

Recommended / Denied *(Please circle)*

Name: _____ Date: _____

Comments: _____

Appendix 3

HOMER CENTRAL SCHOOL DISTRICT Textbook Selection/Recommendation Form

Name of textbook being replaced:		Edition:		Copyright:	
Course Name(s):				Grade Level:	
Committee Chairperson:	Members:		Meeting Dates:		
<p><i>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.</i></p>					
Other Textbooks Considered:	Author:	Edition:	Publisher:	Alt. Formats:	
<p>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:</p> 					
_____			_____		
(Date)			(Chairperson)		
Replacement textbook recommended:		Author:		Copyright:	
Publisher:		ISBN:		Edition:	
<p>I recommend the above textbook for adoption and use as described above:</p> 					
_____			_____		
(Date)			(Principal)		
<p>I concur with these recommendations:</p> 					
_____			_____		
(Date)			(Director of Instruction and Evaluation)		

HOMER CENTRAL SCHOOL DISTRICT
Textbook Selection/Recommendation Form (Cont.)

Briefly address the following criteria:

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

Please forward this form with one copy of the textbook to the Director of Instruction and Evaluation. Thank you.

Appendix 4

HCS D 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 HCS D hardware and infrastructure.

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: Version: Copyright date:	OR URL of Web Resource: Version: 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 only NOTE: Only hardware platform supported by HCS D is PC	
Deadline by which the evaluation decision is needed:	
TYPE OF SOFTWARE PROGRAM: <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	
Person Requesting Evaluation:	Date:
Signature of Administrative Supervisor:	Date:

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

Appendix 5

Software Evaluation Form

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. <input type="checkbox"/>			
Subject:	Unit:	Cost:	
Contents Assistance Provided			
<input type="checkbox"/> Keyboard Guide <input type="checkbox"/> Onscreen help <input type="checkbox"/> User guide <input type="checkbox"/> Teacher guide <input type="checkbox"/> Quick information card <input type="checkbox"/> Other _____ Technical Support phone number or E-mail address _____			
Hardware/Software/Operating System Requirements for CD-ROM or Computer Software			
Format			
<input type="checkbox"/> CD-ROM <input type="checkbox"/> Web Based OM <input type="checkbox"/> Required to be in the computer to operate the program			
Hardware Platform			
<input type="checkbox"/> PC only NOTE: Only platform supported by HCSD is PC PC (Check all that apply) <input type="checkbox"/> Windows 7 <input type="checkbox"/> Windows XP <input type="checkbox"/> 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 HCSD Curriculum:			
<input type="checkbox"/> Excellent Match <input type="checkbox"/> Good Match <input type="checkbox"/> Qualified Good Match (explain) _____ <input type="checkbox"/> 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 HCSD curriculum area, goals, and objectives does this software support?		_____	
Describe the software by checking all that apply:			
<input type="checkbox"/> Demonstration <input type="checkbox"/> Simulation <input type="checkbox"/> Game Format <input type="checkbox"/> Multimedia <input type="checkbox"/> Tutorial <input type="checkbox"/> Problem Solving <input type="checkbox"/> Drill and Practice			
The software includes:			
<input type="checkbox"/> Teacher support materials. <input type="checkbox"/> Student record-keeping management system. <input type="checkbox"/> Capable of printing student records or output <input type="checkbox"/> Provides on-line help? <input type="checkbox"/> Choice of language. Which?			
The software motivates through positive reinforcement and active learning.			
<input type="checkbox"/> Users are given immediate feedback. <input type="checkbox"/> The program adjusts to user's level (if level is too difficult, it automatically adjusts the level down). <input type="checkbox"/> Attractive graphics. <input type="checkbox"/> Lists level of student mastery.			
The software contains adaptations for differentiation.			
<input type="checkbox"/> The software allows only the teacher to make adjustments in the program to allow for student needs. <input type="checkbox"/> The software allows teachers or students to make adjustments in the program to accommodate student needs. <input type="checkbox"/> The software gives audio and visual cues for operation. <input type="checkbox"/> The program is available in languages other than English. <input type="checkbox"/> The software is appropriate for the needs of the student.			
The software contains accurate content.			
<input type="checkbox"/> Information is accurate and error free. <input type="checkbox"/> Information is current. <input type="checkbox"/> Grammar, spelling and sentence structure are correct and age appropriate. <input type="checkbox"/> Information is presented objectively.			
The software uses intuitive interface.			
<input type="checkbox"/> Icons, menus, and directional symbols allow for independent use.			
The software develops problem-solving and higher order thinking.			
<input type="checkbox"/> Activities provide opportunities for creative thinking, problem solving, and collaboration.			
The software develops collaboration skills.			
<input type="checkbox"/> Pairs or triads of students could use the program. <input type="checkbox"/> The program could be used in a 1-3 computer classroom.			
The software provides options for saving, record keeping, and printing.			
<input type="checkbox"/> Yes <input type="checkbox"/> No			
The software avoids ethnic and sexual bias.			
<input type="checkbox"/> Presents bias-free viewpoints and graphic images. <input type="checkbox"/> Provides balanced representations of cultural, ethnic, and racial groups.			
The software provides topics in a logical progression.			
<input type="checkbox"/> Yes <input type="checkbox"/> No			
Student Features:			
<input type="checkbox"/> Facilitates active learning. <input type="checkbox"/> Age appropriate concepts and materials <input type="checkbox"/> Student can use independently. <input type="checkbox"/> Intrinsically motivating.			
Teacher Features:			
<input type="checkbox"/> User friendly and clear directions			
Technical Features:			
<input type="checkbox"/> Speech/graphics are clear, distinct, digitized. <input type="checkbox"/> No gratuitous music and sounds. <input type="checkbox"/> Runs quickly, minimum waiting.			

Appendix 6

**Homer Central School District
Request for Reconsideration of Instructional Materials**

Name	
Date	
Address	
Phone(s)	
Please circle one	Parent Teacher Employee Student
Group affiliation (if any)	
Material for reconsideration	
Title	
Author	
Copyright date	
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?	

4. What do you believe is the theme or purpose of this work?

5. How would students be affected by exposure to this work?

6. For what age group would you recommend this material?

7. What value do you find in the material?

8. What professional reviews of the work have you read?

9. If the material is related to a class assignment, are you aware of the teacher's purpose in using this work?

10. Are there other resource(s) that you would suggest to provide similar information or other viewpoints on this topic?

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

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Signature of person requesting review:

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