

**District School Board of Pasco County
Instructional Media & Technology Services**

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 1978-79 school year, the cycle for textbook adoption was extended to six years. There are occasionally some exceptions to this six-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 may result in other exceptions to the normal six year adoption period.

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This cyclic adoption is of paramount importance. It means that books adopted in one subject area remain adopted for a six-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 Councils

When it is time to seek a new adoption of materials in a subject, the Department of Education calls for an adoption.

By April 15, annually, the Department of Education establishes State Instructional Materials Councils for the subject area(s), each composed of nine members; teachers, lay personnel, school board members, and supervisors. The duty of these councils is to establish criteria for instructional materials based upon existing course frameworks and course descriptions in a

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particular subject area. These criteria are made available to publishers as well as to districts who participate in the pre-adoption process. Using these criteria, the council examines the materials submitted by publishers and recommends those items to be accepted to the State Board of Education.

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

The Department of Education has adjusted timelines so that recommendations of state committees will be forwarded to the Commissioner by January 1 of each year. Superintendents will be notified immediately of newly adopted titles, and districts can begin to issue purchase orders February 1 and April 1 to ensure delivery prior to opening of school the following fall. It is important to note that the issue of purchase orders does not constitute payment until the time of delivery of materials.

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. The composition of these local councils represents the state council insofar as possible.

Guidelines For Instructional Materials Adoption in Pasco County (Developed by the Department of Curriculum and Instructional Services, Pasco County School District)

Once it has been determined that instructional materials must be adopted for a program or course, the following steps should be taken by the program supervisor. 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.

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 1006.32 - Prohibited Acts
 - 2.2.2 1006.34 - Standards for Selection

3.0 Determine procedures and timelines to be followed.

- 3.1 Establish an instructional materials selection committee.
 - 3.1.1 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:
 - 3.1.1.1 teachers (subject, age/grade-span representatives)
 - 3.1.1.2 school administrators
 - 3.1.1.3 district staff
 - 3.1.1.4 lay public
 - 3.1.2 Plan for subcommittees if needed.
- 3.2 Determine logistics, including:
 - 3.2.1 Number of committee/subcommittee meetings needed
 - 3.2.2 Tentative dates/timelines
 - 3.2.3 Budget/in-service needs (follow instructions for budget requests under the appropriate curriculum development project or in-service component)
 - 3.2.4 Process for making decisions (e.g., consensus)
 - 3.2.5 Process for providing all teachers the opportunity for input
- 3.3 Select and contact committee members. (Select teacher members from the Volunteers for Pasco 2001 list.)
- 3.4 Consider optional piloting of instructional materials.
 - 3.4.1 If piloting, include **all** materials considered for adoption
 - 3.4.2 Establish a feedback protocol
 - 3.4.3 Establish procedure for piloting teachers to report to the committee
- 3.5. Notify schools of upcoming adoption.
 - 3.5.1 Provide list of publishers' representatives for materials being considered
 - 3.5.2 Alert schools to expect samples
 - 3.5.3 Provide guidelines for school presentations by publishers (school must provide time for either all publishers' presentations or for none of them.)
 - 3.5.4 Explain all logistics and procedures
 - 3.5.5 Provide forms for feedback from schools

4.0 Establish criteria to evaluate instructional materials. This may be determined by the program supervisor or with the assistance of the instructional materials selection committee. Careful 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, curriculum outcomes, performance roles)
 - 4.1.5 Current knowledge base
 - 4.1.6 Effective instructional strategies
 - 4.1.7 Special needs of the program area
 - 4.1.8 Vision of what instructional materials should accomplish

- 4.2 Appropriateness of the instructional materials to the characteristics of the intended learner.
 - 4.2.1 Reading concerns
 - 4.2.2 Grade or grade span (primary, intermediate, middle school, high school)
 - 4.2.3 Age or age span
 - 4.2.4 Maturity
 - 4.2.5 Ability
 - 4.2.6 Stage of learning (e.g., emergent, beginning, transitional, proficient)
- 4.3 The adequacy of the instructional material.
 - 4.3.1 Creating student interest
 - 4.3.2 Presenting opposing sides of controversial issues
 - 4.3.3 Promoting critical thinking
 - 4.4.4 Providing adequate representation of diverse groups in an unbiased manner and without stereotypes
- 4.4 Physical characteristics of the instructional materials.
 - 4.4.1 Durability (e.g., cover, pages, binding)
 - 4.4.2 Appropriateness of size and length
 - 4.4.3 Organization/accessibility of contents
 - 4.4.3.1 table of contents
 - 4.4.3.2 chapter organizers, including headings, subheadings, summaries, footnotes, questions, bar codes
 - 4.4.3.3 illustrations, charts, maps, pictures
 - 4.4.3.4 reference and/or appendix materials
- 4.5 Provisions for updating instructional materials.
 - 4.5.1 Need
 - 4.5.2 Feasibility
 - 4.5.3 Cost
- 4.6 Price of the instructional materials.

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 workbooks/kits.
 - 5.2.1 Consistency of activities to program content/objectives
 - 5.2.2 Appropriateness of activities (e.g., reinforcement vs. busywork)
 - 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
- 5.4 Evaluation/testing materials.
 - 5.4.1 Appropriateness of assessment materials for level of students
 - 5.4.2 Consistency of assessment materials with student outcomes

- 5.4.3 Consistency of assessment materials with teaching and learning strategies
- 5.4.4 Provision for assessments in traditional and alternative formats
- 6.0 Obtain samples of state-adopted instructional materials to be considered for District adoption.**
 - 6.1 Determine quantities needed.
 - 6.2 Contact publishers or representatives.
 - 6.3 Make provisions for receipt/housing of samples.
 - 6.3.1 At individual schools or departments
 - 6.3.2 At central location.
- 7.0 Print necessary materials to be used.**
 - 7.1 Course/program descriptions.
 - 7.2 Handouts on readability, gender equity, multicultural diversity, etc.
 - 7.3 Student performance standards, curriculum outcomes, performance roles.
 - 7.4 Current research articles.
 - 7.5 Evaluation instruments.
- 8.0 Survey schools, if needed.**
- 9.0 Meet with instructional materials selection 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.
 - 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 gathered from pilots
 - 9.4.4 Analyze all data gleaned from publishers' presentations
 - 9.5 Review process to reach consensus.
 - 9.6 Select instructional materials.
- 10.0 Provide written notification of committee decision including any specific committee recommendations to appropriate personnel (e.g., principals, assistant principals, District and school instructional materials coordinators, District Office staff).**

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.

- 11.0** Once the committee's decision has been announced, the school may purchase the materials and implement the program. The new adoption must be announced by April 1st.
- 12.0** If a school principal and staff determine that the District selection is inappropriate for students at their school, the principal must
- 12.1 Notify the District instructional materials coordinator and subject area supervisor that the school plans to consider alternate instructional materials.
 - 12.2 Provide compelling evidence that the District selection is inappropriate for the students in their school.
 - 12.3 Form a selection committee as outlined in item 3.0 (page *).
 - 12.4 Consider all criteria in items 4.0 and 5.0.
 - 12.5 Submit to the instructional materials coordinator and subject area supervisor appropriate documentation of the process.
 - 12.6 Include evidence that the alternate selection is consistent with overall District philosophy.
 - 12.7 Any alternate instructional materials must be approved by the School Advisory Council.

Overview of Textbook 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 textbooks
2. District adopts textbooks by April 1st and notifies DOE which makes information available to Florida School Book Depository.

First Year of Adoption Cycle:

1. School purchase textbooks
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 which 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

- Board Policy 2520 <http://www.neola.com/pasco-fl/>

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.
6. Promote faith and confidence in American institutions, American ideals, and the processes of American democracy.

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)

<http://www.neola.com/pasco-fl/>

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.

Authority: 1001.41, F.S.
Law Implemented: 1006.31, F.S.

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:

Fund	Cost Center	Project	Object	Function
110	(your school)	2155	0520	5000

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.

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.
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