

Procedures for the Evaluation and Selection of Instructional Materials

Anne Arundel County Public Schools
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TABLE OF CONTENTS

Evaluation and Selection of Instructional Materials	2
County-Level Procedures.....	4
Selecting Materials for Basic Use.....	6
Approval of Family Life/Human Sexuality Materials	7
School-Level Procedures	8
Off-Air Video/Audio Programs	9
Feature Length Films	9
Electronic Resources.....	11
Library Books	12
Procedures for Approval of School Performances.....	13
Selecting Plays and Musicals for Production.....	13
Assembly Programs	14
Inquiry and/or Reconsideration Procedure	16
Appendices	
Appendix I - Materials of Instruction (MOI) Evaluation Form	18
Appendix IA - Software Applications and Operating Systems Checklist	20
Appendix II - COMAR Guidelines for Selection of Family Life Curricular Material	22
Appendix III - Internet Materials Evaluation Form	23
Appendix IIIA - Web-Based Internet Information and Applications Checklist	24
Appendix IV - Recommended Source List	27
Appendix V - Request For Reconsideration of Instructional Materials/Library Media Form..	34

INTRODUCTION

Information, as an instructional resource, is being created at an unprecedented rate. Technology has propelled the world to a new level of material availability, making it possible to produce or change material yearly, monthly, weekly, or even daily. At the same time school systems are dealing with this information explosion, educators are responding to the need to develop instruction and materials that reflect the diverse cultural characteristics of the world. Additionally, there is an evolving philosophy regarding the most effective way to manage schools; local school administration and staff are being empowered to make decisions regarding the efficiency and effectiveness of our instructional programs. Therefore, it is logical to share authority and responsibility for the review and evaluation of materials with individual school sites.

This document delineates a clear and logical process for the examination and recommendation of materials, both at a county-wide level, and at the local school level, in the interest of obtaining the highest quality and most appropriate materials for instruction, student use, dramatic presentations, and county-wide performances. These procedures are intended to ensure that the Board of Education of Anne Arundel County and the Superintendent of Schools respond appropriately to the responsibilities vested in them by law⁽¹⁾ for the purchase and use of materials and human resources needed for program excellence.

Two important online resources result from the county-level review and evaluation process: 1) a database of evaluated materials and 2) a database of library books approved for purchase by library media specialists in schools. In addition, recommended websites are posted on the appropriate sections of Anne Arundel County Public Schools' Homepage.

¹ Education Article 4-205(j) of the Annotated Code of Maryland
Education Article 7-106 of the Annotated Code of Maryland

EVALUATION AND SELECTION OF INSTRUCTIONAL MATERIALS

All instructional material used in Anne Arundel County Public Schools must be evaluated prior to purchase or instructional use in keeping with procedures set forth in this publication.

It is the responsibility of the professional staff at all levels to determine that materials are properly selected and utilized. The criteria used to evaluate materials shown on the Materials Evaluation Form, Appendix I, should be used by classroom teachers for assessing student and/or teacher-made instructional items such as originally produced dramatic works or library media presentations (e.g. video or software programs) or any other materials loaned or donated. If there is a question of suitability with these types of materials, the materials should be reviewed by the school-level evaluation committee. Likewise, if there is a question of suitability with materials such as posters, book fair or book sale exhibits, those materials under question should be reviewed by a school-level evaluation committee.

Materials, performances, and resources that are produced and/or recommended by the Maryland State Department of Education are approved for county-wide use unless the approval is specifically rescinded by a county-level committee.

The Assistant Superintendent for Curriculum and Instruction or designee will be responsible for overall coordination of the evaluation and selection process, and in this capacity will:

- Provide orientation workshops to acquaint staff with the evaluation process;
- Ensure that standing committees are formed in each program area for the purpose of evaluating instructional materials;
- Receive and disseminate to program coordinators lists of teachers, parents, students, and other resource persons available to serve on county evaluation committees so as to assure balanced representation and to avoid duplication of membership.

With empowerment comes responsibility. All staff must work together to ensure that the materials used in the instructional program comply with the procedures outlined in this document. Copyright law and fair use guidelines must be followed with respect to all approved instructional materials. It is incumbent on all staff to follow through on these responsibilities.

It is the responsibility of the county-level committee to review and evaluate basic texts and their accompanying materials, software, commercial online databases, and Internet search engines. Additionally, Family Life and Human Sexuality materials (Focus Areas II and III) are reviewed by county committees in accordance with state guidelines which are specifically outlined in Appendix II. All materials used instructionally must be reviewed by a county or school-level committee. School-based personnel are strongly encouraged to submit preliminary descriptions and recommendations of basic materials for county-level committee consideration.

Each school shall have a school-level materials of instruction evaluation committee. The school committee need not be a standing committee, but at the option of the local school may be chosen according to the material to be evaluated.

DEFINITIONS

I. CATEGORIES OF MATERIALS

Instructional materials are those book and non-book materials used to assist in meeting program objectives. Following are the categories of instructional materials:

Category 1 -- Basic

Category 1a - Basic Texts

Basic texts are print materials, plus materials specifically associated with those texts, that are used to develop skills and content specified in curriculum documents related to a program. They are usually materials purchased in quantity and assigned to students for class and/or home use. Texts selected for basic use carry the highest recommendations of the materials reviewed. They are purposely limited in number. The traditional single textbook is a basic text as are such things as basals, anthologies, novels, spellers, writers' handbooks, and consumable mathematics books. Basic texts are inventoried.

Category 1b - Basic Instructional Materials

Some programs require materials other than texts *essential* to the development of skills and content specified in curriculum documents. These basic instructional materials fulfill the purpose of basic texts and include, but are not limited to, software, CD-ROMs, DVDs, videos, manipulatives, kits, short expository texts, and collections of patterned and predictable big books and small books for primary readers. Instructional materials selected for basic use carry the highest recommendations of the materials reviewed. Basic Instructional Materials are not inventoried.

Category 2 - Supplementary

Category 2a - Supplemental Text: Book used to *enhance* an instructional program. The book is used in addition to but not as a substitute for a basic textbook. Dictionaries, thesauri, and atlases are included in this description. Supplemental texts are inventoried.

Category 2b - Supplemental Instructional Materials: Book or nonbook material used to *enhance* an instructional program. The material is used in addition to but not as a substitute for basic material. Support materials such as websites, problem-solving workbooks, blackline masters, pamphlets, and a wide variety of practice materials for students are included in this description. Supplemental Instructional Materials are not inventoried.

Category 3 - Library Media

Library Media materials include both book and nonbook materials, housed primarily in the media center, that are used to support the instructional program.

II. COUNTY-LEVEL COMMITTEE AND PROCEDURES

A. Committee

1. The program coordinator for each discipline will serve as committee chairperson and will work with the appropriate instructional director(s) to select committee members.
2. The Assistant Superintendent for Curriculum and Instruction will request annually from principals and will forward to respective program coordinators, a list of recommendations of staff and citizens willing to serve on the county evaluation committees.
3. Committee members will be selected from the following and shall reflect the multicultural character of the school system:
 - School Administrators
 - Classroom Teachers
 - Department Chairpersons
 - Resource Teachers
 - Special Education Teachers
 - Counselors
 - Library Media Specialists
 - Reading Teachers
 - Consultants
 - Citizens
 - Parents (PTA, CAC)
 - Students (if appropriate)
4. Student nominations for the county-level committee will be requested from the Administrator for Student Leadership
5. The appropriate program coordinator forms the committee and provides the instructional directors with a copy of the list of review committee members.
6. The number of persons selected for a given county-level committee will depend upon the anticipated workload, taking into consideration the type and quantity of material to be evaluated.
7. Materials must be reviewed and approved by each member of a three-member committee or a majority of a larger committee.
8. The county-level committee will be scheduled to meet at regular intervals, but not less than annually to examine materials submitted to the Review and Evaluation Center and to complete the Materials of Instruction Evaluation Form.

B. Procedures

The committee shall:

1. review and evaluate copies of all newly published materials, including accompanying manuals, guides, and other related information submitted to the Review and Evaluation Center by publisher/ producer representatives;
2. review and evaluate materials for which a re-evaluation is requested by members of a school staff, students, parents, and other interested citizens (see Reconsideration Procedures, page 16);

3. determine if the materials meet the following established criteria:

CRITERIA

- **Supports curriculum standards and addresses the needs of the student as a lifelong learner**
- **Reflects population diversity wherever applicable**
- **Reflects current copyright or production date**
- **Contains accurate content**
- **Contains vocabulary, sentence structure, and concepts appropriate for the intended audience and grade level (readability)**
- **Organized and contains appropriate aids (e.g. index, glossary, guides, manuals/documentation, or support material); is user friendly**
- **Reflects quality writing and/or production techniques (layout, graphics, illustrations, photographs, picture, sound, narration, pacing, etc.)**
- **Portrays objectivity when appropriate**
- **Reflects credentials of author(s) or producer(s) if known or available**
- **Engages the student in active learning (e.g. interactive software program, higher level thinking)**
- **Considers equivalent access to technology-based instructional products for users of assistive technology; (See Appendices IA and IIIA)**

4. consider a re-evaluation request by publisher/ producer representatives and school staff if there is reason to question or challenge the outcome of the committee's review (see Reconsideration Procedure, pages 16 and 35);
5. provide, upon request of a principal or school-level committee, an evaluation of other instructional-related materials such as a script being considered for production;
6. evaluate text materials for courses not covered by the Single Textbook Adoption program to be considered for basic use;
7. make recommendations or non-recommendations based on committee consensus with final review and approval by the coordinator;
8. re-evaluate, upon request, materials in current use in order to determine whether or not they are appropriate for continued use.

Following each committee meeting, the program coordinator will summarize all evaluations and submit them to the Review and Evaluation Center staff. The titles will be added to the appropriate database which will become the basis for departmental or school selection and ordering of materials.

SELECTING MATERIALS FOR BASIC USE

Single Textbook Adoption (STA): program provides instructional resources to all schools by evaluating and monitoring needs and procuring resources in a cost effective manner. The goal of the STA program is to ensure that resources are allocated equitably to support consistent instruction and academic achievement as specified in the AACPS Strategic Plan, while remaining within fiscal constraints. The program utilizes an ongoing process that emphasizes input from teachers, parents, students, and the professional community.

- a. Curriculum coordinators shall identify the courses each school year for the Single Textbook Adoption program.
- b. The Single Textbook Adoption program shall follow procedures outlined in Purchasing policies and regulations.
- c. Texts shall be reviewed and evaluated based on established criteria.
- d. The review and evaluation committees shall make their single textbook final selections by January 31 of each school year.
- e. Nominated single texts shall be presented to the Superintendent of Schools and/or designee for final approval in February of each school year.
- f. Single textbook final selections shall be available to the public in the Review & Evaluation Center, Library Media Services.

Criteria for selecting basic materials shall be developed by each program coordinator. These criteria must build upon and/or subsume the criteria used for reviewing all materials of instruction as shown on the Materials Evaluation Form, Appendix I. These criteria will be kept on file in the Review and Evaluation Center, available for review by interested parties.

New materials being recommended by review committees for county-wide basic use will be placed on a special display at the Review and Evaluation Center from the time of their recommendation.

Any materials selected for basic use that later lose this status will be moved to supplemental, unless the review committee and coordinator decide that their continued use is inappropriate. Schools will continue to be able to order replacement sets until a new series can be purchased.

APPROVAL OF FAMILY LIFE AND HUMAN SEXUALITY MATERIALS

Family Life and Human Sexuality materials addressing topics covered in Focus Area II and Focus Area III in COMAR 13A.04.18.03 (see Appendix II) are reviewed in accordance with the Maryland State Department of Education bylaws. Instructional materials are reviewed initially by a county-level Health and Drug Education Materials of Instruction review committee comprised of educators, parent representatives, and health professionals. Materials are approved based on the established criteria for all subject areas.

Once materials have been approved at this level, materials are reviewed by a Board appointed county-level citizens review committee comprised of parents from all geographic areas of the county both at the elementary and secondary level. In addition, representatives from the student body, the health department, the ministerial community, the CAC, PTA, as well as members of community, civic, and professional organizations, and other concerned individuals serve on this committee. This committee submits its instructional materials recommendations to members of the Board of Education. Schools are also notified of the materials that have been recommended so that their respective faculty members and parents may keep well informed of actions. The materials are kept in the county Review and Evaluation Center for 60 days so that interested citizens and Board of Education members will have adequate time to review the materials. If no specific challenges have been raised within the 60-day review period, Family Life and Human Sexuality materials will be approved and available for purchase. Materials that are challenged during the 60-day review period are brought to the attention of all Board members, and they are given special Board consideration as an action item. The "Request for Reconsideration of Instructional Materials/Library Media Form" in Appendix V must be completed for all challenged materials.

Local school committees must choose from the selection of materials approved at the previously described levels. See Appendix II C.(3) (b) for additional school responsibilities.

III. SCHOOL-LEVEL COMMITTEE AND PROCEDURES

Each school shall have a school-level Materials of Instruction (MOI) evaluation committee.

A. Committee

1. The principal or designee will serve as committee chairperson.
2. The principal or designee will select committee members (minimum of three) to reflect the school population:

-School Administrators	-Library Media Specialists
-Classroom Teachers	-Reading Teachers
-Department Chairpersons	-Consultants
-Resource Teachers	-Citizens
-Special Education Teachers	-Parents (PTA, CAC)
-Counselors	-Students (if appropriate)
-Cultural Arts/Encore Teachers	

3. Supplemental and library media materials must be reviewed by each member of the committee.

B. Procedure

The committee:

1. is limited to the review, evaluation and recommendation of supplementary and library media materials. No supplementary or library media materials may be purchased without final approval of the appropriate curriculum coordinator and the Review & Evaluation Office;
2. will not review, evaluate or approve software, commercial online databases, free or at a cost online subscriptions, basic texts or Family Life/Human Sexuality materials. A school may forward a request pertaining to the aforementioned to the Review & Evaluation Office;
3. will select from approved Family Life and Human Sexuality materials in accordance with COMAR 13A.04.03 described in Appendix II;
4. shall complete the Materials Evaluation Form which must carry the signature of the principal or individual's designee before forwarding to the Review & Evaluation Office. Final approval will be subsequent to a county curriculum office review. Purchase is permitted only after approval by the county Curriculum Coordinator and/or designee;
5. shall maintain a file of all Material Evaluation Forms completed at the school level;
6. shall review any "Request for Reconsideration of Instructional Materials" forms that are forwarded to the committee by the principal; (See Appendix V). This process follows the Inquiry/Reconsideration Procedure, page 16;

Final nomination and approval for school and county-wide use rests with the county-level committee and/or curriculum coordinator.

7. shall review and recommend the use of off-air video/audio programs.
 - a. Off-air video/audio programs include those broadcast by commercial and public radio and TV networks, by cable (other than movie channels), and by satellite. These include those programs available for purchase, for rental or through circulating libraries in any format. These programs do not include feature length films or ITV programs. ITV programs have been approved by MSDE and are, therefore, approved for use in Anne Arundel County Public Schools.
 - b. The teacher may decide to use off-air video/audio programs as part of instruction if the following conditions are met:
 - (1) The program content is timely and related to current instructional objectives;
 - (2) Appropriate pre and post listening/viewing instruction is planned;
 - (3) Programs strictly adhere to fair use guidelines under the copyright law. Programs must adhere to the copyright guidelines as stated in the recording. Programs recorded off commercial/public television or radio must be used within ten (10) consecutive school days after broadcast but may be kept for forty-five (45) calendar days for review after which they must be deleted unless stated otherwise;
 - (4) The teacher accepts responsibility for the decision to use off-air video/audio programming when it is not timely for the school-level committee to meet; however, the teacher must obtain approval of the administrator prior to use and complete the Materials Evaluation Form retaining one copy in the school and sending one copy to the Curriculum Coordinator;
 - (5) The administrator's/designee's signature on the Materials Evaluation Form indicates that there is agreement with the teacher's use of this material in the classroom.
8. **shall not approve the use of feature length films.** In an effort to minimize the misuse of feature length films and in an effort to maximize student learning, schools will follow the approval process as outlined for supplemental materials in Section IIIB.
 - a. The teacher may decide to use feature length films as part of instruction if the following conditions are met:
 - (1) Any feature length film shown must align with curriculum standards and clearly support an instructional purpose;
 - (2) Approval by the school-level committee regardless of the length of video and the completed Materials Evaluation Form is sent to the curriculum coordinator for final authorization. The film may not be shown until approval is granted by the Curriculum Coordinator;

- (3) The program content is timely, age appropriate as determined by the Motion Picture Association of America rating system, and related to current instructional objectives;
 - (a) Elementary schools must obtain parental permission to view a feature length PG rated film;
 - (b) No feature length PG-13 film may be shown in elementary schools; secondary schools must obtain parental permission to view a PG-13 feature length film;
 - (c) No feature length R or PG-17 rated film may be shown in its entirety. Feature length R or PG-17 rated films may not be shown in elementary schools. To view segments of a feature length R or PG-17 rated film, secondary schools must obtain parental permission;
 - (d) If a feature length film does not have a Motion Picture Association of America rating, the request must include written justification of age appropriateness;
 - (4) Only one feature length film may be shown in its entirety for instructional purposes in any secondary course during the semester (two per year per course for instructional purposes). Viewing feature length films at the elementary level is intended for instructional purposes and is limited to two per year;
 - (5) Strict adherence to fair use guidelines under copyright law must be maintained.
- b. The teacher may decide to use segments of a feature length film as part of instruction if the following conditions are met:
- (1) Any feature length film segments shown must align with curriculum standards and clearly support an instructional purpose;
 - (2) Approval by the school-level committee regardless of the length of video segment and the completed Materials Evaluation Form is sent to the curriculum coordinator for documentation and review.
 - (3) The program content is timely, age appropriate as determined by the Motion Picture Association of America rating system, and related to current instructional objectives;
 - (a) Elementary schools must obtain parental permission to view a segment(s) of a feature length PG rated film;
 - (b) No segment(s) of a feature length PG-13 film may be shown in elementary schools; middle schools must obtain parental permission to view a segment(s) of a PG-13 feature length film;
 - (c) No segment(s) of a feature length R or PG-17 rated film may be shown in elementary schools. To view segments of a feature length R or PG-17 rated film, secondary schools must obtain parental permission.

- (d) If a feature length film does not have a Motion Picture Association of America rating, the request must include written justification of age appropriateness;
- (4) Strict adherence to fair use guidelines under copyright law must be maintained.
- c. Films and videos selected for ancillary purposes such as rewards or entertainment both during and beyond school hours must meet the aforementioned criteria. Consideration should be given to instructional connections, copyright, and opportunities for learning.

INSTRUCTIONAL USE OF ELECTRONIC RESOURCES

Due to the dynamic nature of electronic resources (such as the Internet, mobile applications, etc.), teachers are required to review all resources prior to classroom use for instructional and age level appropriateness. During student use of any electronic resources, teachers will provide active supervision and continuous monitoring. For further information, refer to the Student and Teacher Handbooks. Staff must also provide guidance and instruction to students related to the appropriate and ethical use of electronic and computer resources. See the Instructional Technology area on the Intranet for current guidelines, practices, and related memos.

Unless the teacher has bookmarked or assigned sites that have been Materials of Instruction (MOI) approved at the school level, elementary and middle school students are expected to use:

- recommended search engines and sites that can be found on the AACPS web site and the Intranet in the Office of Instructional Technology area
- the Technology Connections or
- links provided in AACPS curriculum department resources.

Online subscriptions (including free demos) and all software must have approval through a county-based Materials of Instruction (MOI) Evaluation Committee and then tested in the Technology test bed prior to purchase.

Sites affiliated with an assignment must be approved by a school or county-based Materials of Instruction (MOI) evaluation committee. Sites should be checked at least two links down and an evaluation form completed with signatures from a minimum of three teachers and an administrator. Please consider accessibility features for all students. A copy of the completed MOI form should be faxed to the Office of Instructional Technology (OIT) at 410-721-8369 and a copy should be given to the school administrator.

Independent access for high school students only is permitted with active teacher supervision and in compliance with the above stated conditions. It is recommended that all assigned sites have MOI committee approval at the school or county level.

All student use of computers should be accompanied with active teacher supervision – teachers circulating throughout the room, checking for multi-tasking, providing instructionally based technology activities for stations, etc. This includes after-school activities.

Student and teacher use of Social Networking sites (MySpace.com), blogging sites, Wikis, Forums, etc., and live streaming (radio, music sites, videos, video clips) is not permitted in school.

Exception: if a teacher has successfully completed one of the mandatory AACPS courses, he/she may use this resource for instructional purposes.

Student email is allowed for instructional purposes only when using teacher-moderated email services such as Gaggle.Net or ePALS.com

SELECTING LIBRARY BOOKS

Library media books are those books published for the individual reader and selected by the library media specialist and/or school-based committee for the library media center collection. Library media books are considered to be supplementary materials and are not to be regarded as textbooks.

A school-level review and evaluation committee composed of, but not limited to, an administrator and/or designee, library media specialist, reading resource teacher, classroom teachers, and parents, meets as the need arises. It is this committee's primary purpose to evaluate library books for current supplemental use. This allows the individual classroom teacher to make appropriate and timely connections with many additional library books. This committee also reviews and evaluates gifts/donations and book titles earned through fund-raising efforts.

Book titles approved by the school-based committee should be forwarded to the county Review and Evaluation Office for final approval. The specific procedures and criteria developed for review and evaluation at the county level will be used by the school-level committee.

Reviewing Procedures for Library Media Books

- Each item or review is given an evaluation.
- Materials are evaluated and rated as follows:

[Highly Recommended (H)] - assigned to those materials that are of superior quality;

[Recommended (R)] - given to those materials which meet most established criteria;

[Marginal (M)] - assigned to those materials which meet only limited criteria. This might include minor flaws in context, little literary value, or limited appeal;

[Not Recommended (N)] - assigned to those materials which do not meet significant criteria.

Library books which receive two or more favorable evaluations are included in the county Library Media Materials database. Materials must meet the criteria described on page 5.

In addition, a Recommended Source List (Appendix IV) is updated on a regular basis. Library books from the publishers listed on this Source List are approved automatically.

PROCEDURES FOR THE APPROVAL OF SCHOOL PERFORMANCES

Decisions regarding performances should be made at the school level whenever possible.

I. SELECTING PLAYS AND MUSICALS FOR PRODUCTION

The staff of the Anne Arundel County Public Schools endorses the view that drama can be a potent educational force. Few other activities provide opportunities for students of all abilities and aptitudes to realize the significant and invaluable contribution they are making to a group effort. Whether building a set, sewing a costume, pulling a curtain, or standing in a spotlight, every participant in a school production plays a major role when it comes to the quality of the overall performance. Consequently, the professional staff's primary concern must be the educational merit of the experience being provided to students. Furthermore, something as elaborate, time-consuming, and complex as a school drama production requires that thoughtful consideration of many factors undergird the choice of a play.

Thus, even though drama productions are subject to the overriding criteria against which other materials of instruction are judged, there are some special concerns that must be answered during the play selection process. The following criteria will be used by school-level and central office materials review and evaluation committees when considering plays for production. Administrators and teachers are asked to consider all of these factors before choosing a play for production. In addition, the criteria ought to provide considerable assistance should local or central committees need to formulate position statements on particular plays. At the request of a principal or school-level committee, a county-level committee, at its next scheduled meeting will evaluate a script being considered for production and make a recommendation for approval or disapproval.

A. The Merit of the Learning Experience

1. To what extent is the play related in any significant way to the instructional goals?
2. To what extent will the selection augment what the production staff, performers, and audience know about drama as an art form?
3. To what extent are there opportunities for casting students with varying degrees of acting experience and/or from various minority groups?
4. To what extent are there opportunities for including all students who want to participate?

B. The Literary/Artistic Merit of the Selection

1. To what extent are the three-dimensional characters reflections of real human beings?
2. To what extent does the production generate a significant theme?
3. To what extent does the play, through the aesthetic use of language and/or the thought-provoking nature of its ideas, provide more than entertainment?
4. To what extent does the playwright deal honestly with characters, language, and situations without exploitation?
5. To what extent will the play provoke thoughtful discussion about social issues or personal values?

- C. The Appeal of the Play to the Performers, Audiences, and the Community Being Served
 - 1. To what extent does the play include characters and situations with which school students can readily identify?

- D. The Suitability of the Selection for the Performers, Audiences, and the Community Served by the School
 - 1. Are there words, moments, or episodes that could be deleted without diminishing the playwright's aesthetic purpose and which might increase the play's suitability for adolescent performers and viewers?
 - 2. Is the play's content compatible with the established values and mores of the community where it is to be performed?
 - 3. Will the production of this play require special funding consideration?

II. ASSEMBLY PROGRAMS

- A. Students in Anne Arundel County are audience to a wide variety of performances which enrich and extend their educational experience. The following criteria will guide decisions regarding the appropriateness of the performance for school-wide audiences:
 - 1. The instructional and enrichment merit of the performance;
 - 2. The relationship to the instructional program;
 - 3. The appropriateness and appeal of the work for the audience, age group, and community being served;
 - 4. The cost to the school or school system in hosting the work and whether the program will have positive impact on a sufficient portion of the student population to justify the cost;
 - 5. An opportunity to preview the performance or advance information to be available for the community and teachers.

- B. Based on the criteria above, an administrator, designee or school-based committee may recommend programs subject to the following conditions:
 - 1. Specific information such as a synopsis of the program, dialogue, and/or scripts, should be available to parents, teachers, and administrators upon request;
 - 2. Review of the program for possible changes and/or deletions;
 - 3. Determination of the specific age or grouping of students to attend;
 - 4. Preparatory and/or follow-up activities are conducted as appropriate.

Performances made available to schools by the central office as an extension of curriculum may be approved on the basis of a program list of selections, a libretto, or a script without auditing the performance. The committee reserves the right to subsequently rescind the approval if staging, visuals, costumes, safety issues, or interpretation in actual production violate approval criteria. Educational youth concerts by the Baltimore Symphony Orchestra are one example of this practice. This process will allow appropriate planning and communication for school attendance and participation.

The Inquiry and/or Reconsideration Procedure will apply, beginning with procedure 3, page16, of this document.

- C. Musical materials and functions may be approved by an administrator, designee or school-based committees. These include:
 - 1. Performances in the schools, such as those with funding from the Maryland Arts Council and those offered by community arts institutions. Those made available county-wide by the music office will be recommended by a central office committee and approved by the program coordinator;
 - 2. Musical/dramatic works performed by school-based music ensembles or classes.
- D. The principal has the final authority to approve or disapprove programs.

INQUIRY AND/OR RECONSIDERATION PROCEDURE

In the event that a question is raised by an Anne Arundel County resident, parent, student, or staff member about any instructional materials used within a school, the procedure outlined below must be followed in order for such material to be removed.

1. A person with an inquiry/reconsideration will first discuss the concern with the principal of the school involved. If satisfactory resolution cannot be reached, the person may complete a "Request for Reconsideration of Instructional Materials/Library Media" form (Appendix V). Upon receipt of the completed form, the principal will notify the Assistant Superintendent for Curriculum and Instruction who will notify the appropriate personnel that an inquiry/reconsideration has been filed, and the principal will convene a school-level Materials Evaluation and Selection Committee to reconsider the material in question. The "Request for Reconsideration of Instructional Materials/Library Media" form may be obtained from the school principal.
2. The school-level Materials Evaluation and Selection Committee named by the principal to consider the inquiry/reconsideration will meet within ten (10) work days. The principal will designate a staff member or the reading teacher or library media specialist to head the committee. At least one non-staff adult representative from the community shall serve on the committee. The person filing the inquiry/reconsideration will be notified of the date, time, and place of the meeting, and may choose to meet with the school-level committee to clarify the written challenge. The school-level committee will render a decision in writing to the person filing the inquiry/reconsideration within ten (10) work days and notify the Assistant Superintendent for Curriculum and Instruction and the program coordinator of the committee's decision. The school-level committee shall maintain a file of all reconsideration forms received at the school level and shall forward a copy of the completed form and written decision to the program coordinator. This decision will be final and not subject to further challenge for that school for the remainder of the school year in which the challenge originated, unless appealed and overturned at a higher level.
3. If the person filing the inquiry/reconsideration is not satisfied with the school-level committee's decision, he/she may request that the completed "Request for Reconsideration of Instructional Materials/Library Media" form be forwarded to the Assistant Superintendent for Curriculum and Instruction and program coordinator within 30 calendar days of the written decision. The Assistant Superintendent for Curriculum and Instruction will refer the appeal to the county-level Materials Evaluation and Selection Committee to reconsider the materials challenged at its next regularly scheduled meeting, but no later than the end of that school year. The county-level committee will be chaired by the appropriate division director who will serve as a non-voting member, and it will include the appropriate program coordinator. If deemed necessary, the county-level committee will be augmented to include an instructional director, library media specialist, and/or other persons who might offer specific expertise. The person filing the inquiry/reconsideration will be notified of the date, time, and place of the county-level committee meeting, and may choose to be present for the purpose of clarifying the written challenge and/or answering questions from the committee. Within 30 work days following the review, the county-level Materials of Instruction (MOI) committee will provide a written decision to the person filing the inquiry/reconsideration and will inform the school principal of its decision. The program coordinator will maintain a file of all requests and decisions. This decision will be final and binding and will preclude all other requests for the same material for one calendar year, unless the decision is appealed and overturned at a higher level.
4. If the person filing the inquiry/reconsideration is not satisfied with the county-level committee's decision, he/she may direct that the matter be referred to the Superintendent of Schools for reconsideration. This request must be made within ten (10) work days of the final decision of the county-level committee. The Superintendent of Schools shall provide a written decision to the person filing the inquiry/reconsideration within ten (10) work days of receiving the completed inquiry/reconsideration

form. This decision will be final and binding and will preclude all other requests for the same material for one calendar year, unless the decision is appealed and overturned at a higher level.

5. If the person filing the inquiry/reconsideration is dissatisfied with the decision rendered by the Superintendent of Schools, or if no decision is rendered within ten (10) work days, he/she may refer the inquiry/reconsideration to the Board of Education within ten (10) work days. A hearing examiner may be appointed by the Board to hear the appeal. This decision will be final and binding and will preclude all other requests for the same material for five calendar years, unless the decision is appealed and overturned at a higher level.

CRITERIA: (Mark applicable boxes with an X.)	Meets Criteria	Does Not Meet Criteria	Requires Instructional Alternative	Not Applicable
1. Supports curriculum standards and addresses the needs of the student as a lifelong learner				
2. Reflects population diversity wherever applicable				
3. Reflects current copyright or production date				
4. Contains accurate content				
5. Contains vocabulary, sentence structure, and concepts appropriate for the intended audience and grade level (<i>readability</i>)				
6. Is well organized and contains appropriate aids (<i>e.g. index, glossary, guides, manuals/support documentation, or support material</i>); is user friendly				
7. Reflects quality writing and/or production techniques (<i>layout, graphics, illustrations, photographs, picture, sound, narration, pacing, etc.</i>)				
8. Portrays objectivity when appropriate				
9. Reflects credentials of author(s) or producer(s) if known or available				
10. Engages the student in active learning (<i>e.g. interactive software program, higher level thinking</i>)				
11. Considers equivalent access for users of assistive technology (<i>applies to any technology-based instructional product – See Appendix IA</i>)				
Multicultural Diversity Factors Represented: <input type="checkbox"/> Race <input type="checkbox"/> Ethnicity <input type="checkbox"/> Region <input type="checkbox"/> Religion <input type="checkbox"/> Gender <input type="checkbox"/> Language <input type="checkbox"/> Socioeconomic Status <input type="checkbox"/> Age <input type="checkbox"/> Disability				
CURRICULUM STANDARD(S) SUPPORTED:				
COMMENT(S): <i>Specify how the material supports, enhances, or extends instruction to achieve course objectives.</i>				
FINAL RECOMMENDATION: <input type="checkbox"/> Highly Recommended (H) <input type="checkbox"/> Recommended (R) <input type="checkbox"/> Not Recommended (N)				
Recommended Use: <input type="checkbox"/> Basic Text <input type="checkbox"/> Basic Instructional Materials <input type="checkbox"/> Supplemental Text <input type="checkbox"/> Supplemental Instructional Materials <input type="checkbox"/> Library Media				
GRADE LEVEL: <input type="checkbox"/> PK <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> Professional				
Course Number(s):		Restricted To:		
EVALUATION: <input type="checkbox"/> County Level				
IN ORDER TO COMPLETE THIS EVALUATION WE USED: <input type="checkbox"/> ACTUAL MATERIALS OR <input type="checkbox"/> REVIEWS (Library Books Only)				
SIGNATURE OF EVALUATORS:				
SIGNATURE OF CURRICULUM COORDINATOR: REVIEW DATE				

SOFTWARE APPLICATIONS AND OPERATING SYSTEMS
Section 508, Subpart B, Technical Standards
Technology-Based Instructional Product Accessibility Checklist

Name of Product: _____

Publisher: _____

Copyright Date/Version: _____

Operating System: _____

Section 1194.21 Software Applications and Operating Systems	Meets Criteria	Does Not Meet Criteria	Not Applicable
(a) Executing Function from Keyboard: <i>Can the Tab Key, arrow keys, ALT and Control keys be used to navigate the program or is a mouse the only means to run the program? Can each toolbar function be performed with a keyboard or through the menu? If a mouse is the only means, check “Does Not Meet Criteria.” (IN)</i>			
(b) Bitmap images: <i>When an image is used to indicate an action, does the image’s meaning remain consistent throughout the program? For example, does a stop sign mean stop throughout the program? (IN)</i>			
(c) Animation: <i>Do you have the option of turning off animation? If so, is the information still accessible? (IN)</i>			
(d) Color coding: <i>Is the use of color the only means of identifying different functions in the program? If Yes, check “Does Not Meet Criteria.” (IN)</i>			
(e) Color and contrast settings: <i>If the program allows you to adjust screen colors, do you also have the choice of selecting different levels of contrast (i.e. brightness)? If the program does not allow you to adjust screen colors, check “Not Applicable.” (IN)</i>			
(f) Do flashing or blinking objects or text on the page cause the screen to flicker or flash at a high frequency rate? If the object flashes or blinks at a rate greater than 2Hz and lower than 55 Hz, check “Does Not Meet Criteria.” One hertz (Hz)=one blink per second. (IN)			

Section 1194.21 Software Applications and Operating Systems	Meets Criteria	Does Not Meet Criteria	Not Applicable
<p>(g) When electronic forms are used, the form shall allow Assistive Technology users to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues. <i>Can you use the tab or arrow keys to go from one blank field on the form to another? Are the text labels close to the fields they identify? (IN)</i></p>			
<p>(h) Applications shall not disrupt or disable activated features of other products that are identified as accessibility features, where those features are developed and documented according to industry standards. Applications also shall not disrupt or disable activated features of any operating system that are identified as accessibility features where the application programming interface for those accessibility features has been documented by the manufacturer of the operating system and is available to the product developer. <i>(TB)</i></p>			
<p>(i) A well defined on-screen indication of the current focus shall be provided that moves among interactive interface elements as the input focus changes. The focus shall be programmatically exposed so that Assistive Technology can track focus and focus changes. <i>(TB)</i></p>			
<p>(j) Sufficient information about a user interface element including the identity, operation and state of the element shall be available to Assistive Technology. <i>When an image represents a program element (such as a menu item or other feature that allows a user to perform some action), is the information conveyed by the image also available in text? (TB)</i></p>			
<p>(k) Textual information shall be provided through operating system functions for displaying text. The minimum information that shall be made available is text content, text input caret location, and text attributes. <i>Does the program use standard operating functions in the operating system for displaying text, so screen readers and other assistive devices can access the information? (TB)</i></p>			
<p>(l) User Selected Attributes: Applications shall not override user selected contrast and color selections and other individual display attributes. <i>(TB)</i></p>			

(From COMAR 13A.04.18.03, 120-40 to 120-41, Maryland State Board of Education)

C. Selection of Curricular Material.

- (1) The local school system shall establish procedures for evaluating and selecting instructional materials to be used in all courses.
- (2) The local school system shall appoint a joint committee of educators and representatives of the community that shall examine all instructional materials proposed to be used in the schools. The committee's recommendations shall be submitted to the local superintendent of schools and the local board of education for final action. The local school system shall use its existing procedures for evaluating reading levels, factual content, and general suitability of material for different levels of instruction.
- (3) The instructional materials shall meet the following established criteria:
 - (a) Material may not be used in the elementary grades that portrays the male and female sex organs in juxtaposition, and material may not be used at any level that discusses or portrays erotic techniques of sexual intercourse;
 - (b) The school shall provide special opportunities for parents/guardians to view all instructional materials to be used in the program before the materials are used in the classroom;
 - (c) Materials used shall be consistent with the goal and subgoals described in Regulation .02F of this chapter;
 - (d) The materials shall be chosen with regard to reading ability and level of understanding of students who are to use the materials;
 - (e) The local school system shall publish at regular intervals a list of its approved instructional materials.

INTERNET/WWW MATERIALS EVALUATION FORM

APPENDIX III

RECOMMENDED	NOT RECOMMENDED	AACPS ID #
AUTHOR/WEBMASTER EMAIL		
TITLE		
URL		
PUBLISHER/PRODUCER		

CRITERIA: (Mark applicable boxes with an X.)	Meets Criteria	Does Not Meet Criteria	Requires Instructional Alternative	Not Applicable
1. Supports curriculum standards and addresses the needs of the student as a lifelong learner				
2. Reflects population diversity wherever applicable				
3. Reflects current copyright or production date				
4. Contains accurate content				
5. Contains vocabulary, sentence structure, and concepts appropriate for the intended audience and grade level (<i>readability</i>)				
6. Is well organized and contains appropriate aids (<i>e.g. index, glossary, guides</i>); user-friendly				
7. Reflects quality writing and/or production techniques (<i>layout, graphics, sound, etc.</i>)				
8. Portrays objectivity when appropriate				
9. Reflects credentials of author(s) or producer(s) if known				
10. Engages the student in active learning (<i>interactive software program; higher level thinking</i>)				
11. Considers equivalent access for users of assistive technology (<i>applies to any commercial web-based intranet and Internet information and applications used by students – See Appendix IIIA</i>)				

Multicultural Diversity Factors Represented: Race Ethnicity Region Religion Gender
 Language Socioeconomic Status Age Disability

CURRICULUM STANDARD(S) SUPPORTED:

COMMENTS: *Specify how the material supports, enhances, or extends instruction to achieve course objectives.*

FINAL RECOMMENDATION				Highly Recommended			Recommended			Not Recommended			
GRADE LEVEL	1	2	3	4	5	6	7	8	9	10	11	12	Professional
K-2			3-5			6-8			9-12				

EVALUATION	County Level	School Level-School Name
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In order to complete this evaluation we visited the actual web site and examined all links two levels down for appropriate grade level content and curriculum integration.

Signatures of Evaluators:

ADMINISTRATOR/DESIGNEE

COMMITTEE: REVIEW DATE

APPENDIX IIIA-Italicized text denotes that it was edited and annotated by Department of Instruction personnel with help from <http://www.access-board.gov/sec508/guide/1194.22.htm>

WEB-BASED INTERNET INFORMATION AND APPLICATIONS
Section 508, Subpart B, Technical Standards
Technology-based Instructional Product Accessibility Checklist

Name of Product: _____

Publisher: _____

Copyright Date/Version: _____

Operating System: _____

(For use with commercial web-based Intranet and Internet information and applications used by students.)

Section 1194.22 Web-Based Internet Information and Applications	Meets Criteria	Does Not Meet Criteria	Not Applicable
(a) <i>If you place your mouse over a picture or icon for a graphic, audio clip or other feature that conveys meaning through a picture or sound, does a small text label (text tag) appear describing that item? You need to see a text equivalent only for those non-text elements that provide information required for comprehension of content or those used to facilitate navigation of the website.</i>			
(b) <i>Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation. When an audio portion of a multimedia production is captioned, is the captioning synchronized with the audio? (If there are no multimedia presentations on the site, mark "Not Applicable.")</i>			
(c) Color: <i>Web pages shall be designed so that all information conveyed with color is also available without color, for example from context. If the user removes the color from the web page, would it affect its usability? Is some other method (in addition to color) used to emphasize text or indicate an action? You can check this feature by printing the web page using a black & white printer or monitor.</i>			
(d) <i>An image map is a picture on a web page that provides different links to other web pages, depending on where a user clicks on the image. If you place your cursor over a region of an image map, do you see text equivalent labels appear for web addresses? If so, this item meets the criteria. If not, are there text links available on the page in addition to the image map? If these text links are available, it meets the criteria.</i>			
(e) Data Table: <i>Are there text labels for the rows and columns of an informational table?</i>			

Section 1194.22 Web-Based Internet Information and Applications	Meets Criteria	Does Not Meet Criteria	Not Applicable
<p>(f) Frames visually divide a web page into distinct areas that can be changed separately. The most common use of frames is to create a list of links to assist you in navigating around a website. This “navigation bar” remains in a fixed position and the content of the website is retrievable by clicking one of those navigation buttons. Is this frame labeled in such a way that you can identify its function? If not, it does not meet the criteria. NOTE: If the web page contains a link to a “No Frames” version of the page, it meets the criteria.</p>			
<p>(g) Flicker rate: Do flashing or blinking objects or text on the page cause the screen to flicker or flash at a high frequency rate? If the object flashes or blinks at a rate greater than 2Hz and lower than 55Hz, check “Does Not Meet Criteria.” One hertz (Hz) = one blink per second.</p>			
<p>(h) A text-only alternative page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of the accessibility standards, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the “original” page changes. <i>Do text-only pages contain equivalent information or functionality as their original pages?</i></p>			
<p>(i) When pages utilize scripts to display content, or create interface elements, the information provided by the script shall be identified with functional text that can be read by Assistive Technology. <i>The following describes a common use of scripting languages: One of the most common scripting languages is JavaScript. It is often used to create “rollovers,” many of which swap images on a web page or provide additional navigation links when the mouse passes over an image or a region of the web page. They may even produce pop-up windows that the users may need to navigate to other pages on the website. Many rollovers cannot be accessed by the keyboard and interfere with the web page’s accessibility – a screen reader simply bypasses them entirely. Does a website that uses rollovers duplicate the information (if any) provided by the rollover through <u>other</u> means, such as an equivalent text link? If so, the item meets the criteria. If the action produced by the rollover does not convey information or links to other pages, the item meets the criteria. If the rollover is the only way to access the information or to navigate the website, it does not meet criteria.</i></p>			

Section 1194.22 Web-Based Internet Information and Applications	Meets Criteria	Does Not Meet Criteria	Not Applicable
(j) Applets and Plug-Ins: <i>Does the web page require the use of additional software (such as Acrobat Reader or Real Audio) for transmitting or displaying special content? If so, does that software comply as an accessible technology-based instructional product? (Has an Appendix IA -Software Applications and Operating Systems checklist been completed for this software?)</i>			
(k) When electronic forms are designed to be completed on-line, the form shall allow people using Assistive Technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues. <i>Can you use the tab or arrow keys to go from one blank field on the form to another? Are the text labels close to the fields they identify?</i>			
(l) <i>When a website has repetitive navigation links on its web pages, there must be a way to skip those links. (Navigation links are provided to help visitors locate other pages within a particular website.)</i>			
(m) Timed delays: <i>When a website requires a timed response, is there a way for the visitor to indicate that additional time is needed?</i>			

Based on the Information Technology Industry Council ITI Voluntary Product Accessibility Template at: <http://www.itic.org/policy/vpat.html>

APPENDIX IV

RECOMMENDED SOURCE LIST (Library Books Only) *updated 10/6/2011*

You may order from the following sources according to the needs of your school. Please keep in mind that this list is for ordering books only. These recommended sources should increase your ability to meet the demands of your curriculum subject areas in a timely fashion.

These sources can also provide a beginning point in your search for appropriate multicultural materials. Every effort is made by the Review and Evaluation Office to include recommended titles submitted from small and/or specialty publishers and producers. Additionally, recent trends in publishing and production have provided a wide selection of multicultural materials from mainstream publishers and producers. Special award winners and bibliographies are checked for recommended titles. A list of Recommended Reviewing Sources is located on the last page of this list. Library books may be approved if you locate and read two positive reviews from any of the review sources on the list.

ABC-CLIO

130 Cremona Drive
P.O. Box 1911
Santa Barbara, CA 93116-1911
<http://www.abc-clio.com/>

ABDO Publishing Company (Non-fiction only)

8000 W. 78th Street
Suite 310
Edina, MN 55439
<http://www.abdopub.com/>

American Cancer Society

Bldg A
1041 Rt #3 N
Gambrills, MD 21054
<http://www.cancer.org/>

American Craft Council

72 Spring Street
New York, NY 10012-4019
<http://www.craftcouncil.org/>

American Library Association

50 E. Huron Street
Chicago, IL 60611
<http://www.ala.org/>

American Lung Association of MD

Executive Plaza 1, Suite 600
11350 McCormick Road
Hunt Valley, MD 21031
<http://lungusa.org/maryland/>

Art Institute of Chicago

111 S. Michigan Ave.
Chicago, IL 60603-6404
<http://www.artic.edu/aic/index.html>

Association for Supervision & Curriculum Development (ASCD)

1703 N. Beauregard Street
Alexandria, VA 22311
<http://www.ascd.org/>

Baltimore Museum of Art

10 Art Museum Drive
Baltimore, MD 21218-3898
<http://www.artbma.org/>

Barron's Educational (Guidance & College Prep)

250 Wireless Blvd.
Hauppauge, NY 11788-3917
<http://www.barronseduc.com/>

Bearport Publishing Company, Inc.

45 West 21st Street, Suite 3B
New York, NY 10010
<http://www.bearportpublishing.com>

Beacham Publishing Corp.

P.O. Box 830
Osprey, FL 34229-0830
<http://www.beachampublishing.com/>

Benchmark Books (Non-fiction only)

99 White Plains Road, P.O. Box 2001
Tarrytown, NY 10591
<http://www.marshallcavendish.com>

Brooklyn Museum

Pubs. & Marketing Services
200 Eastern Parkway
Brooklyn, NY 11238
<http://www.brooklynart.org/>

Capstone Press *

(Also Pebble Books, Bridgestone Books,
Capstone High-Interest, Life Matters)
**(Except for selected series from Life
Matters, see page 32)**
151 Good Counsel Drive
P.O. Box 669
Mankato, MN 56002-0669
<http://www.capstone-press.com>

Carnegie Museum of Art

4400 Forbes Avenue
Pittsburgh, PA 15213-4080
<http://www.cmoa.org/>

Carolina Biological Supply Co.

Publications Department
2700 York Road
Burlington, NC 27215-3398
<http://www3.carolina.com/>

Chelsea House Publishers *

(Except for selected series, see page 32)
132 W. 31st St., 17th Floor
New York, NY 10001
<http://www.chelseahouse.com/>

Children's Press

(including Rookie Readers)
P.O. Box 1795
Danbury, CT 06816
<http://www.scholasticlibrary.com/librarypublishing>

Child's World

1980 Lookout Drive
Mankato, MN 56003
<http://www.childsworld.com>

Chilton Book Company

7600 Commerce Ct., Suite B
Midland, MI 48642-7826
<http://www.autorepairmanuals.biz/site/573683/page/45029>

Christopher-Gordon Publishers

1502 Providence Highway, Suite 12
Norwood, MA 02062
<http://www.christopher-gordon.com/>

Cleveland Museum of Art

11150 East Boulevard
Cleveland, OH 44106-1797
<http://www.clemusart.com/>

Colonial Williamsburg Foundation

Publication Department, P.O. Box 1776
Williamsburg, VA 23187-1776
<http://history.org/>

Compass Point Books

151 Good Counsel Drive
Mankato, MN 56002-0669
<http://www.compasspointbooks.com>

Congressional Quarterly, Inc.

1255 22nd Street, NW
Washington, DC 20037
<http://www.cq.com/>

Corcoran Gallery of Art

500 17th Street, NW
Washington, DC 20006
<http://www.corcoran.org/>

Enslow Publishers *

(Except for selected series, see page 32)
P.O. Box 398, 40 Industrial Road
Berkeley Heights, NJ 07922-0398
<http://www.enslow.com/>

Eye on Education

6 Depot Way West
Larchmont, NY 10538
<http://www.eyeeducation.com>

Facts on File

132 West 31st St., 17th Floor
New York, NY 10001-2006
<http://www.factsonfile.com/>

Folger Shakespeare Library

201 East Capitol St., SE
Washington, DC 20003
<http://www.shakespeare-etc.org/>

Franklin Watts

P.O. Box 1795
Danbury, CT 06816
<http://www.scholasticlibrary.com/librarypublishing>

**Freer Gallery of Art
Smithsonian Institution**

P.O. Box 37012, MRC 707
Washington, DC 20013-7012
<http://www.asia.si.edu/>

Gallaudet University Press

800 Florida Avenue, NE
Washington, DC 20002-3695
<http://www.gallaudet.edu>

**Gareth Stevens Publishing
(Non-fiction only)**

P.O. Box 360140
Strongsville, OH 44136-0140
<http://www.garethstevens.com>

**Greenhaven Press, Inc.
Thomson Gale**

P.O. Box 9187
Farmington Hills, MI 48333-9187
<http://www.gale.com/greenhaven>

Greenwood Publishing Group, Inc.

88 Post Road West
Westport, CT 06881
<http://www.greenwood.com/>

Grolier Educational Corporation

P.O. Box 1795
Danbury, CT 06816
<http://www.scholasticlibrary.com/grolierdocs/home.html>

Guggenheim Museum

1071 Fifth Avenue, at 89th St.
New York, NY 10128-0173
<http://www.guggenheim.org/>

Heinemann Library

6277 Sea Harbor Drive (5th Floor)
Orlando, FL 32887
<http://www.heinemannlibrary.com>

Johns Hopkins University Press

2715 N. Charles Street
Baltimore, MD 21218-4363
<http://www.press.jhu.edu/books/index.html>

Linworth Publishing, Inc.

3650 Olentangy River Rd., Ste.250
Columbus, OH 43214
<http://www.linworth.com/>

Los Angeles County Museum of Art

5905 Wilshire Boulevard
Los Angeles, CA 90036
<http://www.lacma.org/>

**Macmillan Reference USA
Thomson Gale**

P.O. Box 9187
Farmington Hills, MI 48333-9187
<http://www.galegroup.com/macmillan/>

Marquis Who's Who

890 Mountain Ave., Ste. 300
New Providence, NJ 07974-1218
<http://www.marquiswhoswho.com/>

Marshall Cavendish Reference

99 White Plains Road
P.O. Box 2001
Tarrytown, NY 10591
<http://www.marshallcavendish.com/>

Maryland Historical Society

201 W. Monument Street
Baltimore, MD 21201-4674
<http://www.mdhs.org/>

Mason Crest Publishers

(Except for the Series: Great Names ~ only three books are recommended)
370 Reed Road, Suite 302
Broomall, PA 19008
<http://www.masoncrest.com>

Metropolitan Museum of Art

1000 Fifth Ave. at 82nd St.
New York, NY 10028-0198
<http://www.metmuseum.org/>

Millbrook Press (Non-fiction only) Also: Copper Beech, Roaring Brook Press (Non-fiction only), and Twenty First Century (except for: Twenty First Century Medical Library)

Lerner Publishing Group
1251 Washington Ave., N.
Minneapolis, MN 55401
<http://www.lernerbooks.com>

Mitchell Lane Publishers

P.O. Box 196
Hockessin, DE 19707
<http://www.mitchelllane.com>

Museum of Fine Arts, Boston

465 Huntington Avenue
Boston, MA 02115-5597
<http://www.mfa.org/home.htm>

Museum of Fine Arts, Houston

P.O. Box 6826
Houston, TX 77265-6826
<http://mfah.org/>

Museum of Modern Art

11 W. 53rd Street
New York, NY 10019-5497
<http://www.moma.org/>

National Council of Teachers of English (NCTE)

1111 West Kenyon Road
Urbana, IL 61801-1096
<http://www.ncte.org/>

National Council of Teachers of Mathematics (NCTM)

1906 Association Drive,
Reston, VA 20191-1502
<http://www.nctm.org/>

National Education Association

1201 16th Street, N.W.
Washington, D.C. 20036
<http://www.nea.org/>

National Gallery of Art

2000B South Club Drive
Landover, MD 20785
<http://www.nga.gov/>

National Geographic Society

1145 17th Street, NW
Washington, DC 20036-4688
<http://www.nationalgeographic.com/>

Naval Institute Press

USNI Operations Center
2062 General's Hwy
Annapolis, MD 21401
<http://www.usni.org/>

W.W. Norton & Company, Inc.

Critical Editions
500 Fifth Avenue
New York, NY 10110-0017
<http://www.wwnorton.com/>

Oryx Press

c/o Greenwood Publishing Group, Inc.
88 Post Road West, P.O. Box 5007
Westport, CT 06881-5007
<http://www.greenwood.com>

Oxford University Press, Inc.

198 Madison Avenue
New York, NY 10016-4314
<http://www.oup.com/>

Phi Delta Kappa International

408 N. Union St., P.O. Box 789
Bloomington, Indiana 47402-0789
<http://www.pdkintl.org/>

Philadelphia Museum of Art

P.O. Box 7646
Philadelphia, PA 19101-7646
<http://www.philamuseum.org/>

The Phillips Collection

1600 21st St. NW
Washington, DC 20009
<http://www.phillipscollection.org/>

Picture Window Books

(Non-fiction only)
151 Good Counsel Dr.
P.O. Box 669
Mankato, MN 56002-0669
<http://www.picturewindowbooks.com>

PowerKids Press

(Non-fiction only)
Rosen Publishing
29 East 21st Street
New York, NY 10010
<http://www.powerkidspress.com>

Raintree Publishers *

(Except for selected series; see page 32)
6277 Sea Harbor Drive (5th Floor)
Orlando, FL 32887
<http://www.raintreelibrary.com>

Rosen Publishing Group *
(Except for selected series, see page 32)

29 East 21st Street
New York, NY 10010
<http://www.rosenpublishing.com>

Rourke Publishing Group

P.O. Box 3328
Vero Beach, FL 32964
<http://www.rourkepublishing.com>

St. James Press

Thomson Gale
P.O. Box 9187
Farmington Hills, MI 48333-9187
<http://www.galegroup.com/stjames/>

Salem Press, Inc./Magill

Two University Plaza, Suite 121
Hackensack, NJ 07601
<http://www.salempress.com/>

Sharpe Reference

80 Business Park Drive
Armonk, NY 10504
<http://www.mesharpe.com/>

Shorewood Fine Art Books

129 Glover Avenue
Norwalk, CT 06850

Smithsonian Institution Press

22883 Quicksilver Dr.
Dulles, VA 20166
<http://www.sipress.si.edu/>

Thomson Gale Reference

(Note: The only recommended Thomson Gale imprints are: Greenhaven Press, MacMillan Reference, and St. James Press)
P.O. Box 9187
Farmington Hills, MI 48333-9187
<http://www.galeschools.com>

Tidewater Publishers

P.O. Box 456
Centreville, MD 21617

United Nations Publications

Publishing Division, Room DC2-853
2 United Nations Plaza
New York, NY 10017
<http://www.un.org/Pubs/index.html>

U.S. Government Printing Office

732 North Capitol Street, NW
Washington, DC 20401
<http://bookstore.gpo.gov/>

Virginia Museum of Fine Arts

200 N. Boulevard
Richmond, VA 23220-4007
<http://www.vmfa.state.va.us/>

World Almanac Library

(As publisher)
(Note: The series *Lives of the Artists* approved for Grades 6 and up only.)
Gareth Stevens Publishing
P.O. Box 360140
Strongsville, OH 44136-0140
<http://www.worldalmanaclibrary.com>

World Book Publishing

233 N. Michigan Avenue
Suite 2000
Chicago, IL 60601
<http://www.worldbook.com>

Walters Art Museum

600 North Charles Street
Baltimore, MD 21201
<http://www.thewalters.org/>

Whitney Museum of American Art

945 Madison Avenue at 75th Street
New York, NY 10021
<http://www.whitney.org/>

H.W. Wilson Company

950 University Avenue
Bronx, NY 10452-4224
<http://www.hwwilson.com/>

*** Exceptions:**

The series listed below from vendors on the Recommended Source List cannot be ordered for your library media collection.

Capstone Publishers (Life Matters)

Perspectives on Relationships
Skills for Teens Who Parent
Perspectives on Healthy Sexuality
Perspectives on Physical Health

Chelsea House Publishers

They Died Too Young
Crime, Justice, and Punishment
Encyclopedia of Psychological Disorders
Pro Wrestling Legends
Encyclopedia of Psychoactive Drugs

Enslow Publishers

Hot Issues
Hot Pro / Con Issues
Issues in Focus
Teen Issues
Drug Dangers
Diseases and People

Raintree Publishers

Health Issues
Health and Fitness
The Human Body

Rosen Publishing Group

Drug Abuse Prevention Library
Coping
Teen Pregnancy Prevention Library
The Need to Know Library
Girl's Guides
Guy's Guides
Incredibly Disgusting Drugs
Insider's Guide to the Body
Wrestling Greats

Recommended Source List *(continued)*

- **Atlases, Dictionaries, and Thesauruses**
- **Fodor's Travel Guides**
- **Eyewitness Travel Guides**
- **Eyewitness and Eyewitness Junior Series**
- **Twayne's Literature Series**
- **Scribner Writers Series**
- **Scribner History Catalog**
- **Information Plus Series**
- **VGM's "Opportunities In..." Series**

- **Books listed in curriculum guides or bibliographies published by Anne Arundel County Public Schools**
- **Books to support National Debate Topics**
- **Books which support study or preparation for standardized testing such as: SAT, ACT, and all College Selection Guides, etc.**
- **Nonfiction books related to the history, geography, and economics of the State of Maryland or Washington, DC**
- **Books included in publications from the Maryland State Department of Education**
- **Professional Books intended for professional improvement *(not to include student activity books)***

Standard Approved Sources:

- **Children's Core Collection**
(H.W. Wilson)
- **Middle and Jr. High Core Collection**
(H.W. Wilson)
- **Senior High Core Collection**
(H.W. Wilson)

Annual Book Lists and Awards:

- **Notable Social Studies Books for Young People** (National Council for the Social Studies - NCSS) <http://www.socialstudies.org/resources/notable/>
- **Outstanding Science Trade Books for Children** (National Science Teachers Association - NSTA) <http://www.nsta.org/ostbc>
- **Science Books & Films Best Books for Children/Best Books for Junior High and High School Readers** (American Association for the Advancement of Science - AAAS) <http://www.sbfonline.com/bestlists.htm>
- **Caldecott Medal/Honor Awards**
- **Coretta Scott King Awards**
- **Newbery Medal/Honor Awards**
- **Michael L. Printz Awards**
- **Robert F. Sibert Awards**
- **Mildred L. Batchelder Awards**
- **Pura Belpre Awards**

Recommended Review Sources: (Book may be approved if two positive reviews have been read from any of the following review sources)

- **Booklist**
- **Bulletin of the Center for Children's Books**
- **Horn Book**
- **Library Media Connection**
- **Multicultural Review**
- **School Library Journal**
- **Voice of Youth Advocates (V.O.Y.A.)**

APPENDIX V

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS/LIBRARY MEDIA

(page 1 of 2)

The following information is needed in order to give fair consideration to the instructional materials/library media in question.

Instructional materials/library media consist of all types of book and non-book materials, i.e., books, videos, software, pictures, and all other printed or published items.

Type of instructional materials/library media: _____

Name of item: _____

Publisher or Producer: _____

Publication Date: _____

Name of person, organization (group) or community seeking reconsideration:

Address: _____
 Street City State Zip

Telephone: _____

1. Did you read, view or listen to the complete item? Yes No

2. How was the item acquired? (Assignment, free selection, from a friend, etc.)

3. Where in the total program is the material being used?

4. Is the item part of a set or series? Yes No
 If yes, did you read, view, or listen to all of the set or series? Yes No

5. What did you find objectionable about the item and why? (Be specific)

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS/ LIBRARY MEDIA
(continued) (page 2 of 2)

6. Did you locate reviews of the item? Yes No

a) If yes, please cite them _____

b) If yes, did the review(s) confirm your feelings? _____

7. Is there any educational merit to the item? Yes No

If yes, how and where do you see the item being used in an educational program?

8. What do you suggest be provided to replace the item in question?

9. What would you like your school to do about this material?

Signature: _____ Date: _____

Name of School: _____

Please return to principal