

**Taylor County District School Board  
Office of the Superintendent  
Agenda Item for School Board Approval**

Date Submitted 07/21/2020 Board Meeting Date 08/04/2020

Date agenda item is due in the Superintendent's Office 07/24/2020

Person submitting the item: Sharon Hathcock - DOI

Name of document placed on agenda: Instructional Materials Handbook

Summary description regarding this action item:

Please review and approve the attached Instructional

Materials and Media Handbook for 2020-2021 school

year.

**APPROVED**

**AUG 04 2020**

**By Taylor County  
School Board**

**Signatures Required**

Yes  No

Reviewed by:

Director of Finance \_\_\_\_\_

The action described above is provided for and is consistent with relevant contract and grant provisions and the Board approved budget as amended.

Director of Personnel \_\_\_\_\_

The action described above is provided for and is consistent with the Board approved staffing plan and collective bargaining agreements.

Director of Instruction Sharon Hathcock

The action described above is provided for and is consistent with relevant Federal programs and the Board approved School Improvement, Instructional and Curriculum Plans.

Superintendent \_\_\_\_\_

# **Taylor County School District**

**Instructional Materials and Media Handbook**

Revised 8/2020

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## INTRODUCTION

The purpose of this guidebook is to provide information relative to the administration of the Instructional Materials Program for grades PreK-12 in Taylor County Schools.

Contents of this document are based upon:

- 1) current regulations,
- 2) state and county policies, and
- 3) procedures utilized in the county.

For successful implementation of the instructional materials program it is vitally important that all administrative personnel and their textbook managers become thoroughly familiar with the policies, procedures, and guidelines applicable to instructional materials. The Taylor County Schools Instructional Materials Program is an integral and essential part of the K-12 instructional process. It is to that goal this guidebook has been designed.

*The district school board has the constitutional duty and responsibility to select and provide adequate instructional materials for all students in accordance with the requirements of this part. The term "adequate instructional materials" means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serve as the basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature. FS 1006.28*

*Each district school board is responsible for the content of all instructional materials used in a classroom, whether adopted and purchased from the state-adopted instructional materials list, adopted and purchased through a district instructional materials program under s. 1006.283, or otherwise purchased or made available in the classroom. Ref. 1006.283, FS*

### **Library Media Services:**

*The District School Board shall establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system. Ref. 1006.28*

## **INSTRUCTIONAL MATERIALS DEFINITIONS**

### **On-Adoption Instructional Materials:**

Those instructional materials that are currently on district adoption. These materials can be state adopted or non-state adopted. Materials are typically adopted for a six year period, but some titles may remain on adoption for several years longer. These are the materials that must be reported on the Textbook Inventory each June.

### **Off-Adoption Instructional Materials:**

Instructional materials whose district adoption period has expired. Current off-adoption materials may be maintained on the Textbook Inventory, but these are not titles that continue to be ordered.

**Extended Adoption Instructional Materials:**

Instructional materials that continue to be used in the district but which are no longer available from publishers or the Florida School Book Depository.

**School Textbook Chairperson:**

The person designated by the principal to handle instructional materials in the school center. This is a supplemented position.

**Textbook Inventory Report:**

This report form lists all of the instructional materials for which a school or department is responsible and accountable. The district updates it with each adoption, and the final inventory is due from schools by June 30th of each year.

**Dual Enrollment Materials:**

Those materials that are issued to high school students who are also enrolled in post-secondary courses creditable toward a vocational certificate or an associate or baccalaureate degree.

**Back Orders:**

These are materials that have been ordered by schools, but that have not been received from the publisher or Florida School Book Depository. It is the school's responsibility to follow up on backordered materials.

**Florida School Book Depository (FSBD):**

The depository that carries all state-adopted instructional materials in the state of Florida, and from which the district orders all state adopted materials used in district schools. FSBD is a private business that is located in Jacksonville, Florida. The Instructional Services Office issues elementary and secondary FSBD catalogs each year. Prices listed in the catalog are the state contract prices for the adopted materials.

**Consumable Instructional Materials:**

Materials listed on the Textbook Inventory intended to be written in and consumed by students.

Textbook Chairpersons will need to maintain a count of any consumable materials on hand and order replacements as needed.

**Non-consumable Instructional Materials:**

Materials listed on the Textbook Inventory, which are not meant to be written in or consumed by students. These materials are reissued to students year after year and are intended to last the length of the adoption without replacement.

**Ancillary Materials:**

These are supplemental or ancillary materials that publishers offer "free with order" during the first year of adoption and purchase. In subsequent years, these items must be purchased at the price listed in the

FSBD Catalog. These items are meant to last the length of the adoption and the count per teacher should be reconciled at the school each year.

**Computer-Assisted-Instruction (CAI) Materials:**

Software used for instruction or intervention. This software is district purchased and/or approved.

**Textbook Allocations:**

Instructional materials are purchased through categorical funding from the state of Florida. The funding is based on the FEPF and may fluctuate from year to year. The district allocates the funds to schools in accordance with the adoption needs for the year. Media funding and dollars for science lab materials are a part of this funding.

**TEXTBOOK CHAIRPERSON**

Each school principal shall appoint a textbook chairperson for his/her school.

The duties of the Textbook Chairperson include

1. Maintaining a working knowledge of the information located in the Instructional Materials Handbook.
2. Assisting the principal with the annual textbook inventory.
3. Maintaining a current list of textbooks and their prices used in the school.
4. Assisting the principal with the ordering of textbooks.
5. Communicating with the Florida School Book Depository concerning damaged textbooks or textbooks received in error.
6. Facilitating the textbook adoption process by assuring that sample texts are distributed as requested by the district office. Records should be kept noting this distribution, so that samples can be located as necessary.
7. Communicating with the district Director of Instruction or designee to assure that school textbook needs are supplied. The principal should be aware of needs prior to their communication to the Director of Instruction or designee.

**INSTRUCTIONAL MATERIALS ADOPTION GUIDELINES**

Taylor County is a closed district. This means that all initial calls from companies and sales representatives regarding textbook purchase should be directed through the district office. The Instructional Services Department should be contacted if sales representatives contact the school without going through the district office. A sales representative will not be sent to a school from the district office without prior notification from the Instructional Services Department to the school. All vendor presentations during an adoption year are coordinated through the Instructional Services Department.

**INSTRUCTIONAL MATERIALS ADOPTION PROCEDURES**

1. The District adoption cycle for instructional materials shall align with the State cycle except where a separate District adoption is considered necessary. Subject areas to be reviewed will be posted on the district web site and published in the Instructional Materials

Handbook. Adopted materials shall be used during the adoption cycle until physically unusable, until replaced with newly-adopted materials, or until the course is no longer offered.

2. The District review will focus on evaluating materials that are submitted by publishers for State adoption or other materials available at the time from appropriate publishers. The goal will be to recommend the most suitable materials for District adoption in Wakulla County.
3. In the selection of instructional materials to be used in the District, the criteria used to determine the propriety of the materials shall include: alignment with course state standards provided for in FS 1001.03, the educational purpose to be served by the materials, the degree to which the materials encompass the instruction required by the State Board of Education and the District School Board, and a consideration of the racial, ethnic, socioeconomic, and cultural diversity of the students of the District. No book or materials that contain hard-core pornography or are otherwise prohibited by FS 847.012 and/or 847.0133 shall be recommended for use in District schools.
4. For District-wide adoption in core subject areas, teachers who teach the subject at the appropriate grade level and who are not on the District committee will be afforded opportunities to review samples of the top two or three-rated publishers' programs and give input. Teachers' comments will be reviewed at district level and weighed as a factor in the final decision-making process.
5. Members of any District instructional materials adoption committee will receive instructions that they are prohibited from accepting gifts, money, emoluments, or other valuables which shall directly or indirectly influence the adoption or purchase of any instructional materials. These prohibitions apply to committee members. Committee members shall conduct themselves in the best interest of students in support of the district's mission statement.
6. Each District adoption committee member will receive an overview of the evaluation techniques to be used, characteristics of effective instructional materials and the skills necessary to make valid, culturally sensitive, and objective decisions regarding the content and rigor of instructional materials. In addition to conducting topic comparisons, horizontal traces, and vertical traces where appropriate, the review process will include scrutiny of each program's alignment to the state standards and the assessments that are based on those standards.
7. The adoption calendar will be adhered to by the district.

#### **Instructional Materials Review:**

For each subject to be reviewed, an Instructional Materials Review Committee will be convened. The Instructional Materials Review Committee will have representatives from the following groups:

- One or more parents who currently have children in the Taylor County School System
- One or more teachers who are certified in and/or currently teach the subject for which materials are being considered for adoption - At least two-thirds of the committee will be comprised from this group. ESE personnel will be included in the committee.
- One or more district-level instructional personnel with expertise in the area for which materials are being considered for adoption – This may be a school-level administrator.
- Community representation on the Instructional Materials Review Committee is encouraged.

The selected district committee members will carefully review the newly state-adopted instructional materials according to the identified needs of the school, students, and community and the required standards for the course(s).

Activities of the committee may include, but are not limited to:



- designing a criteria sheet appropriate to the subject area.
- utilizing the criteria to review the new materials.
- narrowing the selection to three top choices.
- listening to presentations by representatives of the publisher(s).
- developing a strengths/weaknesses document for each choice.
- presenting review information to each school's staff/department.
- facilitating grade level/subject area evaluation of the materials at the school level.

Once the committee has met, open review by all teachers of the subject or course will begin. Teachers will have a specified length of time to review and evaluate the materials with the assistance of the information provided by the committee. Horizontal and vertical team meetings will be held at the school level to discuss the strengths of each text as they relate to the specific needs of each group of students. Teachers will be encouraged to teach lessons from the sample texts during the review period.

Teachers at each grade level at each school will come to consensus on their first and second choices.

These votes will be submitted to the school administration. The compilation of school votes will be submitted to the Director of Instruction or designee for a district tally. Based upon this information the district decision will be made with final approval by the Superintendent. Upon approval by the Superintendent, the district curriculum will be correlated to the new materials and schools will be ready to order textbooks for the following year. It is anticipated that textbooks will be ordered during the first year of the adoption cycle.

## GENERAL TIMELINE FOR THE ADOPTION PROCESS

<b>FRAME</b>	<b>TASK</b>	<b>RESPONSIBILITY</b>
July	Review of the state adoption cycle with specific plans for the upcoming adoption	District Instructional Services Department
August	Specific Timeline distributed to administrators and shared with teachers. Preparation of subject-specific survey, as needed.	District Instructional Services Department and School Administrators
September/ October	Teachers complete survey as deemed appropriate for baseline information.	Instructional Services Department distributes survey. Surveys due back to Instructional Services Department by October 31st .
November	Information from surveys shared with administrators and teachers. Receipt of list of books recommended by state committees for state adoption, if available. District review of curriculum ongoing based on information from surveys and any new state requirements.	Instructional Services Department
December	<p>Samples of all texts on the state-adopted lists are ordered for schools. This will be modified as needed to align with the state's requirement that the samples be provided in digital format.</p> <p><input type="checkbox"/> The exception will be when multiple non-core areas are up for adoption at the middle and high school levels. The schools will be requested to review the list and determine which books they need to see.</p> <p>Determination of the need for publisher presentations. Advertisement of the need for Instructional Materials Review Committee Members.</p>	Samples are ordered by the Instructional Services Department and shipped directly to schools.
January	Textbook samples arrive in schools by the third week in January. Textbook chairpersons and principals are responsible for contacting the Instructional Services Department if they fail to receive requested samples. Instructional Materials review committees meet	Instructional Services Department, Textbook Chairpersons, Principals
February	Ongoing review of texts in schools. Links to all samples available on the district website for public review. Public input portal active. Representatives from district review committees are given time to share information. Grade levels meet to reach consensus. Vertical teams meet to discuss strengths/weaknesses of texts across grade levels. Recommendation for adoption is finalized by the Instructional Materials Review Committees.	Textbook Chairpersons, Principals Coordinated at the school level. School administrator collects all review sheets making sure that each grade level and/or department has clearly indicated a first and second choice. Review sheets and school compilation of votes is submitted to the Instructional Services Department.
March	Open Board Meeting for considering the materials to be adopted is advertised. Board Meeting held according to required timeline. Anticipated number of new student books to be ordered for the upcoming school year due to the Instructional Services Department no later than March 20th. Report of anticipated number of books to be ordered due to state no later than April 1 <sup>st</sup> . Purchase orders due to District Office by May 5th.	Instructional Services Department  Principal or designee  Director of Instruction
April/May	Orders completed at schools. Transmitted to District Office no later than the end of the first week in May.	Principals/Instructional Materials Chairpersons

## **OBTAINING SPECIMEN (SAMPLE) BOOKS**

During an adoption year the following process will be followed:

Step 1: The district coordinator will notify each school of the publisher and titles of books newly adopted by the State Board of Education.

Step 2: Sample copies of newly adopted texts for core subjects will automatically be ordered by the district coordinator for direct shipment to schools. Samples should arrive in schools by mid-January.

Step 3: Textbook chairpersons, in cooperation with school administrators, should assure that the samples are appropriately displayed and/or circulated so that all teachers have the opportunity to review the texts. The sets should be kept intact throughout this process.

Step 4: The Director of Instruction or designee will inform the school if any samples must be returned to publishers.

Step 5: After a text has been chosen by district teachers and approved by the Superintendent the Director of Instruction or designee will ask the schools to distribute samples as they wish.

A specimen set of selected materials should remain available at each school for review of parents and other interested citizens for the duration of the adoptive cycle. Specimen sets for books that are not part of uniform district adoptions for core subjects must be requested from the District Coordinator. They will not automatically be ordered. (Examples: technology, drama, music, etc.) The principal must call the Director of Instruction or designee and request samples of these texts be sent to the school. The Director of Instruction or designee will contact the publisher and request that the samples be shipped.

## **SELECTING NON-STATE ADOPTED INSTRUCTIONAL MATERIALS**

Non-state adopted instructional materials may be recommended for purchase by staff members once an evaluation of such items has been completed. The district's evaluation process must still be followed. The school administrators will review the recommendation and if approved, a purchase order will be prepared. The purchase order will indicate the materials are not state adopted and will be processed normally.

## **SELECTION PROCEDURES FOR TRADE BOOKS TO BE USED FOR CLASS INSTRUCTION**

Any TRADE BOOK used in classroom instruction (for which a class set is purchased) shall be reviewed according to whether it

- has positive educational merit;
- addresses a subject that is grade-level appropriate;
- is the appropriate reading level for the grade;
- is free of undue controversy or inappropriate content or language;
- has student appeal;
- is not included on any other grade level's reading list.

When a teacher is made aware of a book and feels that the book would positively impact classroom instruction, the following steps should be followed for approval of the book.

1. Teacher suggests book to principal who arranges for an administrator or designee to read and review the book.

***--Note: A form to facilitate this process is provided in the forms section of this handbook.***

2. If the administrator finds the book to be appropriate, the teacher then arranges for at least one other grade-level teacher to read and review the book.
3. If the reviewers agree that the book meets the criteria listed above, it can then be purchased for use in classroom instruction.
4. A separate form is available if a person wishes to request the addition of a book to the district reading list.

### **SCHOOL/TEACHER CONTACT WITH SALES REPRESENTATIVES**

Contact with publishers' sales representatives should be coordinated through the district office. Especially during an adoption cycle, no sales representative should visit a school without prior notification from the Director of Instruction or designee. If a sales representative fails to follow this directive the school administrator should contact the Director of Instruction or designee of the violation. All orders of materials should follow the process as outlined in this manual. No materials should be requested directly from sales representatives without the knowledge of the Director of Instruction or designee.

It is imperative that we monitor and control free and/or sample materials received directly from publishers. We are required by state law to maintain a fair and equitable process that does not favor one publisher over another. Any trial or pilot of a material (book, software, etc.) prior to an adoption can be construed as giving an unfair advantage to a company. For this reason all such activity must be coordinated through the district office.

### **UNIFORM TEXTBOOK ADOPTIONS**

We maintain uniform texts for the core subjects for grades K-5, 6-8 and 9-12. In addition, we have a uniform texts for Algebra I and Geometry for both middle and high school. Anytime the same subject/course is taught by multiple teachers a uniform text is used.

Uniform adoptions are district coordinated and monitored. Selections are made after thorough teacher examination and public review. At each school, teachers reach consensus by grade level and/or subject area, the Instructional Materials Review Committee reviews texts and teacher votes, and recommendation to the Superintendent is based on the consensus with heavy weight being given to teacher votes.

## **MANAGEMENT OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

State textbook funds will be budgeted in a district account and will be used on a need basis to supply each school with necessary textbooks. The Principal shall be responsible for the proper handling of textbooks. In the discharge of this responsibility the following shall be observed.

- (1) The Principal shall be responsible for an accurate and complete account of all district- owned textbooks. This includes textbooks purchased as part of a district adoption or any instructional material purchased through school or district funds. Monies collected for lost and damaged textbooks will be forwarded to the district office with the annual textbook inventory –due no later than June 30 of each year.
- (2) The Principal shall work with faculty to establish an expectation and procedural guidance for assuring that textbooks, including trade books and other instructional materials, are maintained appropriately and without undue loss.
- (3) Each teacher shall be responsible for seeing that the students take care of textbooks and shall collect and report to the Principal all monies collected for lost or damaged books.
- (4) There shall be collected from each student or his parent the purchase price of each book lost, destroyed, or unnecessarily damaged and such amount shall be transmitted to the Superintendent together with the student's name and address. If the textbook that is destroyed, lost, or damaged, the full purchase price of the lost textbook may be collected from the student regardless of the age of the text. If a book is unnecessarily damaged but still usable, a \$5.00 fine shall be charged to the student.
- (5) When a student has lost or damaged a library or textbook and failed to pay the assessed amount, the principal may direct the transfer of the permanent record even though the assessed amount has not been paid.
- (6) Under no conditions may a report card or progress report be delayed or may grades be withheld from the permanent record for failure to pay an assessment for destroyed, lost or damaged books or for any cause. (Rule 6A-1.955, SBER) However, the failure to collect such sum upon reasonable effort by the school principal may result in the suspension of the student from participation in extracurricular activities or the satisfaction of the debt by the student through community service activities at the school site as determined by the school principal, pursuant to policies adopted by district school board rule.
- (7) The responsibility for installing a new series of adopted textbooks rests with the principal after consultation with the Instructional Services Department. Careful planning and forethought shall precede the introduction of new textbooks. ALL instructional materials must be evaluated using an approved form prior to purchase. All evaluation forms must be forwarded to the district Instructional Services Department prior to ordering.
- (8) All teachers are required to use current district-adopted textbooks as their main tool(s) of instruction. Other texts may be used as supplemental materials only.
- (9) It is the principal's responsibility to effectively communicate to parents the manner in which instructional materials are used to implement the curriculum objectives of the school.
- (10) Each principal shall be responsible for cooperating with the district personnel to provide to the superintendent in a timely manner a plan for instructional materials use.
- (11) Each principal shall be familiar with the laws and policies as they relate to instructional materials.

## **SIGNIFICANT DEADLINES FOR PRINCIPALS AND TEXTBOOK CHAIRPERSONS**

End of Preplanning	All textbooks distributed to teachers. Distribution is based on class size and teaching assignment(s)
End of August	School procedures for maintaining the textbook inventory communicated to teachers
End of November	Communication with Director of Instruction or designee concerning current adoption requirements
End of January	Assurance that all samples for current adoption have been distributed to the appropriate teachers in the school.
End of February	Communication with teachers to remind of March deadline for votes in the current adoption.
March ( <i>deadline communicated annually</i> )	All votes for the current adoption due to the Director of Instruction or designee.
March 20th	Projection of order for newly adopted books due to the Director of Instruction or designee.
End of April	Decisions concerning ancillary materials and teacher needs for current adoption made.
End of First Week of May	Predated purchase order for newly adopted materials submitted to the Director of Instruction or designee.
June 1st	Determine recycling needs and communicate these to the District Office (Director of Instruction or designee).
June 30	Annual textbook inventory with accompanying check for collected textbook monies submitted to Director of Instruction or designee.

## **SALE OF TEXTBOOKS**

- (1) Textbooks which are unused and in current adoption may be purchased by the public from the schools at the net wholesale price plus the cost of shipping from the Florida School Book Depository.
- (2) All money collected from the sale, exchange, loss, or damage of instructional materials shall be transmitted to the superintendent to be deposited in the district school fund and added to the district appropriation for instructional materials.
- (3) The following legend shall be stamped in each book which is sold: "This book has been sold by the Taylor County School Board and the ownership label is no longer valid."

## **DISPOSING OF SURPLUS, OBSOLETE AND UNUSABLE TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

Instructional materials which become unserviceable or surplus or are no longer on state contract shall be disposed of as provided herein.

- (1) Usable surplus and obsolete instructional materials no longer under contract to the state shall be made available to other schools in the district prior to disposal. Any material which is not requested by another school in the district may be disposed of by:
  - a. giving or lending the materials to other public education programs within the district or state, to teachers to use in developing supplementary teaching materials, to students or others, or to any charitable organization, governmental agency, private school, or state.
  - b. selling the materials to used book dealers, recycling plants, pulp mills, or other persons, firms, or corporations upon such terms as are most economically advantageous to the district school board. Please note: The district Instructional Services Department coordinates an annual recycling pickup in June. Information concerning pickup dates and times is sent to school principals and textbook chairpersons.
- (2) The district coordinates recycling of surplus textbooks each summer.
  - a. The school must communicate to the Instructional Services Department the ISBN number and quantity of all instructional materials to be recycled.
  - b. Books must be boxed with contents list on the outside of each box.
  - c. Boxes will be delivered to the District Office as communicated by the Instructional Materials Department for pick up by the recycling company.
- (3) Instructional materials that cannot be disposed of as provided in subsection (1) or (2) may be destroyed or discarded.
- (4) All monies received by reason of sale, exchange or other disposition of instructional materials shall be deposited into the appropriate district fund for instructional materials and then credited back to the school's instructional materials account.
- (5) State Board of Education Rules shall prevail whenever any provision of these rules conflicts.

**ALL SURPLUS MATERIAL MUST BE STAMPED "NO LONGER PROPERTY OF**

**TAYLOR SCHOOL BOARD".** A stamp is located at each school for this purpose.

**Fines and Fees for Lost and Damaged Books:**

Each school shall maintain a current list of the replacement costs of all textbooks.

If a book is lost, the entire purchase price of the book shall be charged to the student for collection.

If an instructional material is damaged to the point of being rendered unusable, the entire purchase price of the book shall be charged to the student for collection.

If an instructional material is damaged but is still usable, a fine of \$5.00 shall be charged to the student for collection. An example of this type of damage could be a book in which the student has marked on several pages with a marker or torn out a blank page. The book is damaged but still usable. The school will not determine different levels of fees for different damages.

### **Penalties for Failure to Pay for a Damaged or Lost Instructional Material:**

The failure to collect such sum upon reasonable effort by the school principal may result in suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school Principal, pursuant to policies adopted by district school board rule.

## **DISTRICT PROCEDURES FOR ORDERING FROM THE DEPOSITORY**

### **A. SCHOOL PROCESS**

Requisition (ordering) forms are available at <http://www.floridaschoolbook.com>. At this website you may select the appropriate form for ordering instructional materials from the Florida School Book Depository. Once you have created an accurate list of materials attach the list to a valid purchase order and send to the district coordinator. **Please note at the bottom of the purchase request whether or not the materials are State Adopted.**

### **B. DISTRICT PROCESS**

Upon receipt of the purchase order and requisition the Director of Instruction or designee will recheck the figures, make a copy for the files and forward the information to the finance office for processing. Once the signature of the superintendent is obtained and the purchase order is given a number, the information will be returned to the Director of Instruction or designee, who then will return the purchase order to the school to be mailed or faxed.

### **C. SCHOOL PROCESS**

The school will mail or fax the processed purchase order and list to the depository. The school will receive the textbooks directly from the depository.

### **D. ADDRESS**

Main Warehouse: Ships and receives material for Grades K – 8

1125 N. Ellis Road

Jacksonville, FL 32254

Secondary Warehouse: Ships and receives material for Grades 9 – 12

350 Ellis Road

Jacksonville, FL 32254

The packing ticket for each order will contain the name of the warehouse and the address from which your shipment originated.

## **DISTRICT PROCEDURES FOR RECEIVING MATERIALS FROM THE DEPOSITORY**

### **A. DISTRICT PROCESS**

The original invoice from the FSBD will be forwarded to designated school personnel at the receiving school from the Director of Instruction or designee.

### **B. SCHOOL PROCESS**



The designated school personnel upon receipt of the original invoice will notify the school textbook chairperson. Once ALL items have been received and accounted for:

- (1) Indicate the material received on the invoice.
- (2) Sign and date the invoice after ALL materials have been received and give to the designated school personnel.
- (3) The designated personnel will sign the green receiving report (purchase order) and return to the Director of Instruction or designee with the signed invoice. The school may keep a copy of the invoice for their records.
- (4) Note: In the case of partial shipment from the School Book Depository, we are able to make partial payment in order to avoid prolonged payment delay due to backorders. In the case of a partial shipment, attach the PO to the invoice and note on the invoice "Make Partial Payment". Forward this to the Instructional Services Department.

### **C. District Process**

The Director of Instruction or designee, will check the invoice and receiving report for agreement and will then send it to the finance office for payment.

### **RECEIVING MATERIALS FROM OTHER VENDORS**

Once ALL materials are received on a purchase order, the school textbook chairperson signs and dates the invoice. The signed invoice is given to the school secretary for processing. The school secretary will sign off on the receiving report, attach the signed invoice and send to the finance office at the District Office.

## CHECKING IN INSTRUCTIONAL MATERIALS

The following procedures should be followed when checking in your textbook order.

- (1) Unauthorized personnel should NOT sign for receipt of shipment.
- (2) Always check the number of cartons received against the number of cartons listed on the Bill of Lading. Further, check to make sure all cartons are stenciled/addressed to your school.
- (3) If there is a difference in the number of cartons being delivered against what is listed on the Bill of Lading, Be Sure To:
  - a. Sign the truckers copy as to the difference.
  - b. Have the trucker sign your copy as to the difference.
- (4) The trucking firms will not normally deliver more cartons to you than are listed on the Bill of Lading.
- (5) If there is a delivery shortage, immediately notify the Depository so they can make corrections.
- (6) If your cartons are noticeably damaged refuse to sign the Bill of Lading noting the damage.
- (7) If a quantity or title error is noted when checking the order, notify the Depository immediately giving:
  - a. Depository invoice number, account number, and purchase order number.
  - b. Any additional information to help identify errors noted.
- (8) DO NOT STAMP OR MARK ANY BOOK THAT MAY NEED TO BE RETURNED TO THE DEPOSITORY FOR CREDIT!

Summer Deliveries: Be sure to note the time/date you wish the shipment to arrive at the school.

## **RETURNING BOOKS TO THE DEPOSITORY**

### **UNDAMAGED BOOKS BEING RETURNED FOR CREDIT:**

Only unstamped and unused books may be returned to the depository for credit. NO ITEM MAY BE RETURNED WITHOUT PRIOR AUTHORIZATION from the depository! For authorization log onto [www.fsbdb.com](http://www.fsbdb.com) and follow the directions under "Customer Service".

Be prepared to provide the following information:

- (1) Quantity, code number and title of item to be returned.
- (2) Copy of the invoice, if possible, or the number and date of the invoice.

Only items that are unused, unstamped and in resalable condition will be accepted for credit.

The address for return shipments is located in the front of the Florida School Book Depository (FSBD) catalog.

### **DAMAGED BOOKS BEING RETURNED FOR CREDIT AND/OR REPLACEMENT:**

Damaged books may be returned even if they have been stamped. Go to the FSBD website ([www.fsbdb.com](http://www.fsbdb.com)). Look for "Customer Service". Click on "Report Damaged Materials". Complete information as requested. FSBD will arrange for the pickup of the materials. The extent of the damage to the materials will be evaluated by FSBD and reported to the publisher. Arrangements for replacement will be made at that time. Please copy the Director of Instruction or designee on all correspondence.

## **PRINCIPAL'S ANNUAL TEXTBOOK INVENTORY**

Each year, the principal is required to submit to the district office an inventory of textbooks. The inventory includes instructional materials purchased with textbook funds, whether or not they are on the state adopted list. In addition, the Report of Unserviceable and Surplus books should be attached. The Annual Textbook Inventory should list all texts and instructional materials (see definition on page 1) used as a regular part of classroom instruction. The inventory should definitely include those materials purchased with instructional materials money as well as instructional materials purchased through other projects.

At the beginning of May each year an updated Textbook Inventory Form (see explanation in Forms section of this handbook) will be forwarded to the school Textbook Chairperson and to the Principal.

The Textbook Chairperson, under the authority of the Principal, shall:

- (1) coordinate the verification of the inventory numbers,
- (2) note discarded titles,
- (3) note purchased items,
- (4) identify lost texts and the money collected.

The principal shall:

- (1) review the textbook inventory,
- (2) instruct staff to report textbook numbers to the Textbook Chairperson,
- (3) review the final inventory with the Textbook Chairperson for accuracy,
- (4) sign the textbook inventory,
- (5) direct the bookkeeper to prepare a check for all textbook monies collected – this should match what is reported on the textbook inventory,
- (6) forward the inventory with the attached check to the District Office no later than June 30th of each year.

## LIBRARY MEDIA MANAGEMENT PROCEDURES AND CONSIDERATIONS:

### Selection Guidelines:

1. The primary objective of the school library media program is to implement, enrich, and support the educational program of the school. It is the duty of the media specialist to provide a wide range of materials on different levels of difficulty, with diversity of appeal, and representing different points of view. The inclusion of any item in a collection does not necessarily mean that the School Board or the school advocates or endorses the contents of that item. In fulfilling this responsibility each school library media specialist shall:
  - A. Provide an up-to-date (within 10 year) collection of instructional and supplemental materials that will enrich and support the curriculum, taking into account the varied interests, abilities, and maturity levels of the students being served.
  - B. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
  - C. Provide a background of information which will enable students to make intelligent and informed judgments in their daily lives.
  - D. Provide materials from different points of view on controversial issues in order that young citizens may develop under guidance, the practice of critical analysis of all media.
  - E. Provide materials representative of the many religious, ethnic and cultural groups, and of their contribution to the heritage and culture of America and the world.
  - F. Place principle above personal opinion and reason above prejudice in the selection of materials and information resources of high quality in order to assure a comprehensive collection appropriate for the users of the library media center.
2. Care should be given to include input from all teachers and curriculum requirements when determining media collection needs for the school.
3. **Legal Responsibility for Selection** – The Taylor County School Board is legally responsible for the operation of schools. The responsibility for the selection of school library media center materials is delegated by the Board to the professional school media specialists with approval for purchase by the principals. Final approval is required from the Superintendent of Taylor County School Board.

### Purchasing Guidelines for School Media Specialists:

#### 1. Fund Sources:

**District:** The district allocates funds for media purchases to each school based on the allocations in the state FEFP funding. The allocation of funds for media center use is a school-based decision with consideration of district curriculum requirements. Ideally, the media specialist should meet with the school administrator prior to budgeting deadlines for each fiscal year, present media program needs, and help determine the allocation of the media program budget.

**Other:** Additional funds for the media program may be provided from a variety of sources, such as, school fundraisers, parent groups, special grants, one time allocations, etc.

**2. Procedures:** Since the purchasing procedures may vary from site to site, the media specialist should meet with the school principal and bookkeeper to become familiar with school procedures and expectations.

### **3. Guidelines:**

- A. Compare prices to assure the best use of limited resources.
- B. Call the vendor to verify the current price, model numbers and to determine any additional costs (shipping, processing, etc.)
- C. If purchasing equipment, check on warranty availability and compatibility requirements. All technology equipment and software must be pre-approved through the district Technology Department and the Instructional Services Department to assure infrastructure and curricular compatibility.
- D. Check received shipments immediately and notify the school bookkeeper of shipment status. Verify receipt of materials with the school bookkeeper to assure proper processing of invoices.
- E. Maintain a purchasing file containing necessary receipts and documentation and a running balance on the budget.
- F. Maintain a wish list of items to be purchased as funding becomes available. Teachers should have input into the wish list.

### **Weeding Guidelines:**

The process of carefully weeding the collection in a school media center is an ongoing process intended to ensure a quality, current, and usable collection. The media specialist should enlist the aid of teachers in the various subject areas when deciding which media to withdraw.

#### **1. Factors to Consider in Deciding to Withdraw Media**

- A. Physical Qualities – Media too badly worn to be repaired, books with extremely fine print, yellowed paper, and media with an overall unattractive appearance should be withdrawn.
- B. Suitability of Subject Matter – Media that is either too mature or too juvenile for the students served by the collection should be removed and offered elsewhere.
- C. Date Range – Factual media, particularly in the sciences and social sciences, which have outdated information or inaccurate information should be withdrawn. It is not the purpose of the school media center to collect outdated materials for historical preservation.
- D. Reliability of Information – Media may be of recent date and still not be authentic. Checking the collection against standard lists and having teachers in special fields screen materials which are not on the lists will aid in detecting inferior titles.
- E. Circulation of Media – Materials which remain inactive on the shelves for a period of time, tend to deteriorate physically almost as much as if they were used. Every effort should be made to circulate the material before weeding it from the collection.
- F. Availability – It is not always desirable to withdraw worn materials which are out-of-print and no longer available. The curricular necessity for the material will help determine when to maintain older materials.
- G. Textbooks – The media center is not a depository for textbooks. Old sets of readers, science books, etc., should be withdrawn unless they are of use for reference material. State textbooks furnished to the students should not be stored in the media center. The media specialist does not assume the responsibility of the Textbook Chairperson for distribution of instructional materials.

#### **2. Guidelines for Discard**

- A. Unused, inactive

- B. Out dated (recommended if 15 years or older, except for history books)
- C. Does not align with the curriculum
- D. Worn out
- E. Inaccurate, misleading
- F. Inappropriate for the school population

**3. Multiple guides for collection age limits exist.** Examples include the following, which may be consulted when determining which materials should be weeded.

- A. <http://www.tsl.state.tx.us/ld/pubs/crew>
- B. Follett Titlewave's Collection Management

#### **4. Weeding Follow-up**

Once materials have been identified for removal, they must be deaccessioned and physically removed from the collection.

- A. Remove records from the computerized catalog and track as 'weeded'.
- B. Refer to page 12 of this handbook for guidelines regarding disposal of instructional materials. The same guidelines apply to media materials. Options include: directing them to teachers for classroom use; cannibalizing the materials for various instructional activities; giving them to students for individual use; recycling the materials.

## **Copyright Guidelines:**

It is the ethical responsibility of all school employees to strictly adhere to copyright guidelines.

1. Definition: Copyright is protection given by law to authors of original works, regardless of format.
2. Law: Federal law makes it illegal to duplicate copyrighted materials by electronic or other means, in whole or in part, without the express authorization of the holder of the copyright, except for certain exempt purposes. With the amendments to the copyright law, all materials are protected by copyright from their inception unless specifically labeled as being in the public domain.
3. Employee Responsibility: While employees are encouraged to enrich the learning process by making proper use of supplementary materials, it is the responsibility of each employee to abide by the requirements of the copyright laws. In no circumstance shall it be necessary for employees to violate copyright requirements in order to perform their duties properly. The district cannot be responsible for violations of the copyright law by its employees. The district requires that all employees remain accountable in practice to the copyright laws.
4. Penalties: Severe penalties may be imposed for unauthorized copying or use of audio visual or printed materials and software, unless the copying or use conforms to the 'fair use' (<http://www.copyright.gov/fls/fl102.html>) doctrine. Willful infringement of the laws could result in legal and/or disciplinary action.
5. Liability: Liability may include fines and/or imprisonment.

6. Help: Any employee who is uncertain as to whether reproducing or using materials is permissible under the law should contact the school media specialist.

## **FAIR USE Guidelines:**

One of the rights accorded to the owner of copyright is the right to reproduce or to authorize others to reproduce the work in copies or phonorecords. This right is subject to certain limitations found in sections 107 through 118 of the copyright law (title 17, U. S. Code). One of the more important limitations is the doctrine of "fair use." The doctrine of fair use has developed through a substantial number of court decisions over the years and has been codified in section 107 of the copyright law. Section 107 contains a list of the various purposes for which the reproduction of a particular work may be considered fair, such as criticism, comment, news reporting, teaching, scholarship, and research. Section 107 also sets out four factors to be considered in determining whether or not a particular use is fair.

1. The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes
2. The nature of the copyrighted work
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole
4. The effect of the use upon the potential market for, or value of, the copyrighted work

The distinction between what is fair use and what is infringement in a particular case will not always be clear or easily defined. There is no specific number of words, lines, or notes that may safely be taken without permission. Acknowledging the source of the copyrighted material does not substitute for obtaining permission.

The 1961 Report of the Register of Copyrights on the General Revision of the U.S. Copyright Law cites examples of activities that courts have regarded as fair use: "quotation of excerpts in a review or criticism for purposes of illustration or comment; quotation of short passages in a scholarly or technical work, for illustration or clarification of the author's observations; use in a parody of some of the content of the work parodied; summary of an address or article, with brief quotations, in a news report; reproduction by a library of a portion of a work to replace part of a damaged copy; reproduction by a teacher or student of a small part of a work to illustrate a lesson; reproduction of a work in legislative or judicial proceedings or reports; incidental and fortuitous reproduction, in a newsreel or broadcast, of a work located in the scene of an event being reported."

Copyright protects the particular way authors have expressed themselves. It does not extend to any ideas, systems, or factual information conveyed in a work.

The safest course is to get permission from the copyright owner before using copyrighted material. The Copyright Office cannot give this permission. When it is impracticable to obtain permission, you should consider avoiding the use of copyrighted material unless you are confident that the doctrine of fair use would apply to the situation. The Copyright Office can neither determine whether a particular use may be considered fair nor advise on possible copyright violations. If there is any doubt, it is advisable to consult an attorney.

FL-102, Reviewed June 2012 U.S. Copyright Office <http://www.copyright.gov/fls/fl102.html>



**Note: The copying or use of videos for whole-group viewing is not allowed by copyright laws unless the video has been purchased for such viewing.**

**Fair use guidelines DO NOT preempt or supersede license agreements and contractual obligations. All employees are required to err on the side of caution when in doubt about the use or copying of copyrighted materials.**

# Appendices

- Appendix A- Florida Statue *Support for Learning Chapter 1006.28-1006.42*
- Appendix B- *Florida Instructional Materials Adoption Schedule*
- Appendix C- Taylor County School District Policies
  - Form A- 4.02 CURRICULUM FOUNDATION
  - Form B- 4.11 ALLOCATION OF INSTRUCTIONAL MATERIAL
  - Form C- 4.12 INSTRUCTIONAL MATERIALS SELECTION
  - Form D- 4.13 EDUCATIONAL MEDIA MATERIALS SELECTION
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- Appendix D- Forms to Be Used in the Instructional Materials Management
  - Form A-Instructional Material Evaluation Rubric(5 Pages)
  - Form B- Request for Trade Book Reviews: *Mandatory Supplemental Reading Assignment or Book to be Used for Class Instruction*
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  - Form E- RECONSIDERATION OF FICTIONAL INSTRUCTIONAL MATERIALS
  - Form F- Textbook Inventory
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## Appendix A-

### Florida Statue Support for Learning Chapter 1006.28-1006.42

#### F. Instructional Materials for K-12 Public Education

- 1006.28 Duties of district school board, district school superintendent; and school principal regarding K-12 instructional materials.
- 1006.283 District school board instructional materials review process.
- 1006.29 State instructional materials reviewers.
- 1006.30 Affidavit of state instructional materials reviewers.
- 1006.31 Duties of the Department of Education and school district instructional materials reviewer.
- 1006.32 Prohibited acts.
- 1006.33 Bids or proposals; advertisement and its contents.
- 1006.34 Powers and duties of the commissioner and the department in selecting and adopting instructional materials.
- 1006.35 Accuracy of instructional materials.
- 1006.36 Term of adoption for instructional materials.
- 1006.37 Requisition of instructional materials from publisher's depository.
- 1006.38 Duties, responsibilities, and requirements of instructional materials publishers and manufacturers.
- 1006.39 Production and dissemination of educational materials and products by department.
- 1006.40 Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books.
- 1006.41 Disposal of instructional materials.
- 1006.42 Responsibility of students and parents for instructional materials.

#### **1006.28 Duties of district school board, district school superintendent; and school principal regarding K-12 instructional materials.—**

(1) DISTRICT SCHOOL BOARD.—The district school board has the constitutional duty and responsibility to select and provide adequate instructional materials for all students in accordance with the requirements of this part. The term “adequate instructional materials” means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serve as the basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature. The district school board has the following specific duties and responsibilities:

(a) *Courses of study; adoption.*—Adopt courses of study, including instructional materials, for use in the schools of the district.

1. Each district school board is responsible for the content of all instructional materials used in a classroom, whether adopted and purchased from the state-adopted instructional materials list, adopted and purchased through a district instructional materials program under s. 1006.283, or otherwise purchased or made available in the classroom.

2. Each district school board must adopt a policy regarding a parent's objection to his or her child's use of a specific instructional material, which clearly describes a process to handle all objections and provides for resolution.

3. Each district school board must establish a process by which the parent of a public school student may contest the district school board's adoption of a specific instructional material. The parent must file a petition, on a form provided by the school board, within 30 calendar days after the adoption of the material by the school board. The school board must make the form available to the public and publish the form on the school district's website. The form must be signed by the parent, include the required contact information, and state the objection to the instructional material. Within 30 days after the 30-day period has expired, the school board must conduct at least one open public hearing on all petitions timely received and provide the petitioner written notification of the date and time of the hearing at least 7 days before the hearing. All instructional materials contested must be made accessible online to the public at least 7 days before a public hearing. The school board's decision after convening a hearing is final and not subject to further petition or review.

(b) *Instructional materials.*—Provide for proper requisitioning, distribution, accounting, storage, care, and use of all instructional materials and furnish such other instructional materials as may be needed. Instructional materials used must be consistent with the district goals and objectives and the course descriptions established in rule of the State Board of Education, as well as with the applicable Next Generation Sunshine State Standards provided for in s. 1003.41.

(c) *Other instructional materials.*—Provide such other teaching accessories and aids as are needed for the school district's educational program.

(d) *School library media services; establishment and maintenance.*—Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system.

(2) DISTRICT SCHOOL SUPERINTENDENT.—

(a) The district school superintendent has the duty to recommend such plans for improving, providing, distributing, accounting for, and caring for instructional materials and other instructional aids as will result in general improvement of the district school system, as prescribed in this part, in accordance with adopted district school board rules prescribing the duties and responsibilities of the district school superintendent regarding the requisition, purchase, receipt, storage, distribution, use, conservation, records, and reports of, and management practices and property accountability concerning, instructional materials, and providing for an evaluation of any instructional materials to be

requisitioned that have not been used previously in the district's schools. The district school superintendent must keep adequate records and accounts for all financial transactions for funds collected pursuant to subsection (3).

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

(3) SCHOOL PRINCIPAL.—The school principal has the following duties for the management and care of instructional materials at the school:

(a) *Proper use of instructional materials.*—The principal shall assure 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 adopted district school board rule. The school principal shall communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school.

(b) *Money collected for lost or damaged instructional materials; enforcement.*—The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the money collected to the district school superintendent. The failure to collect such sum upon reasonable effort by the school principal may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school principal, pursuant to policies adopted by district school board rule.

(c) *Sale of instructional materials.*—The school principal, upon request of the parent of a student in the school, shall sell to the parent any instructional materials used in the school. All such sales shall be made pursuant to rule adopted by the district school board, and the principal shall annually provide information to parents that they may purchase instructional materials and how to purchase the materials.

(d) *Disposition of funds.*—All money collected from the sale, exchange, loss, or damage of instructional materials shall be transmitted to the district school superintendent to be deposited in the district school board fund and added to the district appropriation for instructional materials.

(e) *Accounting for instructional materials.*—Principals shall see that all instructional materials are fully and properly accounted for as prescribed by adopted rules of the district school board.

*History.*—s. 303, ch. 2002-387; s. 18, ch. 2009-59; s. 1, ch. 2009-222; s. 17, ch. 2010-154; s. 18, ch. 2011-55; s. 1, ch. 2013-237; s. 1, ch. 2014-15; s. 60, ch. 2014-39.

**1006.283 District school board instructional materials review process.—**

(1) A district school board or consortium of school districts may implement an instructional materials program that includes the review, recommendation, adoption, and purchase of instructional

materials. The district school superintendent shall certify to the department by March 31 of each year that all instructional materials for core courses used by the district are aligned with applicable state standards. A list of the core instructional materials that will be used or purchased for use by the school district shall be included in the certification.

(2)(a) If a district school board chooses to implement its own instructional materials program, the school board shall adopt rules implementing the district's instructional materials program which must include its processes, criteria, and requirements for the following:

1. Selection of reviewers, one or more of whom must be parents with children in public schools.
2. Review of instructional materials.
3. Selection of instructional materials, including a thorough review of curriculum content.
4. Reviewer recommendations.
5. District school board adoption.
6. Purchase of instructional materials.

(b) District school board rules must also:

1. Identify, by subject area, a review cycle for instructional materials.
2. Specify the qualifications for an instructional materials reviewer and the process for selecting reviewers; list a reviewer's duties and responsibilities, including compliance with the requirements of s. 1006.31; and provide that all instructional materials recommended by a reviewer be accompanied by the reviewer's statement that the materials align with the state standards pursuant to s. 1003.41 and the requirements of s. 1006.31.

3. State the requirements for an affidavit to be made by each district instructional materials reviewer which substantially meet the requirements of s. 1006.30.

4. Comply with s. 1006.32, relating to prohibited acts.
5. Establish a process that certifies the accuracy of instructional materials.

6. Incorporate applicable requirements of s. 1006.31, which relates to the duties of instructional materials reviewers.

7. Incorporate applicable requirements of s. 1006.38, relating to the duties, responsibilities, and requirements of publishers of instructional materials.

8. Establish the process by which instructional materials are adopted by the district school board, which must include:

- a. A process to allow student editions of recommended instructional materials to be accessed and viewed online by the public at least 20 calendar days before the school board hearing and public meeting as specified in this subparagraph. This process must include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.

- b. An open, noticed school board hearing to receive public comment on the recommended instructional materials.

c. An open, noticed public meeting to approve an annual instructional materials plan to identify any instructional materials that will be purchased through the district school board instructional materials review process pursuant to this section. This public meeting must be held on a different date than the school board hearing.

d. Notice requirements for the school board hearing and the public meeting that must specifically state which instructional materials are being reviewed and the manner in which the instructional materials can be accessed for public review.

9. Establish the process by which the district school board shall receive public comment on, and review, the recommended instructional materials.

10. Establish the process by which instructional materials will be purchased, including advertising, bidding, and purchasing requirements.

11. Establish the process by which the school district will notify parents of their ability to access their children's instructional materials through the district's local instructional improvement system and by which the school district will encourage parents to access the system. This notification must be displayed prominently on the school district's website and provided annually in written format to all parents of enrolled students.

(3)(a) The school board may assess and collect fees from publishers participating in the instructional materials approval process. The amount assessed and collected must be posted on the school district's website and reported to the department. The fees may not exceed the actual cost of the review process, and the fees may not exceed \$3,500 per submission by a publisher. Any fees collected for this process shall be allocated for the support of the review process and maintained in a separate line item for auditing purposes.

(b) The fees shall be used to cover the actual cost of substitute teachers for each workday that a member of a school district's instructional staff is absent from his or her assigned duties for the purpose of rendering service as an instructional materials reviewer. In addition, each reviewer may be paid a stipend and is entitled to reimbursement for travel expenses and per diem in accordance with s. 112.061 for actual service in meetings.

(4) Instructional materials that have been reviewed by the district instructional materials reviewers and approved must have been determined to align with all applicable state standards pursuant to s. 1003.41 and the requirements in s. 1006.31. The district school superintendent shall annually certify to the department that all instructional materials for core courses used by the district are aligned with all applicable state standards and have been reviewed, selected, and adopted by the district school board in accordance with the school board hearing and public meeting requirements of this section.

(5) A publisher that offers instructional materials to a district school board must provide such materials at a price that, including all costs of electronic transmission, does not exceed the lowest

price at which the publisher offers such instructional materials for approval or sale to any state or school district in the United States.

(6) A publisher shall reduce automatically the price of the instructional materials to the district school board to the extent that reductions in price are made elsewhere in the United States.

(7) The school district shall make available, upon request for public inspection, sample copies of all instructional materials that have been purchased by the district school board.

*History.*—s. 2, ch. 2013-237; s. 2, ch. 2014-15.

**1006.31 Duties of the Department of Education and school district instructional materials reviewer.**—The duties of the instructional materials reviewer are:

(1) PROCEDURES.—To adhere to procedures prescribed by the department or the district for evaluating instructional materials submitted by publishers and manufacturers in each adoption. This section applies to both the state and district approval processes.

(2) EVALUATION OF INSTRUCTIONAL MATERIALS.—To use the selection criteria listed in s. 1006.34(2)(b) and recommend for adoption only those instructional materials aligned with the Next Generation Sunshine State Standards provided for in s. 1003.41. Instructional materials recommended by each reviewer shall be, to the satisfaction of each reviewer, accurate, objective, balanced, noninflammatory, current, and suited to student needs and their ability to comprehend the material presented. Reviewers shall consider for recommendation materials developed for academically talented students, such as students enrolled in advanced placement courses. When recommending instructional materials, each reviewer shall:

(a) Include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles, and the role and contributions of the entrepreneur and labor in the total development of this state and the United States.

(b) Include only materials that accurately portray, whenever appropriate, humankind's place in ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances.

(c) Include materials that encourage thrift, fire prevention, and humane treatment of people and animals.

(d) Require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. A reviewer may not recommend any instructional materials that contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation.



(3) **REPORT OF REVIEWERS.**—After a thorough study of all data submitted on each instructional material, to submit an electronic report to the department. The report shall be made public and must include responses to each section of the report format prescribed by the department.

**History.**—s. 306, ch. 2002-387; s. 103, ch. 2004-357; s. 23, ch. 2011-55; s. 3, ch. 2013-237; s. 4, ch. 2014-15; s. 61, ch. 2014-39.

**1006.32 Prohibited acts.**—

(1) A publisher or manufacturer of instructional material, or any representative thereof, may not offer to give any emolument, money, or other valuable thing, or any inducement, to any district school board official or state instructional materials reviewer to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional materials.

(2) A district school board official or a state instructional materials reviewer may not solicit or accept any emolument, money, or other valuable thing, or any inducement, to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material.

(3) A district school board or publisher may not participate in a pilot program of materials being considered for adoption during the 18-month period before the official adoption of the materials by the commissioner. Any pilot program during the first 2 years of the adoption period must have the prior approval of the commissioner.

(4) Any publisher or manufacturer of instructional materials or representative thereof or any district school board official or state instructional materials reviewer who violates any provision of this section commits a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083. Any representative of a publisher or manufacturer who violates any provision of this section, in addition to any other penalty, shall be banned from practicing business in the state for a period of 1 calendar year.

(5) This section does not prohibit any publisher, manufacturer, or agent from supplying, for purposes of examination, necessary sample copies of instructional materials to any district school board official or state instructional materials reviewer.

(6) This section does not prohibit a district school board official or state instructional materials reviewer from receiving sample copies of instructional materials.

(7) This section does not prohibit or restrict a district school board official from receiving royalties or other compensation, other than compensation paid to him or her as commission for negotiating sales to district school boards, from the publisher or manufacturer of instructional materials written, designed, or prepared by such district school board official, and adopted by the commissioner or purchased by any district school board. No district school board official shall be allowed to receive royalties on any materials not on the state-adopted list purchased for use by his or her district school board.

(8) A district school superintendent, district school board member, teacher, or other person officially connected with the government or direction of public schools may not receive during the months actually engaged in performing duties under his or her contract any private fee, gratuity, donation, or compensation, in any manner whatsoever, for promoting the sale or exchange of any instructional material, map, or chart in any public school, or be an agent for the sale or the publisher of any instructional material or reference work, or have a direct or indirect pecuniary interest in the introduction of any such instructional material, and any such agency or interest shall disqualify any person so acting or interested from holding any district school board employment whatsoever, and the person commits a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083; however, this subsection does not prevent the adoption of any instructional material written in whole or in part by a Florida author.

*History.*—s. 307, ch. 2002-387; s. 24, ch. 2011-55.

*History.*—s. 310, ch. 2002-387; s. 27, ch. 2011-55.

**1006.36 Term of adoption for instructional materials.—**

(1) The term of adoption of any instructional materials must be a 5-year period beginning on April 1 following the adoption, except that the commissioner may approve terms of adoption of less than 5 years for materials in content areas which require more frequent revision. Any contract for instructional materials may be extended as prescribed in s. 1006.34(3).

(2) The department shall publish annually an official schedule of subject areas to be called for adoption for each of the succeeding 2 years, and a tentative schedule for years 3, 4, and 5. If extenuating circumstances warrant, the commissioner may add one or more subject areas to the official schedule, in which event the commissioner shall develop criteria for such additional subject area or areas and make them available to publishers as soon as practicable before the date on which bids are due. The schedule shall be developed so as to promote balance among the subject areas so that the required expenditure for new instructional materials is approximately the same each year in order to maintain curricular consistency.

*History.*—s. 311, ch. 2002-387; s. 28, ch. 2011-55.

**1006.37 Requisition of instructional materials from publisher's depository.—**

(1) The district school superintendent shall requisition adopted instructional materials from the depository of the publisher with whom a contract has been made. However, the superintendent shall requisition current instructional materials to provide each student with a textbook or other materials as a major tool of instruction in core courses of the subject areas specified in s. 1006.40(2). These materials must be requisitioned within the first 3 years of the adoption cycle, except for instructional materials related to growth of student membership or instructional materials maintenance needs. The superintendent may requisition instructional materials in the core subject areas specified in s. 1006.40(2) that are related to growth of student membership or instructional materials maintenance needs during the 3rd, 4th, 5th, and 6th years of the original contract period.

(2) The district school superintendent shall verify that the requisition is complete and accurate and order the depository to forward to him or her the adopted instructional materials shown by the requisition. The depository shall prepare an invoice of the materials shipped, including shipping charges, and mail it to the superintendent to whom the shipment is being made. The superintendent shall pay the depository within 60 days after receipt of the requisitioned materials from the appropriation for the purchase of adopted instructional materials.

(3) A district school board or a consortium of school districts which implements an instructional materials program pursuant to s. 1006.283 is not required to requisition instructional materials from the publisher's depository.

*History.*—s. 312, ch. 2002-387; s. 4, ch. 2013-237.

**1006.38 Duties, responsibilities, and requirements of instructional materials publishers and manufacturers.**—This section applies to both the state and district approval processes. Publishers and manufacturers of instructional materials, or their representatives, shall:

- (1) Comply with all provisions of this part.
- (2) Electronically deliver fully developed sample copies of all instructional materials upon which bids are based to the department pursuant to procedures adopted by the State Board of Education.
- (3) Submit, at a time designated in s. 1006.33, the following information:
  - (a) Detailed specifications of the physical characteristics of the instructional materials, including any software or technological tools required for use by the district, school, teachers, or students. The publisher or manufacturer shall comply with these specifications if the instructional materials are adopted and purchased in completed form.
  - (b) Evidence that the publisher or manufacturer has provided materials that address the performance standards provided for in s. 1001.03(1) and that can be accessed through the school district's digital classrooms plan and a variety of electronic, digital, and mobile devices.
  - (c) Evidence that the instructional materials include specific references to statewide standards in the teacher's manual and incorporate such standards into chapter tests or the assessments.
- (4) Make available for purchase by any district school board any diagnostic, criterion-referenced, or other tests that they may develop.
- (5) Furnish the instructional materials offered by them at a price in the state which, including all costs of electronic transmission, may not exceed the lowest price at which they offer such instructional materials for adoption or sale to any state or school district in the United States.
- (6) Reduce automatically the price of the instructional materials to any district school board to the extent that reductions are made elsewhere in the United States.
- (7) Provide any instructional materials free of charge in the state to the same extent as they are provided free of charge to any state or school district in the United States.

(8) Guarantee that all copies of any instructional materials sold in this state will be at least equal in quality to the copies of such instructional materials that are sold elsewhere in the United States and will be kept revised, free from all errors, and up-to-date as may be required by the department.

(9) Agree that any supplementary material developed at the district or state level does not violate the author's or publisher's copyright, provided such material is developed in accordance with the doctrine of fair use.

(10) Not in any way, directly or indirectly, become associated or connected with any combination in restraint of trade in instructional materials, nor enter into any understanding, agreement, or combination to control prices or restrict competition in the sale of instructional materials for use in the state.

(11) Maintain or contract with a depository in the state.

(12) For the core subject areas specified in s. 1006.40(2), maintain in the depository for the first 3 years of the contract an inventory of instructional materials sufficient to receive and fill orders.

(13) For the core subject areas specified in s. 1006.40(2), ensure the availability of an inventory sufficient to receive and fill orders for instructional materials for growth, including the opening of a new school, and replacement during the 3rd and subsequent years of the original contract period.

(14) Accurately and fully disclose only the names of those persons who actually authored the instructional materials. In addition to the penalties provided in subsection (16), the commissioner may remove from the list of state-adopted instructional materials those instructional materials whose publisher or manufacturer misleads the purchaser by falsely representing genuine authorship.

(15) Grant, without prior written request, for any copyright held by the publisher or its agencies automatic permission to the department or its agencies for the reproduction of instructional materials and supplementary materials in Braille, large print, or other appropriate format for use by visually impaired students or other students with disabilities that would benefit from use of the materials.

(16) Upon the willful failure of the publisher or manufacturer to comply with the requirements of this section, be liable to the department in the amount of three times the total sum which the publisher or manufacturer was paid in excess of the price required under subsections (5) and (6) and in the amount of three times the total value of the instructional materials and services which the district school board is entitled to receive free of charge under subsection (7).

*History.*—s. 313, ch. 2002-387; s. 29, ch. 2011-55; s. 5, ch. 2013-237; s. 13, ch. 2014-56.

**1006.39 Production and dissemination of educational materials and products by department.—**

(1) Educational materials and products developed by or under the direction of the department, through research and development or other efforts, including those subject to copyright, patent, or trademark, shall be made available for use by teachers, students, administrators, and other appropriate persons in the state system of education at the earliest practicable date and in the most economical and efficient manner possible.

(2) To accomplish this objective, the department may publish, produce, or have produced educational materials and products and make them readily available for appropriate use in the state system of education. The department may charge an amount adequate to cover the essential cost of producing and disseminating such materials and products in the state system of education and may sell copies for educational use to private schools in the state and to the public.

(3) All proceeds from the sale of educational materials and products shall be remitted to the Chief Financial Officer and shall be kept in a separate fund to be known as the “Educational Media and Technology Trust Fund” and, when properly budgeted as approved by the Legislature and the Executive Office of the Governor, used to pay the cost of producing and disseminating educational materials and products.

(4) In cases in which the educational materials or products are of such nature, or the circumstances are such, that it is not practicable or feasible for the department to produce or have produced materials and products so developed, it may, after review and approval by the Department of State, license, lease, assign, sell, or otherwise give written consent to any person, firm or corporation for the manufacture or use thereof, on a royalty basis, or for such other consideration as the department finds proper and in the best interest of the state. The department shall protect educational materials and products against improper or unlawful use or infringement and enforce the collection of any sums due for the manufacture or use thereof by any other party.

(5) The department shall not enter into the business of producing or publishing instructional materials for general use in classrooms.

*History.*—s. 314, ch. 2002-387; s. 1953, ch. 2003-261; s. 30, ch. 2011-55.

**1006.40 Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books.—**

(1) On or before July 1 each year, the commissioner shall certify to each district school superintendent the estimated allocation of state funds for instructional materials, computed pursuant to the provisions of s. 1011.67 for the ensuing fiscal year.

(2) Each district school board must purchase current instructional materials to provide each student in kindergarten through grade 12 with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Such purchase must be made within the first 3 years after the effective date of the adoption cycle unless a district school board or a consortium of school districts has implemented an instructional materials program pursuant to s. 1006.283.

(3)<sup>1</sup>(a) Beginning with the 2015-2016 fiscal year, each district school board shall use at least 50 percent of the annual allocation for the purchase of digital or electronic instructional materials that align with state standards included on the state-adopted list, except as otherwise authorized in paragraphs (b) and (c).

(b) Up to 50 percent of the annual allocation may be used for the purchase of instructional materials, including library and reference books and nonprint materials, not included on the state-adopted list and for the repair and renovation of textbooks and library books.

(c) District school boards may use 100 percent of that portion of the annual allocation designated for the purchase of instructional materials for kindergarten, and 75 percent of that portion of the annual allocation designated for the purchase of instructional materials for first grade, to purchase materials not on the state-adopted list.

(4) The funds described in subsection (3) which district school boards may use to purchase materials not on the state-adopted list shall be used for the purchase of instructional materials or other items having intellectual content which assist 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, electronic content, replacements for items which were part of previously purchased instructional materials, consumables, learning laboratories, manipulatives, electronic media, computer courseware or software, and other commonly accepted instructional tools as prescribed by district school board rule.

(5) Each district school board is responsible for the content of all instructional materials used in a classroom, whether purchased through an adoption process or otherwise purchased or made available in the classroom. Each district school board shall adopt rules, and each district school superintendent shall implement procedures, that:

(a) Maximize student use of the district-approved instructional materials.

(b) Provide a process for public review of, public comment on, and the adoption of instructional materials that satisfies the requirements of s. 1006.283(2)(b)8., 9., and 11.

(6) District school boards may issue purchase orders subsequent to February 1 in an aggregate amount which does not exceed 20 percent of the current year's allocation, and subsequent to April 1 in an aggregate amount which does not exceed 90 percent of the current year's allocation, for the purpose of expediting the delivery of instructional materials which are to be paid for from the ensuing year's allocation.

(7) In any year in which the total instructional materials allocation for a school district has not been expended or obligated prior to June 30, the district school board shall carry forward the unobligated amount and shall add it to the next year's allocation.

(8) Subsections (3), (4), and (6) do not apply to a district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283 except that, by the 2015-2016 fiscal year, each district school board shall use at least 50 percent of the annual instructional materials allocation for the purchase of digital or electronic instructional materials that align with state standards adopted by the State Board of Education pursuant to s. 1003.41.

**History.**—s. 315, ch. 2002-387; s. 10, ch. 2009-3; s. 19, ch. 2009-59; s. 21, ch. 2010-154; s. 31, ch. 2011-55; s. 14, ch. 2012-133; s. 6, ch. 2013-237; s. 5, ch. 2014-15; s. 63, ch. 2014-39.

<sup>1</sup>**Note.**—As amended by s. 63, ch. 2014-39. For a description of multiple acts in the same session affecting a statutory provision, see preface to the *Florida Statutes*, “Statutory Construction.” Paragraph (3)(a) was also amended by s. 5, ch. 2014-15, and that version reads:

(a) Beginning in the 2014-2015 fiscal year, each district school board shall use at least 50 percent of the annual allocation, and may use all of the allocation, for the purchase of digital or electronic instructional materials that are consistent with district goals and objectives and the course descriptions adopted in rule by the State Board of Education, align with the state standards provided for in s. 1003.41, and meet the requirements in s. 1006.31. This section does not apply to a district school board or a consortium of school districts which implements an instructional materials program pursuant to s. 1006.283, except that by the 2015-2016 fiscal year, each district school board shall use at least 50 percent of the annual allocation for the purchase of digital or electronic instructional materials that align with state standards.

**1006.41 Disposal of instructional materials.—**

(1) Instructional materials that have become unserviceable or surplus or are no longer on state contract may be disposed of, under adopted rule of the district school board, by:

(a) Giving or lending 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, home education students, private school, or state.

(b) Selling the materials to used book dealers, recycling plants, pulp mills, or other persons, firms, or corporations upon such terms as are most economically advantageous to the district school board.

(2) The district school board may prescribe by rule the manner for destroying instructional materials that cannot be disposed of as provided in subsection (1).

(3) All moneys received for the 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.

(4) Instructional materials which have been sold, exchanged, lost, destroyed, or damaged and for which proper charges have been assessed and collected, and instructional materials which have been destroyed by fire or storm damage or by order of a competent health officer or the district school superintendent, shall be dropped from the record of instructional materials for which, as provided by law, district school boards are held responsible.

**History.**—s. 316, ch. 2002-387.

**1006.42 Responsibility of students and parents for instructional materials.—**All instructional materials purchased under the provisions of this part are the property of the district school board. When distributed to the students, these instructional materials are on loan to the students while they are pursuing their courses of study and are to be returned at the direction of the school principal or the teacher in charge. Each parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials when directed by the school principal or

the teacher in charge, and shall pay for such loss, destruction, or unnecessary damage as provided under s. 1006.28(3).

**History.**—s. 317, ch. 2002-387; s. 64, ch. 2014-39.



Appendix B-  
*Florida Instructional Materials Adoption Schedule*

**FLORIDA INSTRUCTIONAL MATERIALS ADOPTION SCHEDULE  
 FOR ADOPTION YEARS 2020-2021 THROUGH 2023-2024**

<b>Adoption Year</b>	<b>Subject Area</b>	<b>Specifications and Criteria Available</b>	<b>State Adoption Process</b>	<b>Effective Date of Contract April 1 - March 31</b>	<b>Current Contracts Expire March 31</b>
2020-2021	English Language Arts, <b>K-12</b>	May 2020	September 2020-2021	2021-2026	2018 *contracts extended through 3/31/2021
2021-2022	Mathematics, <b>K-12</b>	Nov. 2020	April 2021 – 2022	2022-2027	2018 *contracts extended through 3/31/2021
2022-2023	Social Studies, <b>K-12</b>	Nov. 2021	Apr 2022-2023	2023-2028	2022**
2023-2024	Science, <b>K-12</b>	Nov. 2022	Apr 2023-2024	2024-2029	2023**

- **Current contracts extensions**

**\*\* Contract will need extension for adjusted adoption schedule**

Updated 6/2/2020

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**4.02 CURRICULUM FOUNDATION**

The Taylor County School Curriculum shall be determined by:

- (a) Sunshine State Standards, curriculum frameworks, and assessment data;
- (b) Students' needs as determined by studies and surveys;
- (c) Continuous evaluation of curriculum effectiveness in meeting students' needs in the School; and
- (d) Florida Statutes and State Board of Education Rules.

The Superintendent or designee may appoint such committees and special study groups as may be necessary to assist in determining the educational needs of the Taylor County Schools. The Superintendent or designee shall designate appropriate staff members who are responsible for the development and coordination of the total curriculum of the school.

- (1) The program of instruction shall include, but not be limited to:
  - (a) Elementary Level Curriculum – reading, language arts, social studies, science, health, physical education, music, art, mathematics, and such other disciplines that may be considered necessary to a comprehensive elementary school program. The curriculum shall include instruction in study and work habits, critical thinking skills, health and hygiene, citizenship, career orientation, the establishment of purposes, and the development of character and morality;
  - (b) Middle Level Curriculum – Mathematics, language arts, reading, science, social studies, music, art, health, physical education, exploratory career education, computer literacy if resources are available, and critical thinking skills. Activities, which offer desirable experiences such as consumer education, band, drama, creative writing, athletics, and student government, shall be promoted. Instruction in the use of the media center and counseling services shall be provided, as well as the dangers of teen dating violence.
  - (c) Senior Level Curriculum – Will consist of courses that meet the needs of all students. Both college preparatory and other courses shall be offered at levels that will challenge each student to perform in accordance with his/her ability.
    - 1. Media instruction and counseling services shall be provided.
    - 2. A program of student government, student publications, drama, music, social activities, and athletics shall be provided for the development of well-rounded citizens.
- (2) Taylor County Schools shall provide a program of studies based upon the Next Generation Sunshine State Standards (NGSSS) for grades K-12. The goal of the Taylor County School Board is for all students in all sub-groups excel and demonstrate success on these standards and that our schools meet all the requirements of No Child Left Behind.
- (3) The Superintendent or designee shall make an annual report to the Taylor County School Board, providing the status of the instructional program in meeting the District's educational goals and objectives and recommendations for improving the curriculum.

- (4) The responsibility and right of an instructional staff member to present information of a controversial nature is hereby recognized. The teacher shall not present controversial material or issues that are not directly or closely related to the subject area being taught. In presenting controversial materials on an issue, the teacher shall present all sides of the issue without bias or prejudice and shall permit each student to arrive at his/her own conclusions.
- (5) ) Prior to initiating any course or unit of instruction in human growth and development, a course outline and complete description, as found in the Course Code Directory, shall be presented to the Superintendent or designee of Schools for approval. This rule does not preclude the teaching of personal cleanliness in health and physical education classes or in the elementary grades, or the teaching of matters relating to sex education as provided in state-adopted textbooks, or information relating to sex education as required in other courses using duly-adopted textbooks and materials where sex education is an incidental part of the course.
- (6) It shall be the responsibility of the schools in Taylor County to make students aware of the dangers and consequences of sexually transmitted diseases, as well as the dangers of teen dating violence. The Superintendent or designee shall determine the manner, scope, and levels at which this information will be presented. Prior to initiating any such unit of instruction, the proposed program, the materials to be used, and other essential information shall be presented to the Superintendent or designee for approval. When any questionable information is to be viewed by mixed groups, the sexes may be separated for presentation of materials.
- (7) Updated and factual information about Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) Infection, and other sexually transmissible diseases shall be taught in Grades K-12. Instruction shall address causes, transmission, and prevention and shall be approved by the Superintendent or designee.
- (8) The Superintendent or designee shall see that a review is made of the curriculum frameworks that are prepared and distributed by the Florida Department of Education and related to AIDS education. A determination is to be made to see if the curriculum frameworks are inconsistent with locally determined curriculum for AIDS education or are not reflective of local values and concerns.
- (9) A student shall be exempt from instructional activities on reproductive health or Acquired Immune Deficiency Syndrome (AIDS) provided his/her parent(s) or legal guardian files a written request with the principal.
- (10) In compliance with Florida Statute 233.0672, throughout instruction in Acquired Immune Deficiency Syndrome, sexually transmitted diseases, or health education, when such instruction and course materials contains instruction in human sexuality, Taylor County Schools shall:
  - a) Teach abstinence from sexual activity outside of marriage as the expected standard for all school-age children while teaching the benefits of monogamous heterosexual marriage.
  - b) Emphasize that abstinence from sexual activity is a certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), and other associated health problems. (c)
  - c) Teach that each student has the power to control personal behavior and encourage students to base actions on reasoning, self-esteem, and respect for others. (d)
  - d) Provide instruction and material that is appropriate for the grade and age of the student.
- (11) When dealing with political issues, the positions of all parties will be presented. All presentations of political issues shall be presented on a nonpartisan basis. Partisan political literature will not be distributed in Taylor 134 County Schools. However, Taylor County Schools may give out information relating to school taxes or the need for construction bonds.

(12)All course materials and verbal or visual instruction shall conform to the requisites and intent of all Florida law and the state constitution. All instructional materials, including teachers’ manuals, films, tapes or other supplementary instructional materials, shall be available for inspection by the parents or guardians of the children engaged in such classes.

STATUTORY AUTHORITY: 1001.41; 1001.42, F.S.

LAWS IMPLEMENTED: 1010.305; 1006.28; 1001.43; 1006.29; 1006.148, 1008.25;  
1003.43; 1003.42; 1003.45, F.S.

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4.11 ALLOCATION OF INSTRUCTIONAL MATERIAL

It is the policy of the Taylor County School Board that:

(1) The distribution of all textbooks, library resources, and other instructional materials shall be made on an equitable basis to District schools. The allocation of these materials shall be based solely on student full-time equivalent membership funds, school enrollment and membership, or similar indicators of the schools' student population and needs.

(2) Student fees may be charged only for special need areas when recommended by the principal and approved by the Superintendent or designee.

STATUTORY AUTHORITY: 1001.42, 1001.42, F.S.

LAWS IMPLEMENTED: 1001.43, 1006.28, F.S.

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4.12 INSTRUCTIONAL MATERIALS SELECTION

The Taylor County School Superintendent or designee shall develop procedures based on Florida Statutes for purchasing, managing, selling, and discarding textbooks and other instructional materials. These procedures will be outlined in the Management of Instructional Materials Manual and are adopted as part of this policy by reference.

STATUTORY AUTHORITY: 1001.41; 1001.42, F.S.

LAWS IMPLEMENTED: 1006.28; 1006.31; 1001.43; 1006.29(5), F.S.

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#### 4.13 EDUCATIONAL MEDIA MATERIALS SELECTION

(1) Objectives of Selection -- The primary objective a school's educational media center is to implement, enrich, and support the educational program of the school.

The center shall provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the representation of different points of view. The responsibility of the media center is to provide:

- (a) Materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the students served.
- (b) Materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- (c) A background of information enabling students to make intelligent judgments in their daily life.
- (d) Materials representative of the many religious, ethnic, and cultural groups and their contributions to the American heritage.
- (e) A comprehensive collection appropriate for the users of the media center that places principle above personal opinion and reason above prejudice in the selection of materials of the highest quality.

(2) Criteria for Selection of Educational Materials

- (a) The standards to determine the propriety of the educational materials shall be pursuant to Florida Statutes.

- (b) First consideration shall be given to the needs of the school based on knowledge of the curriculum, of the existing collection, and of the needs of children and youth. Requests from users of the collection (i.e., administrators, faculty, parents, and students) shall be given high priority.
- (c) Materials shall be considered on the basis of accuracy of content, overall purpose, timeliness, importance of the subject matter, quality of the writing/production, readability and popular appeal, authoritativeness, comprehensiveness of the material, reputation of the author/artist/composer/producer, etc.; and format and price.
- (d) Gifts of media or money shall be accepted with the understanding that those persons having the responsibility for acquisitions will use the same selection criteria to determine their use or disposition and procedures as purchased materials.

### (3) Procedures for Selection

- (a) In selecting materials for purchase, the school media specialist shall evaluate the existing collection and shall consult with:
  - 1. Reputable, unbiased, professionally prepared selection aids such as those published by companies generally accepted by the educational media profession.
  - 2. Media staff, curriculum consultants, faculty, students and community representatives.
  - 3. Media committee appointments by the Director to serve in an advisory capacity in the selection of materials.
- (b) In specific areas, the media specialist shall follow these procedures:
  - 1. Purchase materials that are outstanding and frequently use.
  - 2. Replace periodically worn or missing basic items;
  - 3. Withdraw out-of-date or unnecessary items from the collection; and



4. Examine sets of materials and materials acquired by subscription and purchase to fill a definite need.

STATUTORY AUTHORITY: 1001.41; 1001.42, F.S.

LAWS IMPLEMENTED: 1006.28; 1001.43; 1006.34(2)(B), F.S.

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#### 4.17 CHALLENGED MATERIALS

The following procedures shall be followed when the appropriateness of books or materials is questioned:

- (1) School-community citizens may register their concerns with the Superintendent or designee of Taylor County Schools.
- (2) All concerns shall be presented in writing on a printed form that is available in the office of the Superintendent or designee. A complainant who does not complete and return the form shall receive no consideration. The statement shall include the following information:
  - (a) Author, compiler, or editor;
  - (b) Publisher;
  - (c) Title;
  - (d) Reason for objection;
  - (e) Page number of each item challenged; and
  - (f) Signature, address, date, and telephone number of person making the criticism.
- (3) These procedures shall be followed for all challenges:
  - (a) The Superintendent or designee to evaluate the challenged materials and to make recommendations of any changes shall appoint a committee of teachers, educational media specialist, and other qualified personnel.
  - (b) Challenged materials shall not be removed immediately, however, such materials shall not be available for student use pending a final decision.

(c) Challenged materials shall be read and re-evaluated by the committee, considering the specific challenges raised. The committee shall report its decision to the Superintendent or designee within fifteen (15) working days.

(d) The Superintendent or designee, after reviewing the committees' recommendations, shall inform the complainant in writing.

(4) The complainant may request an appeal to the Taylor County School Board when the appeal does not satisfactorily resolve the concerns. This shall be done within 10 working days and must be in writing. The School Board shall review recommendations from the Superintendent or designee and shall render the final decision on the complainant's concern.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAWS IMPLEMENTED: 1001.41, 1001.43 F.S.

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## Instructional Material Evaluation Rubric (5 pages)

Textbook Title: \_\_\_\_\_ Content Area: \_\_\_\_\_

Publisher: \_\_\_\_\_ Copyright: \_\_\_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_ Reviewer(s): \_\_\_\_\_

### Section A: Organization/Layout

Descriptor	3 Fully Evident	2 Mostly Evident	1 Partially Evident	0 Little or no Evidence	Evidence/Comment
A1. Material is presented in an order that makes sense for instruction. New material is based on previously taught skills or already defined/discussed information.					
A2. Textbook provides a useful table of contents, glossary, and/or other helpful features.					
A3. Size and format of print and textbook is appropriate.					
A4. Non-text content (maps, graphs, pictures) are accurate and well integrated into the text.					
A5. Lessons clearly state the aligned standard/learning goal.					
A6. Ancillary products seem easy to integrate into the lessons. Clear directions of which additional resources (technology, homework, practice, extension...) are related to each lesson are provided.					

**Section A Total: \_\_\_\_\_/18**

### Section B: Content

<b>Descriptor</b>	<b>3 Fully Evident</b>	<b>2 Mostly Evident</b>	<b>1 Partially Evident</b>	<b>0 Little or no Evidence</b>	<b>Evidence/Comment</b>
B1. The content of the text is closely aligned and fully supportive of the required state standards for the course.					
B2. Content is accurate and comprehensive in scope.					
B3. Materials support the acquisition of academic vocabulary and content area reading skills.					
B4. Content and teacher support materials provide support for a variety of learning styles and needs.					
B5. Content is respectful of and representative of multicultural populations. Refrains from gender or income-related biases.					
B6. Content instruction provides for the differentiated needs of learners.					
B7. Scaffolded support is evident; could include enrichment and/or reteaching activities.					
B8. Readability and content is age and grade level appropriate.					

**Section B Total: \_\_\_\_\_/24**

## Section C: Assessment

<b>Descriptor</b>	<b>3 Fully Evident</b>	<b>2 Mostly Evident</b>	<b>1 Partially Evident</b>	<b>0 Little or no Evidence</b>	<b>Evidence/Comment</b>
C1. Both formative and summative assessments are provided.					
C2. Assessments allow for a variety of formats (observation checklists, portfolios, reflections, journals, select response, text- based tasks, quizzes, projects, essays, etc.)					
C3. Assessments include a variety of question formats, including those similar to the standardized assessment required at the grade level.					
C4. Assessment questions reflect a balance between low, moderate, and high cognitive complexity.					
C5. Technology options for assessments exist.					

**Section C Total: \_\_\_\_\_/15**

## Section D: Technology

<b>Descriptor</b>	<b>3 Fully Evident</b>	<b>2 Mostly Evident</b>	<b>1 Partially Evident</b>	<b>0 Little or no Evidence</b>	<b>Evidence/Comment</b>
D1. Technology enhances and complements instruction.					
D2. Online access to text is available and easy to navigate.					
D3. Lessons for use with interactive whiteboards are available.					
D4. Technology portions are fully developed (not draft versions).					
D5. Teaching support is available online and is easy to navigate.					

**Section D Total: \_\_\_\_\_/15**

## Section E: Professional Development and Support

<b>Descriptor</b>	<b>3 Fully Evident</b>	<b>2 Mostly Evident</b>	<b>1 Partially Evident</b>	<b>0 Little or no Evidence</b>	<b>Evidence/Comment</b>
E1. The teacher materials include full explanations and support for presentation.					
E2. Parent communication documents are provided.					
E3. Online modules are provided for additional support.					
E4. Research-based practice, including the use of questioning, are supported and modeled for teacher use throughout lessons.					

**Section E Total: \_\_\_\_\_/12**

### Section F: Teacher's Guide and Ancillary Materials

<b>Descriptor</b>	<b>3 Fully Evident</b>	<b>2 Mostly Evident</b>	<b>1 Partially Evident</b>	<b>0 Little or no Evidence</b>	<b>Evidence/Comment</b>
F1. The teacher's guide has clearly stated goals and objectives.					
F2. Program/additional materials meet the needs of individuals by addressing the variety of learning needs and styles.					
F3. Program/additional materials meet the needs of individuals who require enrichment or extension.					
F4. Program/additional materials meet the needs of individuals who require remediation and re-teaching.					
F5. Options are available for ELL students.					
F6. Resources support a variety of presentation styles.					
F7. Support is provided for RtI.					

**Section F Total: \_\_\_\_\_/21**

### Summary:

**Overall Impression: \_\_\_\_\_ Positive    \_\_\_\_\_ Neutral    \_\_\_\_\_ Negative**

**Total Points:**

<b>Section A</b>	<b>____/18</b>
<b>Section B</b>	<b>____/24</b>
<b>Section C</b>	<b>____/15</b>
<b>Section D</b>	<b>____/15</b>
<b>Section E</b>	<b>____/12</b>
<b>Section F</b>	<b>____/21</b>
<b>Total:</b>	<b>____/105</b>

**Additional Comments:**

**Please choose one as the recommendation of the reviewer(s):**

**\_\_\_\_\_ Recommended without reservation for district adoption.**

**\_\_\_\_\_ Recommended with reservation for district adoption.**

**\_\_\_\_\_ Not recommended for district adoption.**



# Taylor County Schools

## REQUEST FOR TRADE BOOK REVIEW

*Mandatory Supplemental Reading Assignment or Book to be Used for Class Instruction*

Teacher Requesting Review: \_\_\_\_\_ Date: \_\_\_\_\_

Title of Book: \_\_\_\_\_

Author: \_\_\_\_\_ Publisher: \_\_\_\_\_

Grade or Course: \_\_\_\_\_

Have you read this book in its entirety? \_\_\_\_\_

Way(s) in which this book is especially appropriate or critical to effective instruction in this class:

\_\_\_\_\_  
\_\_\_\_\_

Objectives/Standards to which this book is especially pertinent: \_\_\_\_\_

\_\_\_\_\_

Please note any problem that might arise with the use of this book (controversial subject matter) and how you plan to address such issues. If there are none, please write N/A.

\_\_\_\_\_  
\_\_\_\_\_

Some other appropriate books an individual student might read in place of this book.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Principal's Signature

**\*\*Signatures indicate approval.**

School \_\_\_\_\_ Principal \_\_\_\_\_

Type of Material \_\_\_\_\_

Title \_\_\_\_\_

Author \_\_\_\_\_ Publisher \_\_\_\_\_ Copyright Date \_\_\_\_\_

1. What brought this item to your attention (reviews, lists, word of mouth, etc)?

\_\_\_\_\_  
\_\_\_\_\_

2. Where and how is this item being used?

\_\_\_\_\_  
\_\_\_\_\_

3. State your specific objections to the item. For books, include page numbers.

\_\_\_\_\_  
\_\_\_\_\_

4. Have you read, viewed, or used the entire item?

\_\_\_\_\_  
\_\_\_\_\_

5. What materials would you substitute for this one?

\_\_\_\_\_  
\_\_\_\_\_

6. What action do you recommend on this item?

\_\_\_\_\_  
\_\_\_\_\_

7. Are you willing to meet with the review committee? Yes \_\_\_\_\_ No \_\_\_\_\_

Printed Name \_\_\_\_\_

Signature \_\_\_\_\_

Telephone\_\_\_\_\_

Date\_\_\_\_\_

Address\_\_\_\_\_

Email

Address\_\_\_\_\_

**RECONSIDERATION OF NON-FICTIONAL INSTRUCTIONAL MATERIALS**

*Please complete all sections.*

School Review Date \_\_\_\_\_ District Review Date \_\_\_\_\_

Type of Material \_\_\_\_\_

Title \_\_\_\_\_

Author \_\_\_\_\_ Publisher \_\_\_\_\_ Copyright Date \_\_\_\_\_

**A. PURPOSE**

1. What is the overall purpose of the material?

\_\_\_\_\_  
\_\_\_\_\_

2. Is the purpose accomplished? Yes \_\_\_\_\_ No \_\_\_\_\_

**B. AUTHENTICITY**

1. Is the author competent and qualified in the field? Yes \_\_\_\_\_ No \_\_\_\_\_

2. What is the reputation and significance of the author and publisher/producer in the field?

\_\_\_\_\_  
\_\_\_\_\_

3. Is the material up-to-date? Yes \_\_\_\_\_ No \_\_\_\_\_

4. Are information and sources well documented? Yes \_\_\_\_\_ No \_\_\_\_\_

5. Are translations and retelling faithful to the original? Yes \_\_\_\_\_ No \_\_\_\_\_ Not applicable \_\_\_\_\_

**C. CONTENT**

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity? Yes \_\_\_ No \_\_\_

2. Does this material present information not otherwise available? Yes \_\_\_\_\_ No \_\_\_\_\_

3. Does this material give new dimension or direction to its subject? Yes \_\_\_\_\_ No \_\_\_\_\_

4. Is the content appropriate for the level of student served in the school? Yes \_\_\_ No \_\_\_

5. Are the illustrations, pictures, and graphics appropriate to the level of student served in the school?  
Yes \_\_\_ No \_\_\_

**D. REVIEWS**

1. Source of review

\_\_\_\_\_

Favorably reviewed \_\_\_\_\_ Unfavorably reviewed \_\_\_\_\_

2. Does this title appear in one or more reputable selection aids? Yes \_\_\_\_\_ No \_\_\_\_\_

If answer is yes, please list the titles of selection aids.

\_\_\_\_\_  
\_\_\_\_\_

**E. INSTRUCTIONAL APPROPRIATENESS** *(To be filled out only if challenge refers to classroom use.)*

1. Is the material correlated to the educational goals and objectives of Taylor County's curriculum and the Florida State Standards? Yes \_\_\_\_\_ No \_\_\_\_\_

2. Is the material appropriate to the developmental and experiential level of the student?

Yes \_\_\_\_\_ No \_\_\_\_\_

**ADDITIONAL COMMENTS**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**RECOMMENDATION BY INSTRUCTIONAL MATERIALS REVIEW COMMITTEE FOR THE TREATMENT OF CHALLENGED MATERIALS**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

**SIGNATURES OF INSTRUCTIONAL MATERIALS REVIEW COMMITTEE**

Name (Print)

Signature

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**RECONSIDERATION OF FICTIONAL INSTRUCTIONAL MATERIALS**

*Please complete all sections.*

School Review Date \_\_\_\_\_ District Review Date \_\_\_\_\_

Type of Material \_\_\_\_\_

Title \_\_\_\_\_

Author \_\_\_\_\_ Publisher \_\_\_\_\_ Copyright Date \_\_\_\_\_

**A. PURPOSE**

1. What is the purpose, theme or message of the material? How well does the author/producer/composer accomplish this purpose?

\_\_\_\_\_  
\_\_\_\_\_

2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children?

Yes \_\_\_\_\_ No \_\_\_\_\_ Not applicable; for young adults \_\_\_\_\_

If both are marked "No," for what age group would you recommend? \_\_\_\_\_

3. Will the reading and/or viewing or listening to material result in more compassionate understanding of human beings? Yes \_\_\_\_\_ No \_\_\_\_\_

4. Does it offer an opportunity to better understand and appreciated the aspirations, achievements, and problems of various minority groups? Yes \_\_\_\_\_ No \_\_\_\_\_ Not applicable \_\_\_\_\_

5. Are any questionable elements of the story an integral part of a worthwhile theme or message? Yes \_\_\_\_\_ No \_\_\_\_\_

**B. CONTENT**

1. Does a story about modern times give a realistic picture of life as it is now?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. What factual information is part of the story and is presented accurately?

\_\_\_\_\_  
\_\_\_\_\_

3. Is prejudicial appeal readily identifiable by the potential reader? Yes \_\_\_\_\_ No \_\_\_\_\_

4. Are concepts presented appropriate to the ability and maturity of the potential reader?

Yes \_\_\_\_\_ No \_\_\_\_\_

5. Is the material contained offensive to particular demographic groups? Yes \_\_\_\_\_ No \_\_\_\_\_ Not applicable \_\_\_\_\_

6. If there is use of offensive language, is it appropriate to the purpose of the text for children?

Yes \_\_\_\_\_ No \_\_\_\_\_ Not applicable; young adults \_\_\_\_\_

7. Is the material free from derisive names that would offend minority groups?

Yes \_\_\_\_\_ No \_\_\_\_\_

8. Is the material well-written or produced?

Yes \_\_\_\_\_ No \_\_\_\_\_

9. Does the material make a significant contribution to the history of literature or ideas?

Yes \_\_\_\_\_ No \_\_\_\_\_

10. Are the illustrations appropriate and in good taste? Yes \_\_\_\_\_ No \_\_\_\_\_ Not applicable \_\_\_\_\_

11. Are the illustrations realistic in relation to the story? Yes \_\_\_\_\_ No \_\_\_\_\_ Not applicable \_\_\_\_\_

**C. REVIEWS**

1. Source of review

\_\_\_\_\_

Favorably reviewed \_\_\_\_\_ Unfavorably reviewed \_\_\_\_\_

2. Does this title appear in one or more reputable selection aids? Yes \_\_\_\_\_ No \_\_\_\_\_

If answer is yes, please list the titles of selection aids.

\_\_\_\_\_  
\_\_\_\_\_

**D. INSTRUCTIONAL APPROPRIATENESS** *(To be filled out only if challenge refers to classroom use.)*

1. Is the material correlated to the educational goals and objectives of Taylor County's curriculum and the Florida State Standards? Yes \_\_\_\_\_ No \_\_\_\_\_

2. Is the material appropriate to the developmental and experiential level of the student?

Yes \_\_\_\_\_ No \_\_\_\_\_

**ADDITIONAL COMMENTS**



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**RECOMMENDATION BY INSTRUCTIONAL MATERIALS REVIEW COMMITTEE FOR THE TREATMENT OF CHALLENGED MATERIALS**

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Date \_\_\_\_\_

**SIGNATURES OF INSTRUCTIONAL MATERIALS REVIEW COMMITTEE**

Name (Print)

Signature

_____	_____
_____	_____
_____	_____
_____	_____

## PRINCIPAL'S ANNUAL TEXTBOOK INVENTORY

Each year, the principal is required to submit to the district office an inventory of textbooks. The inventory includes instructional materials purchased with textbook funds, whether or not they are on the state adopted list. In addition, the Report of Unserviceable and Surplus books should be attached. The form is available on disk upon request from the Curriculum Office. The Annual Textbook Inventory should list all texts and instructional materials (see definition on page 1) used as a regular part of classroom instruction. The inventory should definitely include those materials purchased with instructional materials money as well as instructional materials purchased through other projects.

The Annual Instructional Materials Inventory Form was developed to assist school personnel in the preparation of this inventory. The form consists of five (5) major areas: General Information, Identification, Receipts, Distribution During Year, and Fines.

Specific information required within these areas is identified below.

### **General Information**

School	-	enter name
Date	-	enter date form is submitted
Principal's Signature	-	signature required on each page
Page number	-	state page number on the total pages attached

### **Identification**

This section has been completed on books reported at the end of the previous year. For all new materials you must use blank copies of the form and complete this area and the remaining areas.

### **Receipts**

On Hand, July 1	This column should show the number of copies which were on hand on July 1 or the beginning of this fiscal year. These books include those which you reported as having "on hand" on last year's inventory. The Curriculum Office automatically fills in this information based on what was supplied at the end of the last fiscal year. If it is missing it is the school's responsibility to fill it in.
Found	This column should indicate the number of books which were not counted last year, but have since been found and added back into inventory.
Received	This column should show the number of additional copies which have been acquired since July 1. These are materials which have been purchased during the most recent school year or fiscal year.
Grand Total	This column should be the total number of books which were available for use during the year. This is a total of those copies reported as "on hand July 1" plus those which were "found" plus those which were "received". Please check your addition. This indicates the number you must account for. This column grand total and the grand total at the end should be equal.

**Distribution During Year**- This portion indicates what has happened with total receipts.

Recycled/Disposed of	These are books which you disposed of through the policy of “Disposal of Instructional Materials”. If you plan to discard any books prior to July 1, please indicate the number here. If you sold any of these books to surplus, put the number of books sold here. If you collected money for this the amount should be recorded in the Amount Collected column.
Consumed	These are the number of copies which have been consumed. Generally, these are workbooks.
Paid For	These are books which were damaged beyond re-use or lost, and for which some fees were collected. Report the monies collected in the “Amount Collected” column.
Charged/No Pay	These are books which were lost or damaged by students and for which students were charged but failed to pay.
No Record	<p>This number represents the number of copies for which you can find no record. (You simply do not know what happened to these materials.) If large quantities appear in this column, your counting or control procedures should be questioned.</p> <p>However, on occasion, books are misplaced and over-looked when a count is made. Usually books accounted for in this column will show up on next year’s inventory in the column “Found”.</p>
Usable On Hand	These are books which are available and are usable for another year. The majority of your books should be in this category.
Grand Total	The number of copies listed here should be the sum of those listed in all the other columns under “Distribution During the Year” except “Total on Hand”. This number should be equal to the “Grand Total” from the section on receipts. If not, please go back and recheck your counting.
Amount Collected	<p>Report the amount collected. This column must include and dollars collected as a result of fines of surplus sale. It is the duty of the principal to collect from each pupil or his parent the purchase price of instructional materials the pupil has lost, destroyed, or unnecessarily damaged and to report and transmit such amounts to the Superintendent.</p> <p>A check totaling the amount collected should accompany the inventory. This amount will be added to your textbook allocation for the following year.</p>

*The form will be transmitted electronically to the Principal and to the School Instructional Materials Chairperson.*

## Principal's Annual Textbook Inventory

School \_\_\_\_\_

Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Page Number \_\_\_\_\_

Grade & Subject/ Title/ ISBN#	On Hand July 1st	Found	Received	Grand Total	Recycled/ Disposed of	Consumed (Workbooks)	Paid For	Charged/ No Pay	No Record	Usable on Hand	Grand Total	Amount Collected
<i>EX: 3rd Reading Journeys</i> <i>ISBN:1234-2345-3456</i>	2500	3	50	2553	3	0	3	5	12	2530	2553	
				0							0	
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# Instructional Materials Currently Used 2020-2021

## TCPS/SS

Grade	Subject	Company	Materials Used	State Adopted Y/N	Year of Adoption
K	Math	FSBD	Go Math	Y	2013
		iReady	Math	N	2019
	Science	McGraw Hill	Inspire Science	Y	2018
	ELA	FSBD	Journeys	Y	2013
	Social Studies	Pearon's	MyWorld	Y	2017
1st	Math	FSBD	Go Math	Y	2013
		iReady	Math	N	2019
	Science	McGraw Hill	Inspire Science	Y	2018
	ELA	FSBD	Journeys	Y	2013
	Social Studies	Pearon's	MyWorld	Y	2017
2nd	Math	FSBD	Go Math	Y	2013
		iReady	Math	N	2019
	Science	McGraw Hill	Inspire Science	Y	2018
	ELA	FSBD	Journeys	Y	2013
	Social Studies	Pearon's	TBD		2017

**TCES/SS**

<b>Grade</b>	<b>Subject</b>	<b>Company</b>	<b>Materials Used</b>	<b>State Adopted Y/N</b>	<b>Year of Adoption</b>
3rd	Math	FSBD	Go Math	Y	2013
	Science	McGraw Hill	Inspire Science	Y	2018
	ELA	FSBD	Journeys	Y	2013
	Social Studies	Pearon's	MyWorld	Y	2017
4th	Math	FSBD	Go Math	Y	2013
		iReady	Math	N	2019
	Science	McGraw Hill	Inspire Science	Y	2018
	ELA	FSBD	Journeys	Y	2013
	Social Studies	Pearon's	MyWorld	Y	2017
5th	Math	FSBD	Go Math	Y	2013
		iReady	Math	N	2019
	Science	McGraw Hill	Inspire Science	Y	2018
	ELA	FSBD	Journeys	Y	2013
	Social Studies	Pearon's	MyWorld	Y	2017

**TCMS**

<b>Grade</b>	<b>Subject</b>	<b>Company</b>	<b>Materials Used</b>	<b>State Adopted Y/N</b>	<b>Year of Adoption</b>
6th	Math	FSBD	Math Big Ideas	Y	2014
	Science	Pearsons	Elevate Science	Y	2018
	ELA	FSBD	Collections	Y	2014
		FSBD	SpringBoard	Y	2014
	Social Studies	Discovery Educations	Techbook		2017
7th	Math	FSBD	Math Big Ideas	Y	2014
	Science	Pearsons	Elevate Science	Y	2018
	ELA	FSBD	Collections	Y	2014
		FSBD	SpringBoard	Y	2014
	Social Studies	McGraw Hills	Civics		2017
8th	Math	FSBD	Math Big Ideas	Y	2014
	Science	Pearsons	Elevate Science	Y	2018
	ELA	FSBD	Collections	Y	2014
		FSBD	SpringBoard	Y	2014
	Social Studies	Discovery Educations	Techbook		2017

**TCHS**

<b>Grade</b>	<b>Subject</b>	<b>Company</b>	<b>Materials Used</b>	<b>State Adopted Y/N</b>	<b>Year of Adoption</b>
9th	Math	FSBD	Math	Y	2014
		HMH	Core Math	Y	2014
		Holt McDougal	Algebra I	Y	2010
	Science	HMH	Environmental Science	Y	2018
	ELA	College Board	Springboard	Y	2014
		HMH	Collections	Y	2014
	Social Studies	McGraw Hill	World History & Geography		2017
	Spanish 1	HMH	Avancemos! 1	N	2020
	Spanish 2	HMH	Avancemos! 2	N	2020
10th	Math	FSBD	Math	Y	2014
		HMH	Core Math	Y	2014
		Holt McDougal	Geometry	Y	2010
	Science	HMH	Biology Florida	Y	2018
	ELA	College Board	Springboard	Y	2014
		HMH	Collections	Y	2014
	Social Studies	McGraw Hill	US History		2017
	Spanish 1	HMH	Avancemos! 1	N	2020
	Spanish 2	HMH	Avancemos! 2	N	2020
11th	Math	FSBD	Math	Y	2014
		HMH	Core Math	Y	2014
		Holt McDougal	Algebra II	Y	2010
	Science	HMH	Chemistry	Y	2018
	ELA	College Board	Springboard	Y	2014
		HMH	Collections	Y	2014
	Social Studies	McGraw Hill	US Government		2017
	Spanish 1	HMH	Avancemos! 1	N	2020
	Spanish 2	HMH	Avancemos! 2	N	2020
12th	Math	FSBD	Math	Y	2014
		HMH	Core Math	Y	2014
		Glencoe	PreCalculus	Y	2010
		McGraw Hill	Florida Math for College Readiness		2014
	Science	HMH	Chemistry II	Y	2018
	ELA	College Board	Springboard	Y	2014
		HMH	Collections	Y	2014



	Social Studies	McGraw Hill	Economics W/ Financial Literacy		2017
	Spanish 1	HMH	Avancemos! 1	N	2020
	Spanish 2	HMH	Avancemos! 2	N	2020

**TCHS-Credit  
Recovery**

<b>Grade</b>	<b>Subject</b>	<b>Company</b>	<b>Materials Used</b>	<b>State Adopted Y/N</b>	<b>Year of Adoption</b>
9th	Math	APEX	Comprehensive Courses & Tutorials	Y	2019
	Science	APEX	Comprehensive Courses & Tutorials	Y	2019
	ELA	APEX	Comprehensive Courses & Tutorials	Y	2019
	Social Studies	APEX	Comprehensive Courses & Tutorials	Y	2019
10th	Math	APEX	Comprehensive Courses & Tutorials	Y	2019
	Science	APEX	Comprehensive Courses & Tutorials	Y	2019
	ELA	APEX	Comprehensive Courses & Tutorials	Y	2019
	Social Studies	APEX	Comprehensive Courses & Tutorials	Y	2019
11th	Math	APEX	Comprehensive Courses & Tutorials	Y	2019
	Science	APEX	Comprehensive Courses & Tutorials	Y	2019
	ELA	APEX	Comprehensive Courses & Tutorials	Y	2019
	Social Studies	APEX	Comprehensive Courses & Tutorials	Y	2019
12th	Math	APEX	Comprehensive Courses & Tutorials	Y	2019
	Science	APEX	Comprehensive Courses & Tutorials	Y	2019
	ELA	APEX	Comprehensive Courses & Tutorials	Y	2019
	Social Studies	APEX	Comprehensive Courses & Tutorials	Y	2019

SS

Grade	Subject	Company	Materials Used	State Adopted Y/N	Year of Adoption	
K	Math	HMH	Go Math	Y	2013	
		Ready	Math	N	2019	
	Science	McGraw Hill	Inspire Science	Y	2018	
		ELA	FBSD	Journeys	Y	2013
			Ready	ELA	N	2019
	Social Studies	Pearon's	MyWorld	Y	2017	
1st	Math	HMH	Go Math	Y	2013	
		Ready	Math	N	2019	
	Science	FBSD	Science Fusion	Y	2011	
		ELA	FBSD	Journeys	Y	2013
			Ready	ELA	N	2019
	Social Studies	Pearon's	MyWorld	Y	2017	
2nd	Math	HMH	Go Math	Y	2013	
		Ready	Math	N	2019	
	Science	McGraw Hill	Inspire Science	Y	2018	
		ELA	FBSD	Journeys	Y	2013
			Ready	ELA	N	2019
	Social Studies	Pearon's	MyWorld	Y	2017	
3rd	Math	HMH	Go Math	Y	2013	
		Ready	Math	N	2019	
	Science	McGraw Hill	Inspire Science	Y	2018	
		ELA	FBSD	Journeys	Y	2013
			Ready	ELA	N	2019
	Social Studies	Pearon's	MyWorld	Y	2017	
4th	Math	HMH	Go Math	Y	2013	
		Ready	Math	N	2019	
	Science	McGraw Hill	Inspire Science	Y	2018	
		ELA	FBSD	Journeys	Y	2013
			Ready	ELA	N	2019
	Social Studies	TBA	TBA		2017	
5th	Math	HMH	Go Math	Y	2013	
		Ready	Math	N	2019	
	Science	McGraw Hill	Inspire Science	Y	2018	
		ELA	FBSD	Journeys	Y	2013
			Ready	ELA	N	2019

	Social Studies	Pearon's	MyWorld	Y	2017
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## Available to All Schools On-Line FLVS Global 2020-2021

Elementary Language Arts K	M/J Comprehensive Science 1	Intensive Reading: A Universe of Reading
Elementary Language Arts 1	M/J Comprehensive Science 2	Intensive Reading: Fields of Reading
Elementary Language Arts 2	M/J Comprehensive Science 3	
Elementary Language Arts 3	MJ Language Arts III	
Elementary Language Arts 4	MJ Language Arts II	
Elementary Language Arts 4	MJ Language Arts I	
Elementary Language Arts 5	MJ Reading I	
Elementary Math K	MJ World History	
Elementary Math 1	M/J Civics	
Elementary Math 2	MJ US History	
Elementary Math 3	MJ Grade 6 Mathematics	
Elementary Math 4	MJ Grade 7 Mathematics	
Elementary Math 5	MJ Grade 8 Pre-Algebra	
Elementary Science Grade K	Algebra 1	
Elementary Science Grade 1	Algebra 2	
Elementary Science Grade 2	Anatomy and Physiology	
Elementary Science Grade 3	AP Biology	
Elementary Science Grade 4	AP English Language and Composition	
Elementary Science Grade 5	AP Human Geography	
Elementary Social Studies Grade K	Biology I	
Elementary Social Studies Grade 1	Chemistry 1	
Elementary Social Studies Grade 2	Digital Information Technology	
Elementary Social Studies Grade 3	Economics with Financial Literacy	
Elementary Social Studies Grade 4	English 1	
Elementary Social Studies Grade 5	English 2	
Elementary Physical Education Grade K	English III	
Elementary Physical Education Grade 1	English IV	
Elementary Physical Education Grade 2	Geometry	
Elementary Physical Education Grade 3	HOPE	
Elementary Physical Education Grade 4	Intensive Reading	
Elementary Physical Education Grade 5	Journalism 1	
Elementary Computer Science Grade 3	Liberal Arts Math 1	
Elementary Computer Science Grade 4	Pre-Calculus	
Elementary Computer Science Grade 5	Spanish 1	
Middle School Business Keyboarding	Spanish 2	
MJ Comprehensive PE Grade 6/7	US Government	
MJ Comprehensive PE Grade 7/8	US History	
MJ Fitness Grade 6	World History	