Handbook

for

Instructional Materials

Including a description of state and district policy regarding selection, adoption, funding and allocation of instructional materials.
## Our Vision For Instructional Materials

### Moving From..........  
Instructional materials are primarily a medium for delivery of content; the teacher reiterates and builds on the content.

Curriculum is defined by the content of the textbook; the teacher’s job is to teach the textbook.

Textbooks serve as the primary instructional materials.

Instructional materials are primarily defined as print materials.

Instructional materials are oriented to single subjects.

Students are assigned one textbook per subject area.

Instructional materials contain a fixed content and are expected to last the duration of an adoption period.

Use of instructional materials is designated by grade, team and/or subject area.

Instructional materials contain content that is cognitive in nature.

Instructional materials present subject area content only in an academic context.

Teachers select from a limited range of prescribed, adopted, and or bid materials.

### To..........  
Instructional materials are tools for accessing, manipulating, and using information; the teacher models effective use of various materials.

Valued outcomes and learner needs determine what instructional materials and learning opportunities are used; the teacher’s job is to provide the conditions for student access.

Teachers and students use a broad variety of instructional materials to achieve valued learning outcomes.

Instructional materials are broadly defined to include a variety of media, manipulatives and supplies.

Instructional materials are compatible with integration across the curriculum as well as with single discipline study.

Students have available a variety of instructional materials and resources.

Instructional materials are updated and upgraded quickly in response to new information and understandings.

Student outcomes and developmental appropriateness determine when and by whom instructional materials will be used.

Instructional materials address the needs of the total child: cognitive, social, emotional, physical, and aesthetic.

Instructional materials connect subject area content to real life applications.

Teachers select from a wide range of quality materials.
Our Vision For Instructional Materials

Moving From............
The teacher moves students through the textbook in a step-by-step fashion.

Students perceive mastery of textbook content to be the valued end of courses of study.

Students use materials that have been prescribed for them by their teachers.

Students primarily work with instructional materials on an individual basis in the classroom.

Students are passive in their use of instructional materials.

Technology based materials are incidental in the classroom.

Technology is used mainly for drill and practice exercises.

The needs of students at different performance levels are met by artificially constraining the difficulty of instructional materials.

Reference and resource materials are housed in a centralized location (i.e., media center).

Consumable instructional materials are primarily workbooks that structure student time during seatwork.

Complicated purchasing procedures result in a significant time lapse between ordering instructional materials and having them available for student use.

To.............

The teacher accesses content in instructional materials as needed to support student learning.

Students clearly understand that instructional materials are a means to acquiring the knowledge and competencies that are the valued outcomes of a course of study.

Students make choices about instructional materials as part of the learning process.

Students use instructional materials when working alone and in groups, in the classroom and in experiential learning situations.

Students interact with instructional materials to engage all modalities in the learning process.

Technology is integral to students learning experiences.

Technology enhances students’ higher order, creative thinking and problem solving.

The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.

Reference and resource materials are circulated throughout the school so that they can be readily used by students and teachers.

Consumable instructional materials are often non-print supplies that promote active, hands-on learning.

Purchase procedures are streamlined to minimize the lapse between ordering and receiving instructional materials and to enhance teachers’ instructional flexibility.
State Instructional Materials Laws
Chapter 1006 of Florida Statutes defines courses of study and instructional aids. Specifically, “instructional materials” are defined as items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit or package form and may consist of hardbacked or softbacked textbooks, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. The term does not include electronic or computer hardware even if such hardware is bundled with software or other electronic media, nor does it include equipment or supplies.

This is an expanded definition of what is generally classified as “textbooks.” The Florida Catalog of Instructional Materials reflects the new definition by providing a wide variety of instructional materials.

Funding
Funds to purchase instructional materials are categorical; that is, they are earmarked by the Legislature for purchase of these materials only. Based on student projections and material costs provided by the Department of Education, the Legislature decides annually the amount of funding for instructional materials. It varies from year-to-year, depending upon anticipated state revenues.

A preliminary allocation is made to each county based on projected enrollment provided by the county. This allotment, less ten percent holdback in case the projections are in error, is sent to the school district during July. These funds are then allocated to the schools, using projection figures.

These funds may be expended for instructional materials selected from the Florida School Book Depository Catalog for Instructional Materials as well as from other sources.

Under present legislature, funds may be accumulated from year-to-year by the schools. No funding is lost or transferred to another school.

State Adoptions
Beginning in 2011-12 school year, the cycle for textbook adoption was reduced to five years. There are occasionally some exceptions to this five-year period, especially in curriculum areas such as technology, which may experience rapid changes. Periodic state attempts at balancing the overall cost of yearly adoptions to the districts or a change in curriculum standards may result in other exceptions to the normal adoption period.

(Continued)
This cyclic adoption is of paramount importance. It means that books adopted in one subject area remain adopted for a five-year period. This provides for a phasing-in of instructional materials in that subject area. It also provides for adoption of different subject areas every year.

Also, because of the wide number of courses in some subject areas, only a part of the total materials in a certain area may be adopted.

To find the year of adoption and the length of adoption of instructional materials, refer to the Instructional Materials Adoption cycle found on the Florida Department of Education website, http://www.fldoe.org/BII/instruct_mat/

Revised State Rules and Guidelines for Instructional Materials
Adoptions and Purchases

Each school district must purchase current instructional materials to provide each student with a textbook or other instructional materials as a major tool of instruction in core courses of the appropriate subject areas of mathematics, language arts, science, social studies, reading, and literature for kindergarten through grade 12. Such purchase must be made within the first two years of the effective date of the adoption cycle.

Each superintendent of schools shall notify the Department of Education by April 1 of each year the state-adopted instructional materials that will be requisitioned for use in his or her district. The notification shall include a district plan for instructional materials use to assist in determining if adequate instructional materials have been requisitioned.

It is the intent of the Department of Education to simplify to every extent possible the collection of this information. It will be made available to the Florida School Book Depository who will, in turn, share the information with the publishing industry. This will provide the publishing industry with information necessary to print on demand supplies sufficient to fill orders for delivery prior to the fall opening of schools. This notification from superintendents will be directly tied to the adoption schedule approved by the Commissioner. Information will be solicited from districts to identify: 1) which publisher(s) is selected, and 2) quantities requisitioned in each newly adopted subject area to assure that adequate and current materials are being made available to students.

State Instructional Materials Review Procedure

In Florida, specific courses within selected subject areas and grade levels are called for adoption on a rotating basis, usually for a period of five years. Florida adopts instructional materials for those specific courses. Subject areas for the current adoption year and the adoption schedule are posted on the Florida Department of Education Instructional Materials website (referenced in footer). Approximately one year prior to each adoption, the Florida Department of Education publishes the Instructional Materials Specifications for the subjects to be adopted. These specifications outline the courses, as well as the standards that the materials are expected to meet. Specifications can be downloaded from the Florida Department of Education Instructional Materials website.
1. STATE INSTRUCTIONAL MATERIALS REVIEWERS

The Commissioner of Education shall appoint three state instructional materials reviewers in the content areas submitted for adoption to review the instructional materials and evaluate the content for alignment with the applicable Next Generation Sunshine State Standards (Common Core). For the materials which the first two state instructional materials reviewers agree to recommend or not recommend for adoption, an evaluation by the third reviewer will not be required. An evaluation by the third reviewer will only be required for situations in which the first two reviewers disagree as to whether materials should be recommended for adoption. Instructional materials shall be made electronically available to the state instructional materials reviewers, who shall complete an electronic evaluation of the items to assess whether the materials align as stated above.

The state instructional materials reviewers shall be state or national experts in the academic content area being reviewed for adoption. Generally, the Commissioner shall appoint state instructional materials reviewers who hold a graduate degree in the field or a related field. The Commissioner may appoint state instructional materials reviewers without a graduate degree in content areas in which a graduate degree may not be applicable or in instances in which the reviewer has a baccalaureate degree and substantial experience and/or recognition as an expert in the field. Such recognition may include, but is not limited to, awards received or publications related to the academic content area.

2. DISTRICT REVIEWERS

The Commissioner of Education shall request each school district superintendent to nominate one classroom teacher or district-level content supervisor to review two or three of the submissions recommended by the state instructional materials reviewers. The district reviewers should be experienced teachers or supervisors with expertise in the content area. Superintendents are encouraged to nominate individuals with a graduate degree in the content area and/or who have been recognized as a Teacher of the Year at any level (School, District, Regional, State, or National). The district reviewers will evaluate only those materials recommended by the state instructional materials reviewers. District reviewers shall be provided electronic access to two or three recommended submissions and shall complete an electronic evaluation of the instructional usability of the materials.

3. REVIEWER TRAINING

Pursuant to Section 1006.29(4), Florida Statutes, the Department of Education developed a training program for the state instructional materials reviewers and district reviewers. Each adoption year, all state instructional materials reviewers must complete the training prior to evaluating the instructional materials. Details will be posted on the Florida Department of Education Instructional Materials website. Training includes content on the use of the online evaluation system and content directly related to the Next Generation Sunshine State Standards (Common Core) relevant to the current instructional materials adoption.
4. EVALUATION OF MATERIALS

To complete the evaluation process, reviewers will receive electronic access to the following materials:

Instructional Materials Specifications - The Specifications describe the courses for which materials are being sought, as well as cite the standards that the instructional materials are expected to meet. In addition, it contains the research base that outlines the components of effective instructional materials.

Evaluation Forms - The evaluation forms are developed from the research contained in the Instructional Materials Specifications document. The Office of Instructional Materials in the Florida Department of Education will provide each reviewer access to the online evaluation instrument. Each reviewer is responsible for completing and submitting an evaluation electronically for each assigned publisher’s submission on or before the deadline established by the Department. Each submission shall be evaluated at the individual benchmark level for accuracy and completeness and holistically for overall value as an instructional tool. Access the online evaluation system at https://app2.fldoe.org/BII/InstructMat/Evaluation/Account/Login.

For submissions bid as a series, such as a K-5 series, the Department may, if necessitated by the amount of content required for review, divide a submission by grade level, or another appropriate manner, for reviewers to evaluate. In such cases, the reviewers will evaluate all materials which they are assigned and the Department will establish criteria for determining whether the submission as a whole meets the requirements for recommendation.

Publishers’ Evaluation Samples - The deadline for the Department to receive access to electronic or digital samples is 5:00 p.m. Eastern Daylight Time (EDT) on the first Thursday of June. Only electronic or digital sample copies of the major tool of instruction will be evaluated for adoption, except during adoptions in which ancillary materials are instrumental to the content area. For these adoptions the Department will instruct the publishers as to the number and types of ancillary materials allowable for review.

Reviewers are required to evaluate all applicable materials submitted for review in digital or electronic format. Only materials available in electronic or digital format as defined in Section 1006.29(3), Florida Statutes, will be evaluated for adoption.

After state instructional materials reviewers have reviewed the submitted materials, they will complete the electronic evaluation, which includes opportunities for reviewer comments. When the evaluation is complete the reviewer will make a recommendation of whether or not to adopt the instructional materials. Materials that have been recommended by the state instructional materials reviewers will then be made available for electronic review by the district reviewers. The district reviewers shall independently rate the recommended submissions on the instructional usability of the resources and provide an electronic evaluation to the Department. The Commissioner of Education shall review the evaluations of the state instructional materials reviewers and district reviewers, consider the costs of the materials, and then approve, reject, or amend the list of materials.
Public Review – The general public will be allowed electronic access to review instructional materials submitted for adoption. Access to the materials will be granted via the process outlined below.

- Materials which have been recommended for adoption by the state instructional materials reviewers will be made available electronically through the online evaluation system.
- Any member of the general public wishing to view the recommended materials may register as a guest user on the Department’s online evaluation system.
- The guest user will then be notified that access to the requested materials has been granted.
- The evaluation instrument, which allows the user to complete an online evaluation with comments, will be available for submission on reviewed materials.
- Access to the requested materials will be available via the online evaluation system for two weeks (14 calendar days).

After the two week (14 calendar days) period has ended, access to the materials will be blocked. Any subsequent access will require an additional request to the office of instructional materials at (850) 245-0425 or via e-mail at imstaff@fldoe.org.

When all bids or proposals have been carefully considered, the Commissioner of Education shall select and adopt instructional materials from the list of suitable, usable, and desirable instructional materials recommended by the state instructional materials reviewers. Under law, due consideration is given to the prices which have been quoted and to the reports of the state instructional materials reviewers. The State reserves the right to reject any or all bids or proposals. It may also call for new bids or proposals.

Once all materials are evaluated at the state, each school district is advised of the current adoptions.

District Evaluation Councils
The state adopts instructional materials and provides that list to districts. Each district then establishes local councils to select those items which best meet the needs of local students and which support the curriculum. The councils are established by the district subject area supervisors and the representative from Instructional Media and Technology Services.

Guidelines For Instructional Materials Adoption in Pasco County
(DRAFT - Developed by the Department of Curriculum and Instructional Services and Instructional Media and Technology Services, Pasco County School District)
Once it has been determined that instructional materials must be adopted for a program or course, the content area supervisor and the instructional materials representative from Instructional Media and Technology should take the following steps. The exact order of the steps may vary depending on the needs of the specific program or course. Items one through three should be accomplished early in the year of adoption.
NOTE: Throughout the entire process of selecting instructional materials, it is important to keep the following in mind:

- Adequate time needs to be allowed for the proper review and evaluation of materials. (A minimum of three committee meetings is recommended for major adoptions.)

- All administrators and teachers who will be affected by the selection of the materials, and who review all of the materials, must have the opportunity to provide input to the decision-making process.

- Continuous communication to school personnel of the committee's purpose, activities, and progress will help assure that the proper support will be afforded to the final selection of the committee.

1.0 Discuss preliminary needs/plans/suggestions with the Director of Curriculum and Instructional Services and the Director of Instructional Media and Technology.

2.0 Thoroughly review the following:

2.1 District School Board Policies.
   2.1.1 2510 – Adoption of Instructional Materials
   2.1.2 2520 – Selection of Materials and Equipment
   2.1.3 6460 – Vendor Relations

2.2 Florida Statutes.
   2.2.1 1006.28 – Duties of District School Board
   2.2.2 1006.32 - Prohibited Acts
   2.2.3 1006.34 - Standards for Selection
   2.2.4 1006.35 - Accuracy of instructional materials
   2.2.5 1006.40 - Use of Instructional Materials Allocation

3.0 Determine procedures and timelines to be followed.

3.1 Establish an Adoption Steering Committee to serve as an advisory group for the upcoming adoption year and to develop tools and processes to be used by the full Adoption Committee

3.1.1 Representation should include teachers, administrators, and/or district personnel with content expertise in the area under consideration. Committee should consist of at least five but no more than fifteen members

3.1.2 Review process, rubrics, provide feedback, and finalize evaluation tools

3.1.3 Review materials on state bid list
   3.1.3.1 Determine if narrowing the list to be considered is needed based on number of titles included on state bid list
   3.1.3.2 Determine if it is necessary to review materials in addition to those on the state bid list if they meet district standards
   3.1.3.3 Review statutes regarding categorical allocation and purchasing procedures
3.1.3.4 Steering Committee determines titles that will be considered by the full adoption committee and provides the rationale for final selection.

3.2 Establish an instructional materials adoption committee.
3.2.1 Determine the composition and size of the committee so that it is large enough to provide adequate representation of those who will use the materials including:
  3.2.1.1 Teachers (subject, age/grade-span representatives)
    - Each school is entitled to one vote
  3.2.1.2 Lay public (1 per 15 schools at the level under consideration)
  3.2.1.3 Representatives, as appropriate, from the following sub-groups
      Scores from sub-groups will be averaged and each sub-group will have one consolidated vote
      - Non-classroom instructional staff
      - School administrators
      - Representatives from relevant district departments
        - Purchasing representatives and facilitators are non-voting members
        - Each relevant district department may only have one vote that is averaged across their department representatives
  3.2.2 Ensure that each school that offers the courses using materials to be considered has an opportunity for representation

3.3 Determine logistics, including:
  3.3.1 Determine and communicate committee member selection process
  3.3.2 Number of committee/subcommittee meetings needed
  3.3.3 Tentative dates/timelines
  3.3.4 Budget/inservice needs (follow instructions for budget requests under the appropriate curriculum development project or inservice component)
  3.3.5 Develop criteria and rubrics for evaluation of all considered materials (see sections 4.0 and 5.0)
  3.3.6 Determine process for capturing summary minutes or record of proceedings, including video recording of vendor presentations.
      3.3.6.1 Facilitator(s) are responsible for maintaining the original records of the proceedings and must provide Purchasing with copies of those records.
  3.3.7 Identify tool for obtaining confidential majority vote and communicate the process to Superintendent’s staff
  3.3.8 Identify and communicate process for providing all teachers the opportunity for input
  3.3.9 Identify and communicate process for providing opportunity for public input from Pasco County residents on materials under consideration and on the evaluation process

3.4 Finalize selection of representatives.
3.4.1 Contact and invite committee members
3.4.2 Inform committee members of roles and responsibilities for serving
3.4.3 Obtain non-conflict of interest affidavit from committee members. Members who do not sign will be disqualified
3.4.4 Inform committee members of anticipated process, attendance policies, and timelines
3.4.4.1 Members of the committee not in attendance for two or more meetings will be removed from the committee and notified in writing
3.4.4.2 Members of the committee may not contact publisher representatives about materials under consideration. Any questions should be addressed to the facilitator(s) who will contact the vendor.

3.5 Communicate process and details for current adoption.
3.5.1 Provide list of publishers’ representatives for materials being considered
3.5.2 Provide access to digital samples
3.5.3 Provide guidelines for vendor presentations by publishers
3.5.4 Explain all logistics and procedures
3.5.5 Provide forms for feedback from schools

3.6 The times and dates of meetings of the selection committee must be published on the district instructional materials website.

4.0 Develop rubric using proscribed numeric scale to evaluate instructional materials. Consideration should be given to the following criteria.
4.1 Consistency and adequacy of the instructional materials in relation to the curriculum/course description and other considerations including current research.
4.1.1 Philosophy (belief system)
4.1.2 Goals
4.1.3 Content
4.1.4 Objectives (e.g., student performance standards, content area standards, graduate outcomes)
4.1.5 Current knowledge base
4.1.6 Research-based instructional strategies
4.1.7 Special needs of the program area
4.1.8 Vision of what instructional materials should accomplish

4.2 Richness of digital component
4.2.1 Aligned with print components
4.2.2 Interactivity
4.2.3 Embedded multimedia
4.2.4 Data collection on student performance
4.2.5 Ease of management of data and users
4.2.6 Web-based
4.2.7 Ease of enrollment of students and teachers
4.2.8 Remote access 24/7
4.2.9 Compatibility with current systems
4.2.10 Flexibility for use on mobile devices (iPads, smartphones, etc)
4.2.11 Cybersafety precautions
4.2.12 Family Educational Rights and Privacy Act (FERPA) compliant
4.2.13 Meets interoperability standards

4.3 Appropriateness of the instructional materials to the characteristics of the intended learner.
4.3.1 Text complexity
4.3.2 Grade or grade span (primary, intermediate, middle school, high school)
4.3.3 Age or age span
4.3.4 Maturity
4.3.5 Ability
4.3.6 Differentiation for levels of support, from intervention to enrichment

4.4 The adequacy of the instructional materials.
4.4.1 Promotes learner engagement
4.4.2 Presents multiple points of view
4.4.3 Promotes critical thinking
4.4.4 Provides adequate representation of diverse groups in an unbiased manner and without stereotypes

4.5 Physical characteristics of the instructional materials.
4.5.1 Durability (e.g., security of student and teacher data, cover, pages, binding)
4.5.2 Appropriateness of size and length
4.5.3 Organization/accessibility of contents
   4.5.3.1 table of contents
   4.5.3.2 chapter organizers, including headings, subheadings, summaries, footnotes, questions, bar codes
   4.5.3.3 illustrations, charts, maps, pictures
   4.5.3.4 reference and/or appendix materials

4.6 Provisions for updating instructional materials.
4.6.1 Need
4.6.2 Feasibility
4.6.3 Cost

4.7 Price of the instructional materials and flexibility of purchasing models.

4.8 Professional development opportunities and support

5.0 Establish, as needed, additional, more specific criteria for ancillary or more specialized types of materials (e.g., videos, kits, testing materials, software programs, online resources).
5.1 Teacher's texts/guides/manuals.
   5.1.1 Adequacy of material to direct teachers to efficiently, easily and effectively use student materials
5.1.2 Appropriateness of suggested lessons/activities

5.2 Student practice materials.
  5.2.1 Consistency of activities to program content/objectives
  5.2.2 Rigor and relevance of activities
  5.2.3 Ease of use by students
  5.2.4 Price, both initial and ongoing

5.3 Instructional management.
  5.3.1 Adaptability to existing (computer) management systems
  5.3.2 Ease of importing and updating students and teachers into the system

5.4 Evaluation/testing materials.
  5.4.1 Appropriateness of assessment materials for level of students
  5.4.2 Alignment of assessment materials with curriculum standards
  5.4.3 Provision for assessments in multiple formative and summative formats
  5.4.4 Ability to analyze and report student data in a timely manner

6.0 Contact publishers or representatives and provide the following guidelines
  6.1 Publishers may contribute funds for refreshments for meetings and events, but not provide directly to the committee or individuals
  6.2 Publishers may not arrange presentations at school sites, but may participate in regional presentations organized by district staff
  6.3 Publisher may not invite district employees to self-sponsored events
  6.4 May not contact any teacher(s) including department heads in regards to their materials under consideration until after the adoption process is complete and approved by the School Board. If publishers are contacted they should refer them to the committee facilitator(s).
  6.5 Other prohibited acts include:
    6.4.1 Providing gifts or any other forms of gratuity to a committee member or district staff other than nominal promotional items of educational relevance only
    6.4.2 Invitations to a committee member for any type of private meal or social function during the adoption process
  6.6 All publishers are advised that any infractions of the above stated guidelines may result in their products being removed from consideration and must sign agreement to adhere to these guidelines

7.0 Plan for sampling of instructional materials to be considered for District adoption.
  7.1 Ensure adherence to state statute.
  7.2 Communicate access information to schools and others as appropriate
  7.3 Arrange for regional publisher presentations

8.0 Assemble necessary materials to be used by adoption committee.
8.1 Pasco Vision
8.2 Course/program descriptions.
8.3 Considerations for readability, gender equity, multicultural diversity, etc.
8.4 Student performance standards, curriculum standards, and graduate outcomes.
8.5 Current research articles.
8.6 Evaluation instruments.

9.0 Meet with instructional materials adoption committee.
9.1 Present materials and procedures to be used.
9.2 Establish or review committee (or subcommittee) assignments of members.
9.3 Provide presentations from publishers, if needed.
9.4 Conduct evaluation using rubric established for this adoption.
   9.4.1 Analyze all input data from school review
   9.4.2 Analyze all data from committee review
   9.4.3 Analyze all data gleaned from publishers’ presentations
   9.4.4 Review input from community members
9.5 Review process for majority vote ensuring confidentiality while maintaining record of votes for review if needed. A majority of members (50% +1) must be present for any meetings at which selections and recommendations are made.
9.6 Report voting results to committee and identify the instructional materials selected for recommendation.
9.7 Any member of the adoption committee that disagrees with the majority decision may submit a written report to the committee facilitator(s) detailing their position, not to exceed one page. This report will be submitted to the Superintendent’s staff as part of the recommendation packet.

10.0 District reserves the right to negotiate a best and final offer with selected publishers

11.0 Communicate committee recommendation
11.1 Provide written notification of committee decision for recommendation to Superintendent’s staff
   11.1.1 All materials relative to the decision should be made available upon request, including but not limited to:
       List of all meeting dates and summary minutes
       Committee evaluation forms
       Recommendation for use of ancillary materials, both print and digital
       Minority reports if applicable
11.2 Prepare appropriate documentation needed for Board approval
11.3 Communicate recommendation including any specific committee recommendations to appropriate personnel (e.g., principals, assistant principals, District and school instructional materials coordinators, District Office staff).

12.0 Once Board approval has been granted, the new adoption must be reported to the FL-DOE by April 1st per FL statute 1006.28 (2)(b), at which time the materials may be purchased according to current Purchasing guidelines.
13.0 A Professional Development plan for implementation of the new instructional materials must be developed.

14.0 If a school principal and staff determine that the District selection is inappropriate for students at their school, the principal must

14.1 Notify the District instructional materials coordinator and subject area supervisor that the school plans to consider alternate instructional materials.

14.2 Provide compelling evidence that the District selection is inappropriate for the students in their school.

14.3 Form a selection committee as outlined in item 3.0 (page *).

14.4 Consider all criteria in items 4.0 and 5.0.

14.5 Submit to the instructional materials coordinator and subject area supervisor appropriate documentation of the process.

14.6 Include evidence that the alternate selection is consistent with overall District philosophy.

14.7 Any alternate instructional materials must be approved by the School Advisory Council.

Overview of Instructional Materials Adoption Process by School Years

Year Prior to Adoption:
1. Accomplish steps 1 through 3.2
2. Include in department plan for year of adoption

Year of Adoption:
1. State adopts instructional materials
2. District adopts instructional materials by April 1st and notifies DOE which makes information available to Florida School Book Depository.

First Year of Adoption Cycle:
1. District purchases instructional materials
2. Implement Program

Materials Not Adopted by the State (Flexibility Fund)
Instructional materials which are not adopted can still be ordered utilizing “flexibility funds”. These funds represent a portion of the total instructional materials allocation that can be used to buy materials which are not state adopted, yet approved for use within the school district. The maximum amount that a district may spend on non-adopted materials is fifty percent of its total allocation.

Excerpts of State Laws
Relating to Instructional Materials

Duties of the Principal
According to state law, the duties and responsibilities of the principal for instructional materials management and care include:

Proper Use of Instructional Materials
The principal is responsible for assuring that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed, pursuant to policies of the school board.

It shall be the responsibility of the principal to effectively communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school.

Money Collected for Lost and Damaged Books
It shall be the duty and responsibility of each principal to collect from each pupil or the pupil’s parent the purchase price of any instructional material the pupil has lost, destroyed, or unnecessarily damaged and to report and transmit such amounts so collected to the district textbook department. Principals are authorized to collect the full purchase price, regardless of the material’s age.

The failure to collect such sum upon reasonable effort by the principal may result in the suspension of the pupil from participation in extracurricular activities or satisfaction of the debt by the pupil through community service activities at the school site as determined by the principal.

Disposition of Funds
All money collected from sale, exchange, loss, or damage of instructional materials is to be transmitted to the textbook department to be deposited in the district school fund and added to the district appropriation for instructional materials. (Any money collected is then added to the allocation for the school which collected the funds.)

Conservation and Care
Principals shall assure that all books issued to the school are cared for properly. (We recommend a school policy that all books issued to individual students be covered).

Accounting for Textbooks
Principals shall see that all books are fully and properly accounted for on forms prescribed by the state and the district instructional materials administrator.

Records and Reports
Principals shall prepare and transmit such textbook records and reports as may be required by the Department of Education and such supplementary records and reports as the Superintendent may direct.

Responsibility of Pupils, Parents, or Guardians for Instructional Materials
All materials purchased by the district are the property of the district. When distributed to pupils, such materials are merely on loan and are to be returned at the direction of the principal or teacher in charge. Each parent or guardian shall be held liable for any loss or destruction of, or unnecessary damage to, such materials or for failure of the pupil to return materials, and shall be required to pay for such loss, destruction, or unnecessary damage as provided by law.

Pasco County School Board Policy Related to Instructional Materials

Selection of Instructional Materials and Equipment

The Board shall provide instructional materials and equipment, within budgetary constraints, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials and equipment shall be to enrich, support, and implement the educational program of the school.

The Superintendent shall develop administrative procedures for the selection and maintenance of all educational and instructional materials and equipment.

Procedures to Implement Policy

Philosophy of Selection
Instructional materials selected for use in the schools of Pasco County should:

1. Enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity level of the student population using the materials.
2. Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information which will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop under guidance, the practice of critical reading and thinking.
5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage and our world culture.

Objectives
The primary objective of instructional material is to implement, enrich, and support the educational program of the school system.

Definition
Instructional materials include textbooks, trade or library books, newspapers, pamphlets, magazines, software, charts, globes, maps, recordings, videos, DVDs, pictures, collections or specimens of real objects, models, exhibits, and any other media of communication which may contribute to teaching and to learning.

**Instructional Materials: Questioned Materials - Board Policy 2520 (continued)**


When a citizen disagrees with the materials being used in the instructional program of the school district of Pasco County, a complaint may be registered as follows:

1. Complete, in duplicate, the “Request for Review of Instructional Materials” form which is available from the principal at any school or from the district office. (See MIS Form 617A in appendix)
2. Submit the completed form to the principal of the school in which the questioned materials is located or being utilized.
3. Principal will schedule a review within thirty school days. The review committee shall be composed of two administrators, two teachers, and four lay citizens (if possible, parents of school-aged children).
4. Attend the review committee meeting(s) as scheduled by the principal of that school.
5. If after meeting with the review committee the citizen feels dissatisfied with the results of that committee, he-she must inform the principal in writing of his/her intent to pursue a district review. The notification must be submitted within ten days.
6. The principal immediately forwards the written documentation and all other pertinent information to the superintendent.
7. The superintendent or the superintendent’s designee then convenes, within thirty days, a district review committee which is representative of the total school district. The review committee shall be composed of two administrators, two teachers, and four lay citizens (if possible, parents of school age children).
8. The district review committee will convene and report its recommendations directly to the superintendent.
9. If there is still dissatisfaction with the results of the district review, the citizen may request to be on the district school board agenda. The request should be in writing and submitted to the superintendent within ten school days. A complainant who does not submit the written request within the deadline will receive no further consideration.
10. The superintendent presents the report of the district review committee to the district school board and makes recommendations for action.
11. The final decision is determined by the district school board.

When challenged materials are being reviewed, each member of the various committees established for reviewing should be familiar with the following criteria, and these criteria should be applied to the evaluation of the challenged materials.

**Evaluative Criteria**
1. Consideration should be given to the following criteria on any item that is subjected to review:
   a. The materials are essential and appropriate for the development of the curriculum and school objectives.
   b. The materials are factually accurate and appropriate in presentation.
   c. The materials contribute to literary appreciation or have cultural value.
   d. The materials are pertinent because of their content or emphasis.
   e. The authors are competent and qualified in the field.
   f. The materials on controversial issues represent both sides of the issue in an objective way.
   g. Materials concerned with human growth and development and sex should be based on scientific accuracy, simplicity, dignity of presentation, and appropriateness for the age group.

2. Programs for academically talented and for advanced placement students have made it necessary to purchase materials that may be considered adult. This type of material should be selected on the basis of the students’ needs as well as being those that will stimulate new interests in the cultural, economic, scientific, and social fields. The inclusion of particular words, phrases, and sentences should not prevent utilization of these items if they represent a major contribution to a subject field and are within the ability of the student to handle.

3. The following subjects have generally been topics of criticism. Evaluation criteria useful in these areas are included to provide insight into considerations that should be made when reviewing materials on these topics:
   a. Religion--The material should be factual, unbiased, and representative of all major religions and should be in the materials collection.
   b. Ideologies--The materials should contain basic, factual information on the appropriate level on any ideology or philosophy which exerts a strong force, either favorable or unfavorable, in government, current events, politics, education, or any phase of life.
   c. Sex and Profanity--Materials which have an accent on sex should pass the test of literary merit and reality and be appropriate for the age level of the user. The fact that sexual incidents or profanity are included should not automatically disqualify an item. The decision to include the item in the materials collection should be made on the basis of whether it presents life in its true proportions, whether the circumstances are realistically dealt with, and whether the item is of literary value. Factual material of an educational nature on the appropriate level should be available in the materials collection.
   d. Science--Medical and scientific knowledge should be made available without any biased selection of facts.
   e. No books or other material prohibited by Florida Statutes shall be used.

Authority: 1001.41, F.S.
Law Implemented: 1006.28, F.S

Instructional Materials Selection And Adoption – Board Policy 2510
http://www.neola.com/pasco-fl/
Upon the recommendation of the Superintendent, the Board shall approve all District-adopted instructional materials used as part of the educational program of this District. The staff should continually research new sources and types of supplementary text materials and explore their innovative use.

Furthermore, it is the legal responsibility of the Board to provide the duly adopted, required instructional materials to students who are enrolled in the District free of charge. For purposes of District adoption, "instructional materials" means items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. The term does not include electronic or computer hardware even if such hardware is bundled with software or other electronic media, nor does it include equipment or supplies.

A student or parent(s) may purchase a copy of the duly-adopted textbook, regardless of format, for the District's purchase price, including shipping, plus ten percent (10%).

The Superintendent shall develop a plan for the review and adoption of instructional material as required by law. Procedures for District adoption must require staff participation and that members of the community are consulted, where appropriate, in the adoption process.

F.S. 1006.28, 1006.34

Selection of District Instructional Materials
District committees made up of representative teachers, lay persons, and the district supervisors for the subject areas being evaluated will evaluate the state-adopted instructional materials. Sample instructional materials will be available for examination by the public and teachers.

Selection of School Instructional Materials
Items on the district instructional materials list should be selected by the school principal and his/her staff. Principals may purchase other materials determined to be necessary for their individual school if approved by the district curriculum department.

When deciding items to be selected, the principal must include teachers who will be using the materials. A majority vote will determine materials to be ordered.

School Needs Assessment
Instructional materials will be ordered and used based on evaluated student needs and should be appropriate for both the guidelines of the course and the ability level of the pupils.

Once the materials are selected by a faculty, a needs assessment must be done in order for the principal to determine quantity to be ordered.

If the primary resource is a textbook, sufficient quantities should be ordered before support
materials. When support materials are ordered, duplication of textbooks in school and district media centers should be avoided.

**Elementary**
If the primary resource for supporting the curriculum is a textbook, the following guidelines are recommended:

**One Book per Student:**
- Basic Reader
- Mathematics Basic
- Science
- Social Science

**Class Sets:**
- Handwriting
- Grammar/Language
- Spelling Book
- Dictionary (one class set for each grade level)
- Music (one class set for each grade level)
- Health (one class set for each grade level)

*If the primary resource for supporting the curriculum is not a textbook, other arrangements of instructional materials may be used. These materials may include but are not limited to:

**Class Sets of Textbooks:**
- Class Sets of Textbooks
- Class Sets of Single Titles
- Multiple Copies of Single Titles
- Kits
- Reference Materials
- Manipulative Materials
- Classroom Libraries
- Audio-Visual Materials
- Digital media

*Must be approved by school advisory council if major tool is not a textbook.

**Secondary**
If the primary resource for supporting the curriculum is a textbook, every student shall have access to that textbook. This may be accomplished in the following ways:
- One Book per Student
- Class Sets (including checkout copies where appropriate)

*If the primary resource for supporting the curriculum is not a textbook, other arrangements of instructional materials may be used. These materials may include but are not limited to:
- Class Sets of Textbooks
- Class Sets of Single Titles
Multiple Copies of Single Titles
Kits
Reference Materials
Manipulative Materials
Classroom Libraries
Audio-Visual Materials
Digital media
*Must be approved by school advisory council if major tool is not a textbook.

For Exceptional Student Education Program
Instructional materials will be ordered and used based on evaluated student needs, guidelines for the course, and program design.

School Adoption Cycle
The state adoption cycles every six years. Instructional materials need not be discarded every six years if they continue to meet the needs of the instructional program and if they are not worn out. The principal need not replace all out-of-adoption instructional materials at once but may phase in the adopted materials. Core curriculum areas must be phased in within two years of the adoption per statute (F.S. 1006.37, 1006.40). Additional copies of out-of-adoption materials needed to maintain the use of an old adoption may be located at other schools in Pasco County, in other districts, or through used book sources.

Disposal of Instructional Materials
1. The Board shall approve disposal of Instructional Materials by declaring them surplus when they have become unserviceable or surplus or are no longer on state contract by:
   a. Giving the materials to other public education programs within the district or state, to the teachers to use in developing supplementary teaching materials, to students or others, or to any charitable organization, governmental agency, or private school.
   b. Selling the materials to used book dealers, or discarding through recycling plants, pulp mills, or other persons, firms, or corporations upon such terms as are most economically advantageous to the district school board.
2. All moneys received by reason of sale, exchange, or other disposition of instructional materials shall be deposited in the district school fund and added to the district appropriation for instructional materials.

Other Pertinent Pasco County Policies

Dual Enrollment
Instructional Materials purchased by the district school board on behalf of dual enrollment students shall be the property of the District School Board of Pasco County. Instructional materials assigned for use within dual enrollment courses shall be made available to dual enrollment students free of charge.
See appendix for procedures for obtaining dual enrollment textbooks.
Home Schools
If a home education parent contacts the principal and requests books and assistance, the principal needs to consider the availability of the extra materials and time constraints. If the decision is made to furnish books, a (refundable) deposit is to be charged.

Selection of Appropriate Materials for Theater Performances
The state has issued specific guidelines for Selection of Appropriate Materials for Theater Performances. Refer to appendix to review recommendations.

Ordering Procedures For Instructional Materials

Ordering Instructional Materials that are State Adopted

1. Determine status of the requested materials:
   Do they meet the criteria for instructional materials?
   If yes - go on to step 2.
   If not - utilize another source of funds.
   (Supplies or equipment may not be purchased with instructional materials funds)

2. Are they adopted by the state and have they been approved for use in the county?
   If yes - go on to step 3.
   If not - go to Ordering Instructional Materials That Are Not State Adopted (Flexibility Funds).

3. Use one of the following catalogs to determine the correct price, book number, publisher, grade level, series:
   • the Florida School Book Depository Catalog for Grades K-6;
   • the Florida School Book Depository catalog for Grades 7-12.

   Remember that only those items in the depository catalogs which are written in UPPER CASE are state adopted.

4. Complete the textbook requisition form, (MIS 641) grouping items by subject area. Fill in all information: state book number, title, series, level, edition, publisher, year, unit price, and extension. (See specific directions listed on back of MIS 641)

5. The principal of the school approves the textbook requisition. After the bookkeeper keeps a copy of the requisition, the requisition is sent to attention of the Instructional Materials bookkeeper in Instructional Media and Technology (IMT).

6. When materials are received schools should check in the order against the packing list. If there is a discrepancy, call Instructional Materials, ext 42458, for assistance.

7. After order is checked in, school sends copy of packing list to the IMT Instructional Materials office. (Partial payment should be authorized if shipment is incomplete.)
Ordering Instructional Materials That Are Not State Adopted (Flexibility Funds)

1. If the materials are not on the state adopted list yet are instructional materials, complete a purchase order for each vendor, showing the school as the SHIP TO address and which teacher and department ordered the material; *(No MIS 641 Requisition is needed for non-adopted materials).* Type the following in the coding line of the purchase order:

<table>
<thead>
<tr>
<th>Fund</th>
<th>Cost Center</th>
<th>Project</th>
<th>Object</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>(your school)</td>
<td>2155</td>
<td>0520</td>
<td>5000</td>
</tr>
</tbody>
</table>

On TERMS - panel F804 T/C (terms and conditions) enter **G6** - flexibility statement. (Enter F4 to see full list of terms and conditions.)

2. **P-cards may not be used for purchases charged to textbook funds.**

3. If ordering videos or software be sure to change the object from 0520 to the appropriate coding (check budget book). It may be necessary for you to do an on-line budget amendment at that time.

4. IMT Instructional Materials office will approve purchase orders on-line.

5. Purchasing will process and send to appropriate vendor.

6. On receipt, items should be checked against the shipping list (or invoice if included). The goldenrod copy of the purchase order and the original invoice should be sent to Accounts Payable.
Summary of Procedures for Ordering Instructional Materials

<table>
<thead>
<tr>
<th>For State Adopted Materials</th>
<th>For Non-State Materials (Flexibility)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>If state adopted</strong> - use a textbook requisition form</td>
<td><strong>If not state adopted</strong> – use a purchase order</td>
</tr>
<tr>
<td>Double check state catalog for correct coding, latest pricing, level, and publisher.</td>
<td>Double check vendor catalog or depository catalogs for correct coding, latest pricing, level, and publisher.</td>
</tr>
<tr>
<td>Use the school cost center number on the requisition</td>
<td>Show the school as the <strong>SHIP TO ADDRESS</strong></td>
</tr>
<tr>
<td><strong>One final check of:</strong></td>
<td><strong>Use the following coding:</strong></td>
</tr>
<tr>
<td>Address / titles / publisher / coding / prices / level / bids</td>
<td><strong>110-xxxx-2155-0520-5000</strong> and type G6 in Terms and Conditions section (T/C).</td>
</tr>
</tbody>
</table>

Principal signs the MIS 641 requisition and/or approves the purchase order on-line.

Send MIS 641 to IMT - Instructional Materials

**Flow of Materials To School**

<table>
<thead>
<tr>
<th>For State Adopted Materials</th>
<th>For Non-State Adopted Materials (Flexibility)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DIMC processes requisitions received from schools.</td>
<td>IMT reviews and approves school purchase orders on-line.</td>
</tr>
<tr>
<td>2. Purchase orders are generated and sent to Florida School Book Depository in Jacksonville.</td>
<td>Materials are sent by vendor directly to school. School checks in items against original order.</td>
</tr>
<tr>
<td>3. The FSBD send materials to schools.</td>
<td>Authorization for payment is made to Accounts Payable by sending goldenrod copy and invoice to them.</td>
</tr>
<tr>
<td>4. School bookkeepers notify IMT Instructional Materials when materials arrive.</td>
<td></td>
</tr>
<tr>
<td>5. After order is checked in, school sends original packing list to IMT Instructional Materials.</td>
<td></td>
</tr>
</tbody>
</table>
Instructional Materials Inventory and Disposal Procedures

Inventory

1. All adopted instructional materials purchased by a school are listed on that school’s inventory until they are properly removed from the inventory. Individual school textbook inventories are maintained by the IMT Instructional Materials bookkeeper. Copies of the inventory are sent to schools once a year for updating at the school site.

2. Instructional materials may be removed from the inventory only if one of the following conditions applies:
   a. the material is lost (see policy 2520)
   b. the material is purchased by someone at the school (e.g. a parent)
   c. the material is damaged in such a manner as to become unusable (e.g. water-damaged) (see policy 2520)
   d. the material is obsolete
   e. the material is no longer in adoption and new material has been adopted in its place by the state and the district
   f. the material is no longer used in the school due to curricular change(s) - in this case, the material should be transferred to another site where it can be used if appropriate

Procedure for Disposal of Instructional Materials in Pasco County

1. To dispose of obsolete or unserviceable instructional materials, please use MIS#611. Books should be listed by title with quantities noted. When disposing of library materials, please attach a report from Media Automation and note on MIS#611 to “see attached”. Send the completed form, with any attachments, to the IMT Instructional Materials bookkeeper-secretary, textbooks@pasco.k12.fl.us, who will arrange pickup at the school.

1. Instructional materials for subject areas that become obsolete due to a new adoption do not require the completion of MIS#611. The IMT Instructional Materials office will request approval for disposal from the Board based on the district inventory, and arrange pickup at the school. Schools should ensure that the materials are available for pickup when notified of the schedule.

2. Books that have been approved for disposal by the Board can be offered to students and their families first. They can then be offered to community groups, private schools or interested organizations. Remaining books will be disposed of through used book vendors or paper recycling plants.
3. Schools should prepare for collection of their remaining titles by packing unwanted books in uniform boxes no larger than copy paper boxes. Textbook coordinators and bookkeepers are informed when pick up is scheduled.

4. Schools should prepare for collection of their remaining titles by packing unwanted books in uniform boxes no larger than copy paper boxes. Textbook coordinators and bookkeepers will be informed when pick up is scheduled.