

# Clay County District Schools

Green Cove Springs, Florida

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Superintendent of Clay County District Schools



## Procedures Manual for Instructional Resources

2017-2018

Including a description of state and district policy regarding selection, adoption, funding and allocation of instructional materials.

### Clay County District Schools Board Members:

Janice Kerekes, District 1  
Carol Studdard, District 2  
Betsy Condon, District 3  
Mary Bolla, District 4  
Ashley Gilhousen, District 5



## Vision

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

### Six Goals That Define the Work of the Clay County District Schools

**1. Enhance the School Board and Superintendent relationship.**

- Develop an efficient, collaborative, and child-focused relationship between the School Board and Superintendent.

**2. Improve the instructional framework, processes, and structures that enrich student achievement.**

- Establish a deeper understanding of the organization's curriculum selections, progress Monitoring plans, student interventions, and technology platforms that enhance student achievement.

**3. Establish a positive climate and culture throughout the organization.**

- Promote and ensure a collaborative and constructive climate focused on building and sustaining a culture of respect, professionalism, and continuous learning for all stakeholders.

**4. Create a performance management system.**

- Establish a shared vision and mission where all roles and responsibilities are Understood and lead to achieving a common goal-based design.

**5. Strengthen community, public, and teacher relationships.**

- Engage community members and teachers to establish their voices as advocates for Clay County students.

**6. Ensure effective management of the organization, operations and facilities to maximize the use of resources and promote a safe, efficient and effective learning environment for Clay County students.**

- Examine the systems in place for operations and facilities management to ensure clean, orderly, safe, cost-effective, and instructionally supportive school facilities that will enhance students' education.



## **Realignment of Instructional Resources**

The instructional materials model for the Clay County District Schools (CCDS) is being realigned from one that focuses on instructional materials as the main delivery tool for instruction to one in which the instructional materials are used to support, assess, reference, and enhance the learning experience.

For best practices, CCDS teachers will implement a combination of digital and print content, large and small group instruction, engaging hands-on activities, electronic media, and other relevant materials that enhance critical thinking and student experiences. Student learning should be personalized at each grade level and subject area, and the instructional materials need to be aligned, standards-based, balanced, and rigorous. Teachers are encouraged to deliver instruction that encompasses a variety of modalities and resources that meet the needs of every child. CCDS teachers understand that it is high quality teaching that drives student learning, rather than assessments, textbooks, and devices.

## **Guiding Principles of the Instructional Resources Department**

1. Every district resource must center on student learning with a focus on accountability.
2. Every interaction will be courteous, professional, accommodating and timely.
3. The learning needs of each student must be met.
4. High-quality teaching drives student learning.

## **District Contacts for Instructional Resources**

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## **STATEMENT OF PURPOSE**

The process of providing appropriate instructional materials for teachers and students in Clay County District Schools has historically been accomplished through the utilization of local committees that review textbooks from the state adopted list and other educational resources. Even though this process aligns with state guidelines, advances in technology have greatly impacted the selection and implementation of current instructional materials. With advancement of digital technology, gone are the days of the one-teacher, one-textbook learning environment. Instead, instructional aids and information are provided to teachers and students in a variety of formats to enhance the learning experience.

To prepare our students to become life-long learners in a global and competitive world, CCDS is tasked with using data to identify deficits throughout the county and make intentional decisions when selecting, sorting, critiquing, judging, and implementing all resources. Today's student must be taught not only content-based standards, but also needs to learn how to effectively analyze, evaluate, and utilize information and instructional resources.

## **INTRODUCTION**

The purpose of this manual is to provide standardization of procedures for school and district level staff responsible for instructional materials management. 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 Clay County District Schools' Instructional Resources Program must continue to be an integral and essential part of the K-12 instructional process. It is to that goal that this manual has been designed.

Contents of this document are based upon:

1. Current regulations,
2. State and county policies, and
3. Procedures standardized throughout the county

Every effort shall be made by Clay County District Schools to provide textbooks, library books, supplementary materials, digital materials and other educational media essential to an effective instructional program. Instructional Programs shall be selected to meet the educational goals of the district in providing basic materials for all students, to provide continuity in instructional programs, to meet the needs of special individuals and programs, and to objectively present the concerns and build upon the contributions of all genders and members of religious, ethnic and cultural groups.

## ROLES AND RESPONSIBILITIES

“The district school board has the duty to provide adequate instructional materials for all students in accordance with the requirements of statute. 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 hard backed or soft backed 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 courses of mathematics, language arts, social studies, science, reading, and literature.” FS 1006.28(1)

“Instructional materials at use in classrooms are rapidly changing as the district incorporates digital texts and instructional software. All instructional materials used in the classroom are the responsibility of the school district and must meet the guidelines for research-base and standards alignment. No instructional material shall be implemented without review by appropriate personnel.” Ref. 1006.283, FS. The list identifying all currently adopted instructional materials in CCDS can be found on the Instructional Resources Department web page using the following link.

<http://www.oneclay.net/instructional-resources.html>

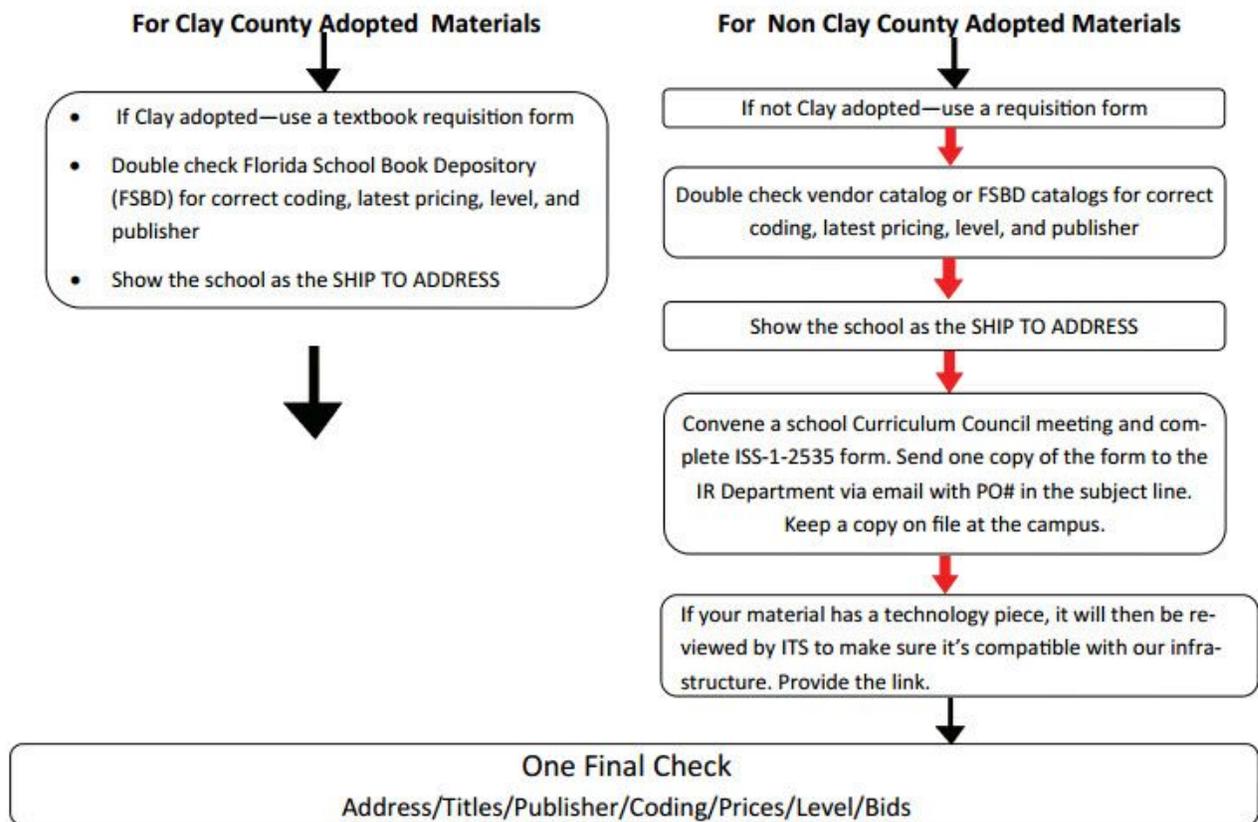
As a part of the Instructional Resource Program in Clay County District Schools, library media services are also incorporated to ensure all students and teachers are adequately supported. “The District School Board shall establish and maintain a program of school library media services for all public schools in the district.” Ref. 1006.28(1)(c). Use the following link to view the current procedures manual for CCDS Library/Media Services.

[https://docs.google.com/document/d/1O-bnnFyQg3CwdAv6tma\\_z4vk43w6B9N6OEyjWqDf3p4/edit](https://docs.google.com/document/d/1O-bnnFyQg3CwdAv6tma_z4vk43w6B9N6OEyjWqDf3p4/edit)

At the school level, the principal (or designee) is responsible for allocating funds for the purchase of any supplementary materials not covered by the Instructional Resources Department. It is also the responsibility of the principal (or designee) to convene a school-based leadership team to review data, identify deficits, select appropriate supplemental resources and outline the implementation process for those materials. The principal and the school-based leadership team may reference the District Supplemental Resources Page to identify if or where other supplemental materials are currently in use throughout the district. A completed Curriculum Council Form ([ISS-1-2535](#)) will be submitted along with the requisitions and purchase orders sent to the Instructional Resources Department for approval. A current list of all supplemental materials shall be maintained at the campus and made viewable by all instructional and support personnel. Once the supplemental material has been approved by the school-based leadership team, the following flowchart for placing orders and entering requisitions should be followed.



## SUMMARY OF PROCEDURES FOR ORDERING INSTRUCTIONAL MATERIALS



### Flow of Materials To Schools

|  |  |
|--|--|
| <p style="text-align: center;"><b>For State Adopted Materials</b></p> <ol style="list-style-type: none"> <li>1. Instructional Resources will process requisitions received from schools.</li> <li>2. Purchase orders will be generated and sent to Florida School Book Depository in Jacksonville.</li> <li>3. The FSBD will send materials to schools.</li> <li>4. School bookkeepers will notify IR when materials arrive.</li> <li>5. After order is checked in, school will send original packing list and/or a copy of the PO with date and signature to IR.</li> </ol> | <p style="text-align: center;"><b>For Non-State Adopted Materials (Flexibility)</b></p> <ol style="list-style-type: none"> <li>1. After the school has emailed the ISS –1– 2535 form is sent, IR will review and approve school purchase orders.</li> <li>2. Materials will be sent by vendors directly to schools. Schools will check in items against original purchase orders.</li> <li>3. Authorizations for payment will be made to Accounts Payable.</li> <li>4. After order is checked in, school will send original packing list and/or a copy of the PO with date and signature to IR.</li> </ol> |
|--|--|

## **INSTRUCTIONAL MATERIALS DEFINED**

Chapter 1006 of Florida Statutes defines curriculum and instructional materials. Specifically, “instructional materials” are defined as items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit or package form and may consist of textbooks, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. The term does not include electronic or computer hardware even if such hardware is bundled with software or other electronic media, nor does it include equipment or supplies. This is an expanded definition of what is generally classified as “textbooks.” The Florida Catalog of Instructional Materials reflects the new definition by providing a wide variety of instructional materials.

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

These instructional materials are materials currently on district adoption. These materials can be state adopted or non-state adopted, but must have gone through the rigors of the adoption process for the Clay County District Schools. These materials are generally adopted for a five to six year span, but some may remain within the district for several years longer. These are the materials that must be accounted for yearly and be reported on each campus’ Textbook Inventory each June. When ordering, these materials are the only ones that can have the object code of 0520.

The following is a link to Clay County’s Currently Adopted Textbooks:

<https://docs.google.com/spreadsheets/d/1GgXLxFdd7Lbuc17eHwCqs8C-Fly8OzUUXn6scNbTAPs/edit#gid=124412725>

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

The instructional materials that were adopted, but the adoption period has now expired. These materials may be catalogued in each campus’ Textbook Inventory, but these titles and supplements are no longer ordered by the district.

### **Extended Adoption Instructional Materials:**

These instructional materials are ones that the district will continue to use past the original adoption contract timeline. They are no longer available from the publisher or the Florida School Book Depository (FSBD).

### **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 Resources Department issues elementary and secondary FSBD catalogs each year. Prices listed in the catalog are the state contract prices for the adopted materials. When looking in the catalogue, all state adopted textbooks are in all caps and all non-state adopted textbooks are in lowercase letters. The online catalogue can be found at <http://www.fsb.com/>.

### **Adoption Cycle:**

The State of Florida has a predetermined adoption cycle. This cycle assist district in the purchasing cycles for each content area so that they remain current. Each school district is to provide each student with a major tool of instruction in core courses of the subject areas mathematics, language arts, science, social studies, reading, and literature in grades kindergarten through 12. Each district has three years after the effective date in which to purchase all materials for that content area.

The following is a link to the State of Florida's current Adoption Cycle Schedule:

[www.fldoe.org/core/fileparse.php/5574/urlt/AdoptionCycle.pdf](http://www.fldoe.org/core/fileparse.php/5574/urlt/AdoptionCycle.pdf)

### **Textbook Allocations:**

Instructional materials are purchased through categorical funding from the state of Florida. The funding is based on the FEFP, and may fluctuate from year to year. The district allocates a portion of 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 at the district level.

### **Consumable Instructional Materials:**

Materials NOT listed on the Textbook Inventory intended to be written in and consumed by students. Instructional Materials Administrator (IMA) will need to maintain a count of any consumable materials on hand and order replacements as needed. Consumables that are free with adoption will be ordered in March of each year. Campus counts will be requested by the IR Department at the end of February and will be adjusted in June as needed with growth.. When ordering, these materials are the only ones that can have the object code of 0510.

### **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 issued to students year after year and are intended to last the length of the adoption without replacement.

### **Supplemental or Ancillary Materials:**

These are supplemental or ancillary materials that publishers offer "free with order" during the first year or two 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. Replacement of these items will follow the same guidelines as replacing textbooks. When ordering, these materials are the only ones that can have the object code of 0521.

### **Computer-Assisted Instructional (CAI) Materials:**

Software used for instruction or intervention. This software is district purchased and/or approved. No software or online programs can be purchased at the school level without first getting approval from the site based curriculum (Curriculum Councils) and then the district level (Project Committee). The Instructional Resource Department and Informational Technology Department must review all request before purchasing. By following this last crucial step, each campus can purchase materials that the

district can fully help support with portal access, standards based verification, and curriculum content knowledge. When ordering, these materials are the only ones that can have the object code of 0522.

### **Dual Enrollment Materials:**

These materials are issued to high school students who are also enrolled in a post-secondary courses creditable toward a vocational certificate or an associate or baccalaureate degree. Students enrolled at SJRSC and attend on campus, will receive their textbooks from the Instructional Resources Department. If the course is taught on the high school campus, the textbooks are provided by the campus. Santa Fe students attending on the campus, will receive their textbooks from the campus bookstore. Currently there are two colleges Clay County has articulation agreements: St. John's River College and Santa Fe. When ordering, these materials are the only ones that can have the object code of 0520, but will have the project code of 1387.

All dual enrollment materials are considered non-consumable; therefore, they should not be written in, highlighted, or altered in any way. This includes, but is not limited to, textbooks, lab manuals, workbooks, etc. If the student does deface the material in anyway, they are required to purchase the materials at the full purchase price. All dual enrollment materials are due to the District Instructional Resources Office at the end of each semester. The dates are given to the student at the time of pickup. These materials must be returned in a timely manner in order to prepare them for students needing them the next semester. Currently, the fine for late return of dual enrollment materials is \$10.00 per item, per day up to the total cost of the resource. The student will be required to pay the fine before any additional materials can be checked out.

### **Advanced Placement (AP) Materials:**

Advanced Placement (AP) programs provide college-bound students with more rigorous and challenging courses than those that are general or core. AP courses are mandated to follow a strict curriculum governed by the College Board. The College Board also prepares the exams that AP students are given in May. These exams are based on a scale of one to five, with five being the highest. Scores are generally released mid-July. The District is awarded .16 full-time equivalent (FTE) student membership every time an AP student scores a three or higher on an AP Exam. This amount is added and funded to the total FTE amount for the following year. The District is required to allocate 80% of the funds to the high school who generated the extra FTE dollars. These are the funds used to purchase instructional Materials for all AP classes on the campus.

The AP instructional materials do not follow the state adoption cycle. Instead, they are adopted by the College Board and selected by the individual campus. The funds for these materials come from AP funds distributed to each campus by the District once per calendar year. Providing the instructional materials for all AP classes is the responsibility of each campus.

The following web site is a valuable resource to provide anyone with information on state policies and programs for AP:

<http://ecs.force.com/mbdata/mbprofgroupall?Rep=APA>

Another great resource for all teachers and administrators is [www.nms.org](http://www.nms.org). Once on the site, click on Login, then click on Laying the Foundation Program. You will be prompted to enter your username and password. The teachers also have a valuable planning and support tool at [www.nmsiteachers.org](http://www.nmsiteachers.org).

## **International Baccalaureate (IB) Materials:**

The International Baccalaureate (IB) Diploma Programme is offered at Ridgeview High School (RHS) which serves as a magnet school for all CCDS secondary students who qualify. This is a rigorous pre-university course of study designed to help college-bound secondary students develop the characteristics needed to succeed in college and beyond. The diploma model being used at RHS is the result of an international cooperative effort and it is recognized by most universities worldwide as a qualification for acceptance into higher education.

The International Baccalaureate Organization mandates the curriculum that all IB classes follow. The curriculum is displayed in the shape of a hexagon with the core being surrounded by the six subject areas of instruction. The IB Organization also sets the assessment requirements and is the sole entity that awards the IB Diploma. Schools are expected to comply with all procedures and deadlines set forth in the IB Handbook, and they must follow the course of study and assessment for the diploma in order to qualify for an IB Diploma.

## **Cambridge Advanced International Certificate of Education (AICE) Materials:**

The Cambridge Advanced International Certificate of Education (AICE) Diploma is an international, culturally sensitive, curriculum and examination program. The AICE Program offers breadth across the curriculum and depth in subjects, such as, math, science, languages, and arts and humanities. This program places emphasis on in-depth studies that focus on mastery of a broader range of skills needed in a global marketplace and universities alike.

It is the responsibility of the individual campus to develop and implement the curriculum for each course. All AICE students must pass a combination of assessments, Cambridge International AS and A Level, as well as successfully pass one course from the three subject groups. These exams are only given twice a year, November and June, and results are released in August and January. It is the responsibility of the campus to purchase the instructional materials required for each course. The materials for each course are selected by the campus and teachers using a list of appropriate materials provided by Cambridge. The list can be viewed on the website below. Cambridge (AICE) works with publishers to vet and verify all materials to ensure they align to the philosophy and rigor of the program.

The following web site is designed to support teachers and administrators of AICE Programs:

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-aice-diploma/classroom-support/>

## **EXCEPTIONS TO INSTRUCTIONAL MATERIALS GUIDELINES**

There are exceptions to the guidelines and procedures pertaining to instructional materials for Dual Enrollment (DE), Advanced Placement (AP), International Baccalaureate (IB), and similar programs. The following is an explanation of each exception.

## Dual Enrollment Students:

Florida Statute 1007.271 makes three points clear:

1. Dual enrollment instructional materials are free.
2. Students enrolled in postsecondary courses not creditable toward a high school diploma shall not be considered dual enrollments and shall assume the cost of the instructional materials.
3. Instructional materials for early admission enrollment in a post-secondary institution on a full-time basis as identified by the institution are not free. FS 1007.271 (10)

**Additional guidance from Florida DOE states, “Students may be responsible for materials that become the property of the individual student, such as electronic license fee.”**

## Dual Enrollment Procedures:

1. Dual Enrollment classes taught at the high school coordinate dual enrollment materials through the school Instructional Materials Administrator and Instructional Resources Office.
2. The following information applies to Dual Enrollment students taking their classes on the respective college campus:
  - a. **Santa Fe State College (SFSC)**
    - i. Students will receive their schedules and instructor/textbook information from Santa Fe State College. The SFSC booklist can be found at the link below:  
<https://www.sfcc.edu/offices/bookstore>
    - ii. On the assigned date, students will bring their schedules from SFSC to the Designated Instructional Materials Administrator at their high school. At that time, they will sign an agreement that verifies their acceptance of the district’s Dual Enrollment Check-out Policy. If the instructional materials are available, they will be issued. If the materials are not available, they will be ordered and then students will be notified when they can be picked up.
    - iii. Electronic access codes will be issued on an as-needed basis. If it is determined after the course begins that an access code is needed, the student may call the Instructional Resources Office for assistance.
    - iv. Dual Enrollment materials checked out from the Instructional Materials Administrator **are not** to be written in (including lab manuals). If they are, the student will be charged full replacement cost.
    - v. At the end of the semester, students will return their dual enrollment materials directly to the Instructional Materials Administrator at their high school. The due

date is normally on, or one day after finals for the course. Each textbook not returned on time will be assessed a daily \$10 late fee until it is either returned or the fee has reached the full replacement cost of the book. Any late fees or replacement costs not met by the student will be subject to the same textbook rules applied at his/her school. Students can check the Dual Enrollment textbook due date by logging into Destiny at <https://oneclay.follettdestiny.com>.

**b. St. Johns River State College (SJRSC)**

- i. Students will receive their schedules and instructor/textbook information from St. Johns River State College. The SJRSC booklist can be found at the link below:  
  
<http://www.sjrstate.edu/booklist.html>
- ii. On the assigned date, students will bring their schedules from SJRSC to the Instructional Resources Office (IRO) in Green Cove Springs. At that time, they will sign an agreement that verifies their acceptance of the district's Dual Enrollment Check-out Policy. If the instructional materials are available, they will be issued. If the materials are not available, a voucher will be issued to the student to be redeemed at the SJRSC Bookstore. The bookstore will barcode the materials that are issued, and then relay this information to the Instructional Resources Office so it can be entered into the district's Destiny Textbook Manager.
- iii. At the end of the semester, students will return their dual enrollment materials directly to the Instructional Materials Office in Green Cove Springs. The due date is normally on, or one day after finals for the course. Each textbook not returned on time will be assessed a daily \$10 late fee until it is either returned or the fee has reached the full replacement cost of the book. Any late fees or replacement costs not met by the student will be subject to the same textbook rules applied at his/her public high school. Students can check the Dual Enrollment textbook due date by logging into Destiny at <https://oneclay.follettdestiny.com>.
- iv. Electronic access codes will be issued on an as-needed basis. If it is determined after the course begins that an access code is needed, the student may call the Instructional Resources Office for assistance.
- v. Dual Enrollment materials checked out from the Instructional Resources Office **are not** to be written in (including lab manuals). If they are, the student will be charged full replacement cost.

**c. Florida State College at Jacksonville (FSCJ)**

- i. Students will receive their schedules and instructor/textbook information from Florida State College at Jacksonville. The FSCJ booklist can be found at the link below:  
  
<http://www.efollett.com>

- ii. On the assigned date, students will bring their schedules from FSCJ to the Instructional Resources Office (IRO) in Green Cove Springs. At that time, they will sign an agreement that verifies their acceptance of the district's Dual Enrollment Check-out Policy. If the instructional materials are available, they will be issued. If the materials are not available, a voucher will be issued to the student to be redeemed at the FSCJ Bookstore. The bookstore will barcode the materials that are issued, and then relay this information to the Instructional Resources Office so it can be entered into the district's Destiny Textbook Manager.
- iii. At the end of the semester, students will return their dual enrollment materials directly to the Instructional Materials Office in Green Cove Springs. The due date is normally on, or one day after finals for the course. Each textbook not returned on time will be assessed a daily \$10 late fee until it is either returned or the fee has reached the full replacement cost of the book. Any late fees or replacement costs not met by the student will be subject to the same textbook rules applied at his/her public high school. Students can check the Dual Enrollment textbook due date by logging into Destiny at <https://oneclay.follettdestiny.com>.
- iv. Electronic access codes will be issued on an as-needed basis. If it is determined after the course begins that an access code is required, the student may call the Instructional Resources Office for assistance.
- v. Dual Enrollment materials checked out from the Instructional Resources Office **are not** to be written in (including lab manuals). If they are, the student will be charged full replacement cost.

**d. Important Reminders for All CCDS Dual Enrollment Students**

- i. NO instructional materials will be provided to any returning Dual Enrollment students who have not returned the instructional materials they were issued for a previous semester.
- ii. CCDS is not responsible for the cost of consumable Dual Enrollment materials such as lab materials, solution manuals, or study guides. If any of these are available in the Instructional Resources Office, they will be checked out for student use. Students are NOT to write in any of these materials. If they do so, they will be charged full replacement cost of the material. **Please note:** Professors will allow students to write their answers on separate pieces of paper that can be submitted for credit.
- iii. CCDS is not responsible for the cost of consumable online access codes. If any of these codes are available in the Instructional Resources Office, they will be checked out for student use. It is the student's responsibility to find out if any such online access codes are a course requirement.

## **INSTRUCTIONAL MATERIALS ADOPTIONS**

### **State Level**

The Florida Commissioner of Education determines the cycle of subject areas to be considered for adoption and the selection committees needed to initiate the process. By April 15th, the Department of Education determines the committees for each subject area being adopted. These committees are composed of nine members who range from teachers, members of the public, school board members, and supervisors. They are charged with the responsibility of establishing criteria for participating publishers based upon existing course descriptions and requirements in each subject area. These criteria are then given to publishers and districts who will be participating in the pre-adoption process. Materials are evaluated by this team and their recommendations are then submitted to the State Board of Education by January 1st of each year. Superintendents and school districts will be notified immediately of all newly adopted titles so they can prepare to start their district-level evaluations. Once adopted, the materials are placed on contract generally for a five year period. Information regarding the state adoption materials can be found at:

<http://www.fldoe.org/core/fileparse.php/5574/urlt/PoliciesandProceduresSpecifications.pdf>.

The state of Florida uses a cycle of approximately five years to maintain current practices in all subject areas. Generally, they apply to the core content areas, but have been known to include other areas such as Career and Technical Education, Music, and World Languages. For a copy of the current adoption cycle, please visit [www.fldoe.org/core/fileparse.php/5574/urlt/AdoptionCycle.pdf](http://www.fldoe.org/core/fileparse.php/5574/urlt/AdoptionCycle.pdf). Due to the wide variety of courses and the fast pace in which the standards and content change, sometimes only a portion of the current content area may be adopted by the district or state.

### **District Level**

The state releases its preliminary list of state adopted materials for the content area currently being considered for adoption. The district then determines their individual priorities, and forms two committees to begin the adoption process. The pre-selection committee is comprised of representatives from each campus who has been selected by their principals as master teachers of the curriculum and/or grade level. Representatives from ESE, ESOL, and other special populations will also be represented on this committee so that every student's needs are addressed. The district adoption committee is comprised from the chairs of the pre-selection committee, a professional development representative, an instructional resource representative, a digital integration representative, community members, School Board members, student representatives, and other administrators with expertise in the curriculum being reviewed.

### **Campus Level**

State law mandates the following as the duties and responsibilities of the school principal for the management and care of instructional materials:

1. Proper Use of Instructional Materials - It is the responsibility of the school principal to assure that instructional materials are used for instruction of students enrolled in the

grade level(s) for which they are designed, pursuant to School Board policy.

2. Money Collected for Lost or Damaged Books - It is the duty and responsibility of the school principal to collect from each student or the student's parent the purchase price for any instructional material that the student has lost, destroyed, or unnecessarily damaged and to report and transmit such collections to the Superintendent of CCDS. Regardless of the age of the material, the principal is authorized to collect the full purchase price. If reasonable effort has been made by the principal, and the collection of such sum has failed, the student may be suspended from participation in extracurricular activities, or may be allowed to satisfy the debt through community service activities at the school site. At the school site, documentation of "clearance of debt" must be kept on file and provided upon request by the District.
3. Disposition of Funds - All monies collected from the sale, exchange, loss, or damage of instructional materials should be transmitted to the district Instructional Resources Department so they can be added to the district appropriation for instructional materials. Reminder: These funds and all instructional materials (with the exceptions of AP and IB materials) are the property of Clay County District Schools. All decisions regarding said materials and funds are at the discretion of the District.
4. Conservation and Care - It is the responsibility of the school principal to ensure that all instructional materials issued to the school are accounted for and cared for properly. This shall be done using the forms prescribed by the Department of Education and the district Instructional Resources Department.
5. Records and Reports - The principal will prepare and transmit such instructional materials records and reports that may be required by the Department of Education, and any supplementary records and reports that the Superintendent may direct.

### **The 2016 Florida Statutes Regarding Materials Reviewers**

**1006.30 Affidavit of state instructional materials reviewers.**—Before transacting any business, each state instructional materials reviewer shall make an affidavit, to be filed with the department, that:

- (1) The reviewer will faithfully discharge the duties imposed upon him or her.
- (2) The reviewer has no interest in any publishing or manufacturing organization that produces or sells instructional materials.
- (3) The reviewer is in no way connected with the distribution of the instructional materials.
- (4) The reviewer does not have any direct or indirect pecuniary interest in the business or profits of any person engaged in manufacturing, publishing, or selling instructional materials designed for use in the public schools.
- (5) The reviewer will not accept any emolument or promise of future reward of any kind from any publisher or manufacturer of instructional materials or his or her agent or anyone interested in, or intending to bias his or her judgment in any way in, the selection of any materials to be adopted.

(6) The reviewer understands that it is unlawful to discuss matters relating to instructional materials submitted for adoption with any agent of a publisher or manufacturer of instructional materials, either directly or indirectly, except during the period when the publisher or manufacturer is providing a presentation for the reviewer during his or her review of the instructional materials submitted for adoption.

**History.**—s. 305, ch. 2002-387; s. 22, ch. 2011-55.

### **Instructional Materials Adoption Process in Clay County**

1. The Instructional Resources Department of CCDS will obtain the short list of bids for adoption selections from the FLDOE website.  
  
<http://www.fldoe.org/academics/standards/instructional-materials/>
2. The Instructional Resources and Information Technology Services Departments will coordinate efforts to contact each participating publisher and have them complete the District Technology Survey to ensure compatibility of their delivery platform with our infrastructure.
3. The subject area curriculum specialist(s) will meet with the Instructional Resources Department to discuss the adoption process, identify due dates, and determine priority of needs for the district.
4. The Instructional Resources Department and the subject area curriculum specialist(s) will work together to develop a textbook evaluation rubric and other evaluation tools that align to state standards and Clay County student needs.
5. The Instructional Resources Department will contact publishers who have no technology incompatibilities to ask for online access information for the public and the adoption process.
6. Publishers will be asked to provide a signed Clay County District Schools Adoption Proposal Bid by the determined due date.
7. The Instructional Resources Department's Online Resource Specialist will upload all public access information for each potential publisher/curriculum under consideration to the IR web page.
8. The subject area curriculum specialists will work alongside the IR Department to select dates, arrange committee meetings, and notify all committee members. If appropriate the IR Department may invite publishers to make presentations of their materials at committee meetings.
9. The IR Department and subject area curriculum specialists are responsible for maintaining records related to current adoption, but not limited to:
  - a. List of all meeting dates and summary minutes
  - b. Committee evaluation forms/rubrics

- c. Recommendations for materials, both print and digital
- d. Minority Reports (if applicable) - A written report from any committee member who disagrees with the majority decision. This one page summary must be submitted to the Instructional Resources Supervisor twenty days prior to the final recommendation presentation to the School Board.

10. The Pre-Selection Committee will:

- a. Consist of teachers identified as master teachers in their grade band and/or curriculum at their schools, and nominated by their principals to serve
- b. Consist of representatives from ESE, ESOL, parents, community members, students (when possible), and other special populations
- c. Evaluate each publisher submission using the textbook rubric and consensus forms provided by the IR Department and the subject area specialist(s)
- d. Come to consensus on top selections
- e. Communicate selections, set up samples for review, and explain how all stakeholders can provide input to the adoption process

11. The review process includes voting on selections by all affected teachers, and it is confidential and maintained for future reference.

12. The voting results is reported at a meeting of the District Adoption Committee by the Supervisor of Instructional Resources.

13. Access to any materials being considered for adoption will be advertised in the *Clay Today*, and posted to the district website at least 20 calendar days prior to School Board consideration.

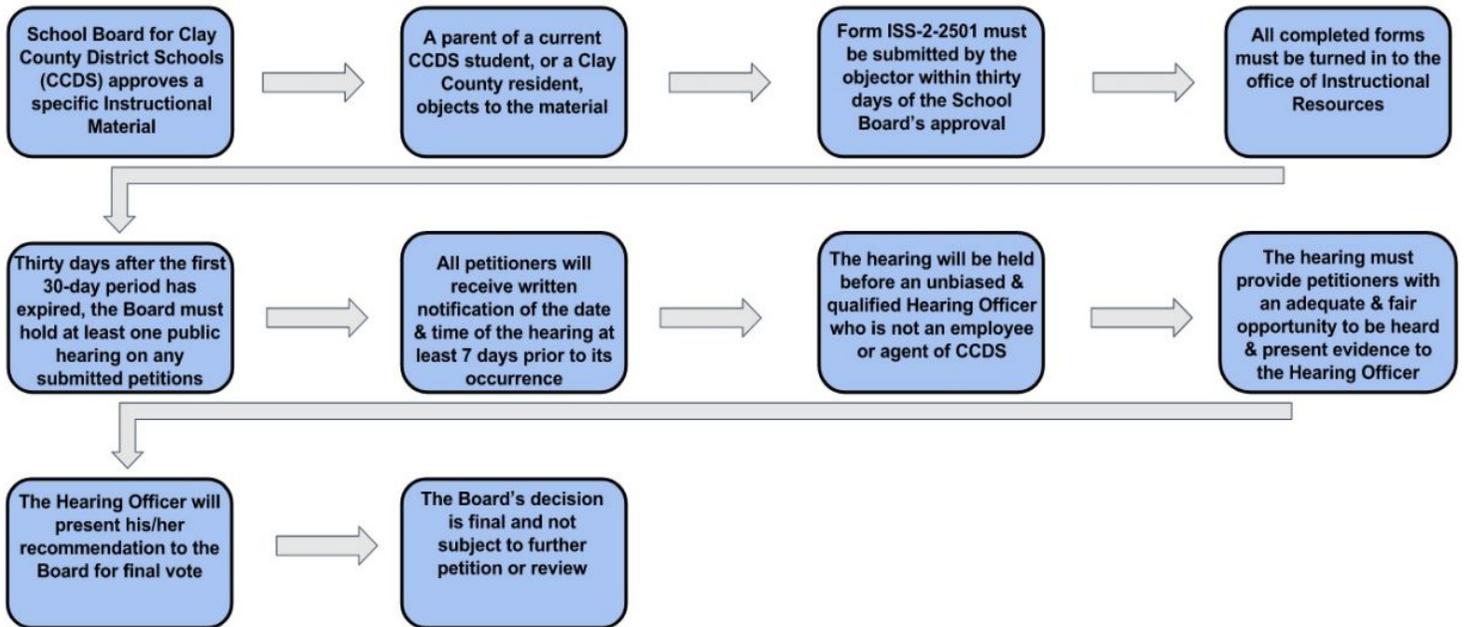
14. The District Adoption Committee will be comprised of:

- a. Pre-Selection Committee Chair(s)
- b. Professional Development representative
- c. Instructional Resource representative
- d. Digital Integration representative
- e. Community members
- f. School Board members
- g. Student representatives
- h. Administrators with expertise in the curriculum being reviewed

15. To finalize the selection, the District Adoption Committee will review results of the teacher vote, analyze public input and the written comments from all who responded. The District Adoption Committee will discuss and determine the final outcome to present to the School Board.
16. A final report will be generated by the subject area curriculum specialist(s) and Supervisor of Instructional Resources, and will be submitted to the School Board for approval.
17. The CCDS School Board will hold an open-noticed public hearing, separate from an official Board meeting, to allow for public comment on the final materials selected. Committee members, subject area curriculum specialist(s) and the Instructional Resources Department team will be in attendance to answer questions pertaining to the selected materials.
18. The School Board will vote after all recommendations are heard.
19. The Supervisor of Instructional Resources will draft a formal letter with the assistance from the subject area curriculum specialist to summarize the process used to select the materials, the district priorities being met by the materials, and the title and publisher information for all materials being adopted.
20. The Supervisor of Instructional Resources will notify all publishers about the selected materials that have been adopted by CCDS.
21. After the approval of materials by the School Board, a parent of a currently enrolled CCDS student or a Clay County resident may file a petition to contest the Board's adoption of a specific instructional material utilizing the approved form [ISS-2-2501](#), which is posted on the Instructional Resources Department page of the District website.
  - a. Objections must be submitted within thirty days of school board approval of the selected materials.
  - b. Thirty days after the 30-day period has expired, the School Board must conduct at least one open public hearing on all petitions timely received.
  - c. The petitioner will receive written notification of the date and time of the hearing at least seven days prior to the hearing.
  - d. The School Board's determination at the end of the hearing is final and not subject to further petition or review.

Please review the following flow chart for the Instructional Materials Challenge Process in Clay County:

**Instructional Materials Challenge Process for Clay County District Schools  
2017-2018**



22. The superintendent will notify the FLDOE by April 1 of each year about the state adopted instructional materials that will be requisitioned for use in the district.

23. Please refer to the illustration on the next page which depicts a typical timeline for the Clay County Textbook Adoption Process.



## Clay County Adoption Process

|          |   |  |
|----------|---|--|
| June     | → | Clay County follows the FLDOE adoption cycle. FLDOE posts a tentative list of publishers' materials they vetted for adoption in January. Principals send names of representatives for K-2, 3-5, 6,7,8, and subject areas to form the Pre-Selection Committee. All publishers on K-12 list are sent an IT survey and an invitation to participate pending IT approval. Electronic samples are requested by the IR Department.                 |
| July 1   | → | All publishers and materials under consideration are posted on the IR Department's webpage for public to view if received by the required due date.  |
| July     | → | Pre- Selection Committee meets, signs <i>Affidavit of District Instructional Material Reviewers</i> , and narrows down selections to top 2 to 3 choices. All teachers by grade/subject are then emailed a folder with standards, Test Specifications (if appropriate), online access to textbook digital samples, and a form to provide input. This is all voluntary for all teachers' input.  |
| October  | → | District Personnel and public evaluate all materials being considered. The public is asked to participate through the IR Department's webpage. Publishers Present at a set date. Teacher selections finalized. Public and teacher comments compiled and presented to the District Committee (community leaders, principals, district leaders, curriculum specialist, School Board members, parents, and students.                            |
| December | → | Board presentation and public hearing. Publishers & schools notified of selections.  |
| January  | → | Gather needs assessments from campuses and review school improvement plans to determine the professional development needed. The Instructional Resources Department presents to the Board an Instructional Resource Implementation and Purchase Plan. All Challenges that reach the Hearing Officer status are heard.  |
| March    | → | Instructional Resources Department will secure detailed textbook order forms from publishing companies that list all materials included in the adoption and obtain order forms. Content Area Curriculum Specialist will meet with the IMA's to place textbook orders for new adoptions. A preliminary inventory template will also be provided to IMA's for reporting textbook inventory; orders will be placed based on growth projections. |
| May      | → | Digital Components of new instructional materials will be tested on portal for compatibility.  |
| May—July | → | Professional development opportunities for new materials start for all teachers.   |
| August   | → | New materials arrive at the school by early August.  |

## **FUNDING**

Funding for instructional materials is a categorical allocation from the state that is supplemented with district funds in order to ensure each student has access to the major instructional tool for all core classes. Since this funding is categorical it is set aside by the Legislature for the specific purpose of purchasing instructional materials. These funds may not be used on any other types of materials. Each year, the Legislature determines the amount of funding provided to each district based on student projections, materials cost provided by the Florida Department of Education, and the anticipated state revenues. A preliminary allocation is disbursed to each district based on the projections provided by that district, less ten percent holdback in case the projections are miscalculated. These funds are typically awarded to each district in July.

A preliminary allocation is made to each county based on projected enrollment provided by the county. This allotment, less ten percent holdback in case the projections are in error, is sent to the school district during July. These funds are then allocated to purchase adopted materials. These funds may be expended for instructional materials selected from the Florida School Book Depository Catalog for Instructional Materials as well as from other approved sources.

## **INSTRUCTIONAL RESOURCES INVENTORY AND DISPOSAL GUIDELINES**

1. Textbooks not being used at any given school can be declared surplus at the school level, taking into consideration the six to eight (6-8) year adoption cycle of textbook adoptions for state approved materials.
2. It is the responsibility of the office of Instructional Resources (IR) to prepare a surplus textbook bid for books going off county adoption. The Instructional Materials Administrator will be notified by year-end of procedures to follow for surplus textbooks going off county adoption.
3. For other textbooks to be declared surplus, a Surplus Textbook form MIS 22506 must be completed and forwarded to IR. If any school has a need for the listed surplus books, the administrator of IR will initiate the transfer of said books.
4. If the books are not needed by another school, the administrator of IR declares the books discardable.
5. If the textbooks are discardable, you will be notified by the administrator of IR.
6. At this point, the school must take three steps, listed below, in any order:
  - a. Have a parent giveaway during an Open House and/or PTA meeting and make the discarded books available;
  - b. Have a student giveaway in your cafetorium or library;
  - c. Give four or less books of one title to your teachers.
7. After you have taken all steps outlined above, discard any books in poor condition or books that are more than 10 years old.

8. Send any remaining textbooks to the administrator of IR.
9. IR sells instructional materials to companies that buy obsolete textbooks.
10. The administrator of IR will make the discarded textbooks available to private schools or governmental agencies and will dispose of the remainder of the discarded books.

## **STATE REPORTING**

Each superintendent of schools shall notify the Department of Education by April 1st of each year the state-adopted instructional materials that will be requisitioned for use in his or her district. All materials must be aligned to standards. The notification shall include a district plan for instructional materials use to assist in determining if adequate instructional materials have been requisitioned. It is the intent of the Department of Education to simplify to every extent possible the collection of this information. It will be made available to the Florida School Book Depository who will, in turn, share the information with the publishing industry. This will provide the publishing industry with information necessary to print on demand supplies sufficient to fill orders for delivery prior to the fall opening of schools. This notification from superintendents will be directly tied to the adoption schedule approved by the Commissioner.

Information will be solicited from districts to identify: 1) which publisher(s) is selected, and 2) quantities requisitioned in each newly adopted subject area to assure that adequate and current materials are being made available to students and teachers.