

Clay County District Schools

Green Cove Springs, Florida

David Broskie
Superintendent of Clay County District Schools



Procedures Manual for Instructional Resources

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

Clay County District Schools Board Members:

Janice Kerekes, District 1
Carol Studdard Mary Bolla, District 2
Tina Bullock Beth Clark, District 3
Mary Bolla Tina Bullock, District 4
Ashley Gilhousen, District 5

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VISION

The School District of Clay County exists to prepare lifelong 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.~~

DISTRICT CONTACTS FOR INSTRUCTIONAL RESOURCES

Cynthia Johnson
Supervisor of Instructional Resources
cynthia.johnson@myoneclay.net
(904)336-6911

Paul Gilbertsen
Distance Learning Specialist
paul.gilbertsen@myoneclay.net
(904)336-6912

Susan Gannon
District Instructional Media Services Specialist
susan.gannon@myoneclay.net
(904)336-9586

Donna Potts
Administrative Secretary
donna.potts@myoneclay.net
(904)336-6914

Mary Barth
Administrative Support Assistant
mary.barth@myoneclay.net
(904)336-6916

Leigh Hopkins
Clerical Support
leigh.hopkins@myoneclay.net
(904)336-6915

INTRODUCTION

Purpose of Manual

The purpose of this manual is to provide standardization of procedures for school and district level staff responsible for instructional materials management. **Content of this document is based on current regulations, state and county policies, and standardized procedures throughout the district.** 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.~~

Alignment of Instructional Resources

The instructional materials model for the Clay County District Schools (CCDS) is 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.

Statement of Purpose

~~Aligning with state guidelines, t~~The process of providing appropriate instructional materials for teachers and students in Clay County District Schools is 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 the 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 lifelong 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 students must learn not only content-based standards, but also how to effectively analyze, evaluate, and utilize information and instructional resources.

Parents Rights Related to Instructional Materials

Parents have the right to access information and review instructional materials. The steps to access materials are as follows:

1. A list of materials is maintained on the Instructional Resources page of the Clay County District Schools website. Library materials are accessible through the Destiny link on the Library Media page of the district or school website.
2. Options for review of student edition material
 - a. Contact the school administrator to set up a time to view the materials
 - b. Check out a copy of the material may occur if enough copies are available.
 - c. Check out of materials is limited to 2 weeks.
3. Expectations of the review process
 - a. Materials may not be written in, highlighted, or damaged.
 - b. Materials may not be reproduced or distributed.
 - c. The material must be returned in the same condition in which it was received.
4. Prior to delivery of materials requested, the one requesting access must sign the Public Review of Instructional Materials Agreement stating that they understand the expectations of the review process.
5. Concerns regarding materials should be addressed with the school's principal.
6. To request a formal reconsideration or review of the material, complete the Request for Reconsideration or Review of Instructional Materials and submit it to the Supervisor of Instructional Resources. Refer to the Challenge Procedures section for the entire process

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Clerical Support
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(904)336-6915

ROLES AND RESPONSIBILITIES

District School Board

“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)

School District

“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-based 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.

Library Media

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)(e)(3)(d).

Principal/School Administration

The school principal is responsible for the management and care of instructional materials at the school, FS 1006.28 (4). 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 their designee) to convene a school-based leadership team Curriculum Council to review data, identify deficits, select appropriate supplemental resources, and outline the implementation process for those materials.

¶School- Based Curriculum Council

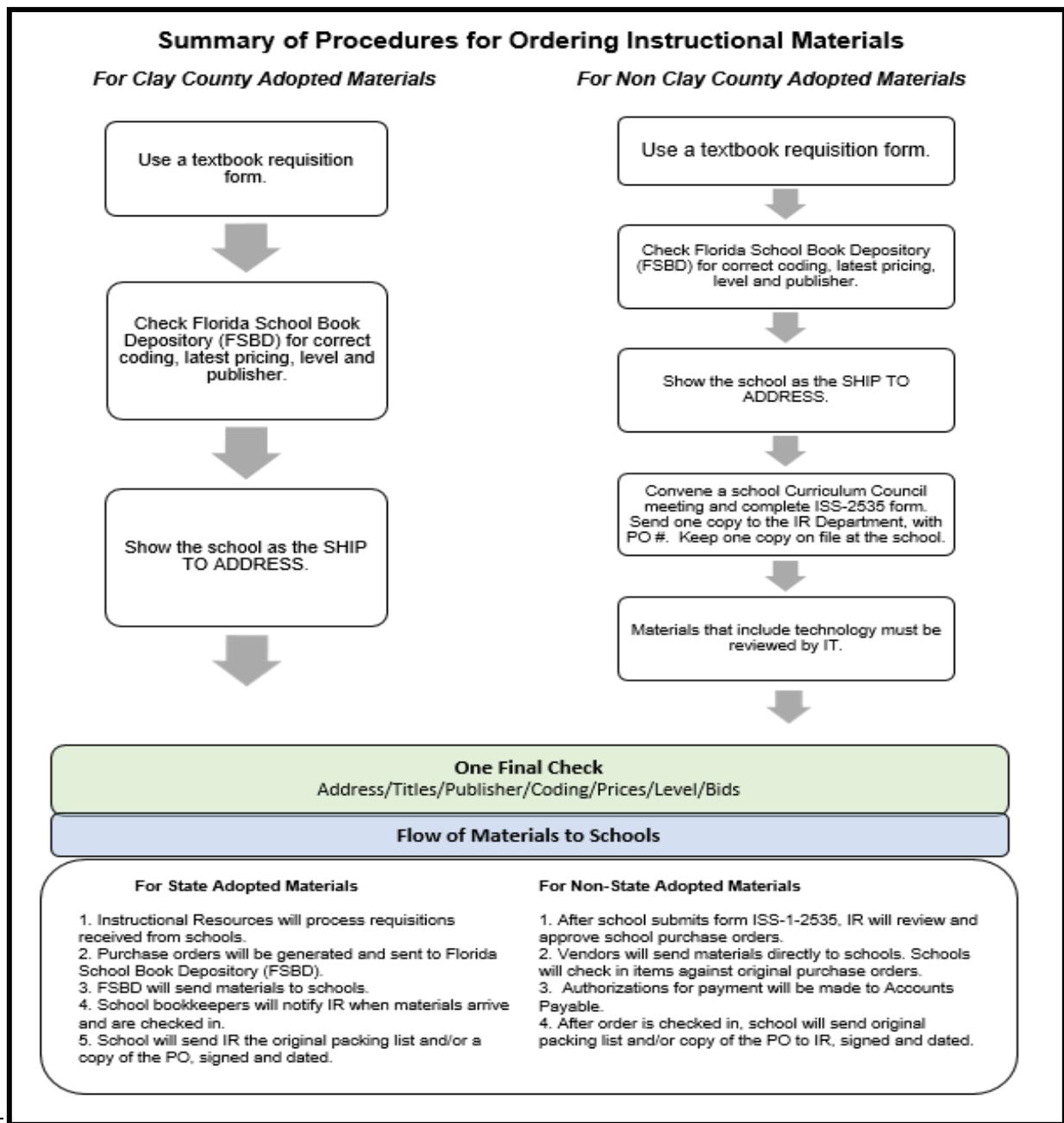
The school-based Curriculum Council consists of members of the school's Leadership Team and up to 3 principal designees, and when possible, at least one lay member designated by the principal or the Superintendent's Designee. The principal and the school-based Leadership Team may reference the [District Approved Core and Supplemental Textbooks and Instructional Materials List](#) to identify if ~~or where other~~ which supplemental materials are currently in use throughout the district. A completed Supplemental or Core Instructional Materials Request for Approval of Non-Board Approved or Non-State Adopted Form (SCIM Form) ~~CCDS Request for District Approval of Supplemental Materials form (see Administration Info tile)~~ will ~~will~~ must be submitted by administration 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.

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Steps for Requesting Non-Board Approved Supplemental Materials

1. Staff submits a request for supplemental resources to the school principal.
2. School principal convenes a **Curriculum Council** meeting and completes the school's Curriculum Council process ([Here is a sample School Based Curriculum Council Form](#) that can be used and kept on file at the school). If the request is denied at the school level, the process stops. If the request is approved at the school level, continue to the next step.
3. If the request requires digital/online access, a School Dudes ticket must be completed. If the request is denied at the IT level, the process stops. If the request is approved at the IT level, continue to the next step.
4. If approved at the IT level, administration is to complete the [SCIM Form](#). Once the form is submitted, the Instructional Resources Department Supervisor will be notified.
5. The Instructional Resources Department will review, along with additional departments as needed (example: Curriculum, ESE) and notify the school of approval or denial. If the request is denied, the process stops. If the request is approved, continue to the next step.
6. Purchase will be made by the school with the vendor.
7. Materials will be sent by vendors directly to the school.
8. School will check in items against the original purchase order.
9. Authorization for Purchase Orders will be made to Accounts Payable.
10. After the order is checked in, the school will send a copy of the packing list and/or a copy of the PO with date and signature to Instructional Resources.

Replace the following charts with up-to-date procedures - all charts moved to appendices.



44.

INSTRUCTIONAL MATERIALS DEFINED (Moved to Appendix Section)

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, **electronic content**, 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.

The current CCDS list of instructional materials can be found on the Instructional Resources Department web page at: <https://www.oneclay.net/site/Default.aspx?PageID=4111>.

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. When ordering, these materials are the only ones that can have the object code of 0520.

Off-Adoption Instructional Materials:

The instructional materials that were adopted, but the adoption period has now expired. These materials may be cataloged 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 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.~~ **FSBD publishes updated catalogs each year.** Prices listed in the catalog are the state contract prices for the adopted materials. When looking in the catalog, all state adopted textbooks are in all caps and all non-state adopted textbooks are in lowercase letters. The online catalog can be found at <http://www.fsbdb.com/>.

Adoption Cycle:

The State of Florida has a predetermined adoption cycle. This cycle assists the district in the purchasing of materials for each content area so they remain current. Each school district is to provide each student with a major tool of instruction in core courses of the subject areas of 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

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 which are intended to be written in and consumed by students. Instructional Materials Administrators (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 Spring of each year. Campus counts will be requested by the ~~IR~~ **Instructional Resources Department** ~~at the end of February~~ **in the spring** 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 Resources Department~~ and ~~Informational Technology Departments~~ must review all requests 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.

MANAGEMENT OF INSTRUCTIONAL MATERIALS

Procedures for Ordering Instructional Materials

District adopted core materials are ordered by the Instructional Resources Department. Supplemental materials are ordered by the originating district office or the school (see Appendix B: Summary of Procedures for Ordering Instructional Materials).

1. **New Adoptions and Consumable Instructional Materials**
 - a. The Instructional Resources Department will send information and requests to each school's Instructional Materials Administrator regarding newly adopted materials, reorders of consumables, and enrollment projections for the next school year.
 - b. Orders for newly adopted instructional materials should be generated in the spring by the Instructional Resources Department in collaboration with each school.
 - c. Orders for recurring consumable instructional materials are generated in the spring by the Instructional Resources Department in collaboration with each school, with the year's remaining inventory considered.
 - d. Preferably, materials will be shipped from the vendor directly to each school.
2. **Requesting Additional Instructional Materials**
 - a. In the event enrollment figures increase after the shipment of instructional materials is received at the school, the Instructional Materials Administrator will contact the Instructional Resources Department via the Instructional Resources Tracker or other designated method.
 - b. As enrollment fluctuates throughout the year, schools will continue to use the Instructional Resources Tracker to request additional materials.
3. **Transferring Instructional Materials Among Schools**
 - a. In order to optimize the instructional materials resources available in the district, schools with excess materials may receive an email requesting that materials be transferred to other schools.
 - b. Only materials in good condition should be transferred.
 - c. An email request will be sent to the Instructional Materials Administrators of both the transferring and the receiving school sites. The email will contain the textbook title, ISBN, and quantity of textbooks to be transferred to the receiving school.
 - d. Physical exchange of the materials must be coordinated by school staff from
 - e. the transferring and the receiving schools.
 - f. Each school must make the necessary adjustments and update their inventory counts

Inventory Process and Procedures

In order to assist in the preservation and care of instructional materials, school administrators should ascertain and ensure by inspection and through every available agency that all instructional materials issued to the school, whether in use or in storage, are cared for properly. These actions include ensuring the maximum use by the students of all materials purchased until such materials have become unusable.

Procedures employed for these purposes are described below:

1. Receipt of Inventory

- a. Select a location where deliveries of instructional materials are to be held as well as a location where delivery documents are to be maintained. Communicate these decisions with pertinent staff.
- b. When delivery is made, ensure that all boxes are accounted for and checked for visible damage before the driver leaves. *If a specific box is determined to be missing or damaged, point it out to the driver and document it on the freight bill before signing and the driver leaves.*
- c. As soon as possible, verify quantities of materials received against the packing slip.
- d. If discrepancies occur, such as missing or damaged materials, notify the Instructional Resources Department immediately. Most vendors need notification within 5 to 10 business days in order to resolve issues.
 - i. Document receipt and verification of materials, including discrepancies, using the appropriate district spreadsheet.
 - ii. Email a signed copy of the packing slip to the Instructional Resources Department designee.
- e. New materials are to be prepared for distribution and added to the inventory management system.
 - i. Teacher Editions are to have ONE barcode per set. Contents of the set are to be listed in the description.
 - ii. Barcode non-consumable Student Editions.
 - iii. DO NOT barcode consumable Student Editions. However, these will ~~still~~ be documented through the inventory management system.

2. Distribution of Inventory

- a. Each school is to set up specific procedures for the circulation of textbooks and materials. The district requires the following as part of these procedures:
 - i. Only designated staff are to have access to check out and check in materials through the inventory management system.
 - ii. Teacher Editions and barcoded, non-consumable Student Editions are to be scanned for check out and check in.
 - iii. Consumable Student Editions are not to be barcoded, but are to be accurately documented through the inventory management system.
- b. A record of all distributed and undistributed instructional materials should be maintained and quantities accurately reflected in the inventory management system.

3. Monitoring of Inventory

- a. It shall be the responsibility of the school site administrator to maintain a current inventory of instructional materials and verify this inventory via designated inventory checks and end-of-year inventory counts.
- b. Schools must conduct an inventory check of all issued instructional materials. Adjustments to the school inventory must be made based on the results of the inventory checks.
- c. Charges may be assessed for lost or damaged instructional materials as follows:

Condition	Fee
Damage beyond use by others: includes inappropriate written language, drawings, and other defacings.	Full Replacement Cost
Lost book (regardless of the age and condition of the book at issue)	Full Replacement Cost

Damaged but usable by others	50% of Replacement Cost
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- d. In the event a student is unable to pay the necessary fee for lost or damaged materials, school site personnel may determine, as established in Florida Statute 1006.28 (34)(b), the manner in which the student may satisfy the debt.
- e. In the event a student finds instructional materials previously reported as lost and for which they paid, a refund may be issued.

4. Year-End Collection of Instructional Materials and Inventory

- a. In ~~April~~ **spring** the Instructional Resources Department will notify all Instructional Materials Administrators to begin their inventory process.
- b. Collect instructional materials from students and teachers as follows:
 - i. Elementary student materials should not be collected until the last week of school.
 - ii. Secondary student materials should not be collected until administration of the final exam is complete.
 - iii. Teacher materials should be collected for the summer. If a school chooses to allow teachers to keep materials over the summer to prepare for the next school year, the school should maintain a record of materials checked out to teachers.
 - iv. All should check-in items through the inventory management system. Overdue reports are to be printed for each student.
- c. A physical inventory of all instructional materials is required
 - i. School administrators should organize a physical count of **all** instructional materials issued to teachers and students as well as those materials located in storage areas.
 - ii. Once inventory is completed and finalized, the Instructional Resources Department is to be notified using the appropriate documentation.
- d. Collection of Fees for Lost and Damaged Instructional Materials
 - i. At the end of the school year, a check for all monies collected for lost or damaged materials must be made out to the Clay County District Schools.
 - ii. Accompanying the check should be a copy of the school's spreadsheet for lost and damaged textbook payments, Textbook Inventory Form, and the fine/unaccounted for copies report.

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~~) **Department** to prepare a surplus textbook bid for books going off county adoption. The Instructional Materials Administrators 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. **the IMA will contact the Instructional Resources Department for guidance. If the materials are not needed by another school, Instructional Resources will declare them eligible for removal.**
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: **Schools may offer discarded materials as follows:**
 - 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 cafeteria 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~~ **When possible, the Instructional Resources Department** sells instructional materials to companies that ~~buy~~ **that purchase** obsolete textbooks.
10. ~~The administrator of IR will make the Discarded textbooks~~ **will be made** available to private schools ~~or~~ **and** governmental agencies, ~~if requested. The remaining materials and will be discarded~~ **dispose of the remainder of the discarded books through the surplus process. .**

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 Materials:

Dual Enrollment materials are issued to high school students who are also enrolled in post-secondary courses creditable toward a **high school diploma, a career vocational certificate, or an associate or baccalaureate degree.** **Dual enrollment students must understand the differences between high school and the college's curriculum, course structure, and student body.**

- **The depth, breadth, rigor, and pace of college courses will be at the college level and will not be "brought down" to the high school level to accommodate variations in student age and maturity. The course material in these classes may reflect topics not typically included in secondary courses, which some parents/guardians may object to for "minors."**
- **The curriculum, content, evaluation (grading practices), and selection of appropriate instructional materials are the right of the college instructor and will not differ for dual enrollment students. The same material will be presented to regular college students and dual enrollment**

students. College grading policy will be used for all dual enrollment courses. Instructors will not adapt their course for dual enrollment students.

- Dual enrollment at the high school site will follow the same standards as courses offered on college campuses.
- Colleges are an open campus, and classes (face to face and online) will have students of various ages and backgrounds enrolled in these courses.

Students enrolled at Saint Johns River State College (SJRSC) and attending on the college 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 College students attending on the campus will receive their textbooks from the campus bookstore. Currently, there are two colleges Clay County has articulation agreements with: Saint Johns River College and Santa Fe College. When ordering, these materials are the only ones that can have the object code of 0520, but will have the project code of 138X.

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, and workbooks, etc. If the student does defaces the material in any way, they are required to purchase the materials at the full purchase price. For courses that require an access code, it is highly recommended that students use any free trial period access, if available, before using the access code provided by the district.

All dual enrollment materials are due to the Instructional Resources Department at the end of each semester. The dates are given to the Students are made aware of the due date information 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.

Dual Enrollment Website: <https://www.oneclay.net/Page/5068>.

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 enrollment and shall assume the cost of the instructional materials.

~~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)~~

3. **Instructional materials purchased by the district for dual enrollment students shall remain the property of the school district.**

~~**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 Department..
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 following link: <https://www.sfcc.edu/offices/bookstore>
- ii. On the assigned date, students will take 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 contact the Instructional Resources Office for assistance.
- iv. Dual Enrollment materials **including lab manuals** ~~checked out from the Instructional Materials Administrator~~ **are not** to be written in ~~(including lab manuals)~~. ~~If they are,~~ **The student will be subject to a fine equal to the** charged full replacement cost **if the materials are defaced or damaged**.
- 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. Saint 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: <http://www.sjrstate.edu/bookstore.html>.
- ii. On the assigned date, students will take their **official SJRSC** schedules ~~from SJRSC~~ to the Instructional Resources Office ~~(IR)~~ **Department** 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~~ **Department** 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~~ **Department** 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 contact the Instructional Resources ~~Office~~ **Department** for assistance.
- v. Dual Enrollment materials, **including lab manuals** checked out from the Instructional Resources ~~Office~~ **Department** **are not** to be written in ~~(including lab manuals)~~. ~~If they are,~~ The student will be **subject to a fine equal to the** charged full replacement cost **if the materials are defaced or damaged**.

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 <http://www.efollett.com>.
- ii. On the assigned date, students will take their schedules from FSCJ to the Instructional Resources ~~Office (IR)~~ **Department** 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, **including lab manuals** checked out from the Instructional Resources Office **Department are not** to be written in. ~~(including lab manuals)~~. If they are, **the student will be charged—subject to a fine equal to the full replacement cost if the materials are defaced or damaged.** .

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 **Department**, 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 the 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.~~

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 provides information on state policies and programs for AP:
<http://ecs.force.com/mbdata/mbprofgroupall?Rep=APA>

Another resource for all teachers and administrators is 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. Teachers also have a planning and support tool at 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; results are released in August and January. It is the responsibility of the campus to purchase 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 with 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/>

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. 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 Preselection Committee is comprised of representatives from each campus who have 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 Preselection 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 exception 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 2021 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 the 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. Committee meetings for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the district school board must adhere to the following (F.S. 1006.28):
 - a. Meetings, agendas, and minutes must be noticed on the district website
 - b. Open to the public in accordance with F.S. 286.011
 - c. Must include parents and other community members, if possible.
10. The ~~IR~~ Instructional Resources 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.
11. The ~~Pre-Selection~~ Preselection 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 a consensus on top selections
 - e. Communicate selections, ~~set up samples for review~~, and explain how all stakeholders can provide input to the adoption process
12. The review process includes ~~voting~~ **feedback** on selections by all affected teachers, and it is confidential and maintained for future reference.
 13. The ~~voting~~ results are reported at a meeting of the District Adoption Committee by the Supervisor of Instructional Resources.
 14. 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.
 15. 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, **including parents of students**
 - g. ~~Student representatives~~
 - h. Administrators with expertise in the curriculum being reviewed
 16. To finalize the selection, the District Adoption Committee will review the results of the teacher ~~vote~~ **feedback**, 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.
 17. A final report will be generated by the ~~subject area curriculum specialist(s) and~~ Supervisor of Instructional Resource and ~~will be~~ submitted to the School Board for approval.
 18. ~~The CCDS School Board will hold an open-noticed public hearing, separate from an official Board meeting,~~ **All materials for selection, approval, or adoption by the CCDS School Board will be listed as a separate line item on the agenda. The Board will allow reasonable opportunity** 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.
 19. The School Board will vote after all recommendations are heard.

~~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.

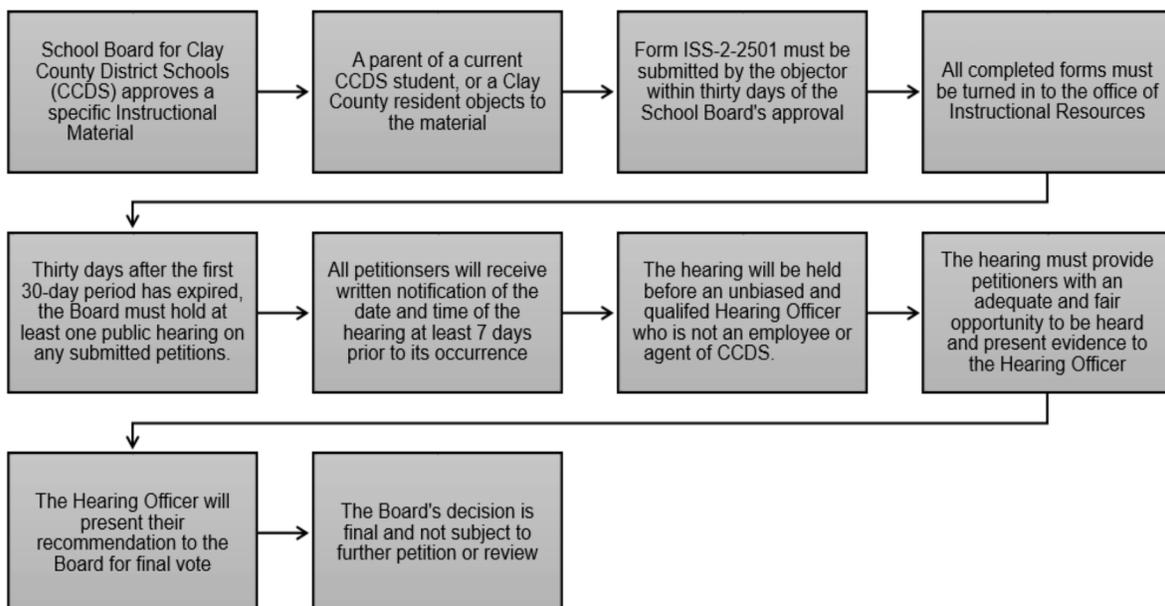
21. After the approval of materials by the School Board, a parent of a currently enrolled CCDS student or a Clay County resident may file a petition to contest the Board's adoption of a specific instructional material utilizing the approved form [ISS-2-2501](#), the *Request for Reconsideration or Review of Instructional Materials* form which is posted on the Instructional Resources Department page of the District website (see [Appendix C: Process for Objection to Board's Adoption of an Instructional Material](#)).
 - 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.
 - e. The district and petitioner shall each be responsible for payment of one-half of the fee of the hearing officer unless the legislature appropriates full funding to the district for this express purpose in the future.

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 *Clay County Adoption Process Estimated Timeline* table which depicts a typical timeline for Clay County District Schools (see [Appendix D: Clay County Adoption Process Estimated Timeline](#)).

The following flow chart outlines the Instructional Materials Challenge Process in Clay County: **(MOVED TO APPENDICES)**

Instructional Materials Challenge Process for Clay County District Schools



MOVE TO APPENDICES

Clay County Adoption Process Estimated Timeline	
June	Clay County follows the FLDOE adoption cycle. FLDOE posts a tentative list of publishers' vetted materials 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 the 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 the public to view, if received by the required due date.
September	Pre-Selection Committee meets, signs <i>Affidavit of District Instructional Material Reviewers</i> , and narrows down selection to top 2 or 3 choices. All teachers by grade/subject are notified and provided access to standards, Test Specifications (if appropriate), online access to textbook digital samples, and a form to provide feedback. This is voluntary for teachers.
October	District Personnel and the public evaluate all materials being considered. The public is asked to participate through the IR Department's webpage. Publishers may present at a set date. Teacher selections are finalized. Public and teacher comments are compiled and presented to the District Committee (community leaders, principals, district leaders, curriculum specialists, School Board members, parents, and students).
December	Board presentation and public hearing. Publishers and schools notified of selections.
January	Gather needs assessments from campuses and review school improvement plans to determine the professional development needed. Presentation to the Board regarding Instructional Resources implementation and purchase plan. All challenges that reach Hearing Office status are heard.
March	Instructional Resources Department will secure detailed textbook order forms from publishing companies that lists all materials included in the adoption and obtain order forms. Instructional Resources Department will work with the Assistant Superintendent for Curriculum and Instruction and the Instructional Materials Administrators to review growth projections and to plan textbook orders.
May	Digital components of new instructional materials will be tested on the portal for compatibility.
May-July	Professional development opportunities for new materials will begin for all teachers.
August	New Materials will have arrived at the schools.

Steps for Requesting Non-Board Approved Supplemental Materials

Non-Board approved supplemental materials may include, but not limited to library media materials, novels, videos, video clips, digital curriculum, worksheets, or other print or digital material not included in the district adopted core curriculum. These materials are subject to approval by each school's Curriculum Council. The process for approval is outlined below (see Appendix E: Flow Chart: Steps for Approval of Supplemental Materials).

1. Staff submits a School Based Curriculum Council Application request for supplemental resources to the school principal. The applicant completes Section 1 of the application form, prints, and submits the form to school administration for their Curriculum Council meeting.
2. School principal convenes the Curriculum Council meeting and completes the school's Curriculum Council process, including approving or denying the application. Administration must complete Section 2 of the application form.
 - a. The original application form with a record of denial, approval, and/or purchase shall be maintained at the campus and remain accessible to all.
 - b. A current list of all supplemental materials shall be maintained and made accessible for all.

3. If the material is
 - a. A library media material, novel or video (YouTube), the process remains at the school level.
 - b. A website or Google app, the administrator must submit a *School Dude* ticket for approval. If the website is a curriculum resource, it must first be approved by IT, then submitted as indicated in Step C below.
 - c. A new supplemental curriculum - that is not website-based- the administrator must submit a *Request for District Approval of Supplemental Materials* form to the district.
4. If the request is denied at the school level, the process stops. ~~If the request is approved at the school level, continue to the next step.~~
5. If the ~~approved~~ request requires digital/online access, ~~is a website, or a Google app~~, a *School Dudes* ticket must be completed. If the request is denied at the ~~Information and Technology Services~~ level, the process stops. If the request is approved at the ~~Information and Technology Services~~ level, ~~continue to the next step.~~
 - a. ~~And the material is a curriculum resource, a *Request for District Approval of Supplemental Materials* form must be completed by administration.~~
 - b. ~~And the material is NOT a curriculum resource, the school may proceed with purchase.~~
6. ~~If approved at the IT level, administration is to complete the SCIM Form.~~ Once the form is submitted, the Instructional Resources Department Supervisor will be notified.
7. ~~The Instructional Resources Department~~ **District Curriculum Council** will review, along with additional departments as needed (example: Curriculum, ESE) and notify the school of approval or denial. If the request is denied, the process stops. If the request is approved, ~~continue to the next step.~~ ~~the school may proceed with purchase of the material.~~
 - a. ~~The District Curriculum Council shall be comprised of rotating teams with each team consisting of no fewer than 3 persons. Each team shall incorporate any combination of the following: the Chief Academic Officer, the Chief of Elementary, the Director of Secondary Education, the Supervisor of Instructional Resources, the District Library Media Specialist, a school-based Library Media Specialist, a curriculum specialist, a principal, and when possible, at least one lay member appointed by the Superintendent or the Superintendent's Designee.~~
8. ~~The approval form and purchase information shall be added to the current list of the school's supplemental materials, maintained at the campus, and made viewable by all~~
9. ~~Purchase will be made by the school with the vendor.~~
10. ~~Materials will be sent by vendors directly to the school.~~
11. ~~School will check in items against the original purchase order.~~
12. ~~Authorization for Purchase Orders will be made to Accounts Payable.~~
13. ~~After the order is checked in, the school will send a copy of the packing list and/or a copy of the PO with date and signature to Instructional Resources.~~

CHALLENGED MATERIALS PROCEDURE- RECONSIDERATION OR REVIEW OF INSTRUCTIONAL MATERIALS

The District Curriculum Council should handle complaints regarding the reconsideration of Instructional and Library Materials according to the following procedures. When there is a complaint about library materials the District Library Media Specialist should be notified.

- Individuals (Complainant) requesting reconsideration of Instructional and Library Materials must complete the Request for Reconsideration or Review of Instructional Materials and submit the completed and signed form to the Supervisor of Instructional Resources.
- Within 3 working days of receiving the complaint, the Supervisor of Instructional Resources will advise the Chief Academic Officer and the District Library Media Specialist of the request. The Supervisor of Instructional Resources will then notify the District Curriculum Council of the challenge.
- The District Curriculum Council shall be comprised of rotating teams with each team consisting of no fewer than 5 persons. Each team shall incorporate any combination of the following: the Chief Academic Officer, the Supervisor of Instructional Resources, the District Library Media Specialist, a school-based Library Media Specialist (mandatory), a curriculum specialist, a principal, and a parent of a student (mandatory) appointed by the Superintendent or the Superintendent's Designee.
- Each District Curriculum Council team will invite the appropriate curriculum division director as an ex-officio member to its meetings when reconsideration of non-adopted instructional materials is being placed on the agenda. If the decision results in a tie vote, the Superintendent may cast the deciding vote. Additional District Curriculum Council teams may be added at the Superintendent's discretion.
- In order to participate in the District Curriculum Council, all members must complete a training in the method for analyzing and reviewing instructional and library materials.
- The District Curriculum Council will meet within a reasonable amount of time and give their decision to the Superintendent.
- The challenge to any material reviewed by the District Curriculum Council applies to all schools.
- During the pendency of a challenge under this procedure, the Instructional and Library Material, which is the subject of the petition, will not be accessible by the students.
 - *Instructional and Library Material* as used in this document refers to books, other than textbooks adopted by the district or the state utilized for classroom instruction or in the school library, digital media including but not limited to videos, DVDs, periodicals, computer software, or other electronic media.
- The Complainant will have a minimum of 5 minutes to present information to support their complaint during the District Curriculum Council meeting; however, they may not preside over or vote regarding their challenge. During the meeting, no new additional materials may be introduced to the Council; a separate reconsideration form must be submitted by the Complainant.
- All District Curriculum Council meetings are led by a Meeting Facilitator (Supervisor of Instructional Resources or the District Library Media Specialist). The Meeting Facilitator is an

impartial and non-voting member of the Council. They follow the agenda and maintain order during the meeting.

- All District Curriculum Council meetings will use the following agenda to conduct material review meetings:

Item	Approximate Time
Welcome and Introductions	2 Minutes
Purpose and Review of Request for Reconsideration	2 Minutes
Complainant Opportunity to Address Committee	5 Minutes
Review Rules as Necessary: S.B. Policy (4.44; 4.45)/State Statute/ ALA Library Bill of Rights	10 Minutes
Review of Contested Materials (Book and Expert Reviews)	15 Minutes
Explanation and Completion of Forms for Materials Under Review	15-20 Minutes
Explanation of Possible Outcomes	2 Minutes
Committee Discussion and Decision	10-15 Minutes
Next Steps/Adjournment	5 Minutes

- Times may be extended or diminished by the meeting facilitator acting within their discretion.
- The District Curriculum Council makes decisions by a majority vote.
- The District Curriculum Council may include recommendations for an appropriate alternative selection for the materials being requested for reconsideration.
- The District Curriculum Council sends their recommendations to the Supervisor of Instructional Resource who forwards the recommendation to the Superintendent or the Superintendent's Designee for consideration within 5 days of receipt.
- The Superintendent or the Superintendent's Designee reviews the Instructional and Library Material considering the recommendation of the District Curriculum Council.
- The Superintendent or the Superintendent's Designee notifies the Council and the Complainant about the final decision within 5 days of receipt.
- The complainant may appeal the Superintendent's decision to the School Board for reconsideration and advisement within 10 days of the decision.

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 as well as from other approved sources.

STATE REPORTING

~~Each superintendent of schools shall notify the Department of Education by April 1st of each year of 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 used 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.~~

The Florida Department of Education requires several instructional materials certifications throughout the year.

March 1st - Flexibility in the Use of Instructional Materials Funds for Technology Purchases

Chapter 2021-36, Laws of Florida, Specific Appropriations 7 and 90, provides flexibility in the use of the instructional materials funds for the purchase of electronic devices, technology equipment and infrastructure (please see below).

From the funds provided in Specific Appropriations 7 and 90, funding is included for library media materials, the purchase of science lab materials and supplies, the purchase of dual enrollment

instructional materials, and the purchase of digital instructional materials for students with disabilities. School districts shall pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62, Florida Statutes (F.S.).

The funds provided for instructional materials may also be used by school districts to purchase electronic devices and technology equipment and infrastructure that comply with the eligible expenditures authorized pursuant to section 1011.62, F.S. Prior to release of the funds by the department to a school district for the purchase of electronic devices or technology equipment or infrastructure, the district must: (1) certify that it has the instructional materials necessary to provide instruction aligned to the adopted statewide benchmarks and standards, and (2) include an expenditure plan for the purchase of electronic devices and technology equipment and infrastructure that demonstrates its compliance with section 1011.62, F.S. The department shall provide a report to the legislature on or before March 1, that details the district expenditures for these funds to demonstrate compliance with the amount made available for such purchases.

April 1st - Annual Certification and Documentation Regarding Instructional Materials

Section (s.) 1006.28(2)(b), Florida Statutes (F.S.), requires that by April 1 of each year, the district school superintendent shall notify the department of 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.

Additionally, statutory requirements contained in ss. 1006.283(1) and 1006.283(4), F.S., call for districts to certify that all instructional materials for core courses used by the district are aligned with applicable state standards and that they have been reviewed, selected and adopted by the district school board in accordance with the school board hearing and public meeting requirements. A list of the core instructional materials that will be used or purchased for use by the school district must be included in the certification.

July 1st - Certification of Fidelity of Implementation of Instructional Materials

Section 1011.67(2), Florida Statutes (F.S.), Funds for instructional materials, states,

Annually by July 1 and prior to the release of instructional materials funds, each district school superintendent shall certify to the Commissioner of Education that the district school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs, including verification that training was provided; that the materials are being implemented as designed; and, beginning July 1, 2021, for core reading materials and reading intervention materials used in kindergarten through grade 5, that the materials meet the requirements of s. 1001.215(8), F.S. Such instructional materials, as evaluated and identified pursuant to s. 1001.215(4), may be purchased by the school district with funds under this section without undergoing the adoption procedures under s. 1006.40(4)(b). The certification must identify any material that received an objection pursuant to s. 1006.28 for the school year and the specific objections thereto, each material that was removed or discontinued as a result of an objection, and the grade level and course for which a removed or discontinued material was used, as applicable. This subsection does not

preclude school districts from purchasing or using other materials to supplement reading instruction and provide additional skills practice.

APPENDICES

Appendix A: Instructional Materials Defined

Instructional Materials

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, electronic content, 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. The current CCDS list of instructional materials can be found on the Instructional Resources Department web page.

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. When ordering, these materials are the only ones that can have the object code of 0520.

Off-Adoption Instructional Materials:

The instructional materials that were adopted, but the adoption period has now expired. These materials may be cataloged 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 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. FSBD publishes updated catalogs each year. Prices listed in the catalog are the state contract prices for the adopted materials. When looking in the catalog, all state adopted textbooks are in all caps and all non-state adopted textbooks are in lowercase letters. The online catalog can be found at <http://www.fsbdb.com/>.

Adoption Cycle:

The State of Florida has a predetermined adoption cycle. This cycle assists the district in the purchase of materials for each content area so they remain current. Each school district is to provide each student with a major tool of instruction in core courses of the subject areas of 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

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 which are intended to be written in and consumed by students. Instructional Materials Administrators (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 Spring of each year. Campus counts will be requested by the Instructional Resources Department in the Spring and will be adjusted 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.

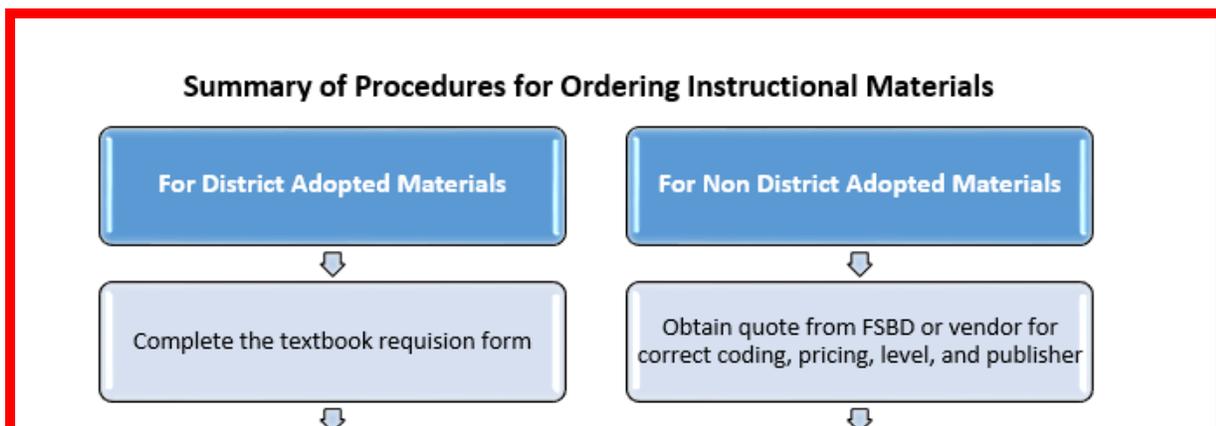
Ancillary Materials:

These are 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.

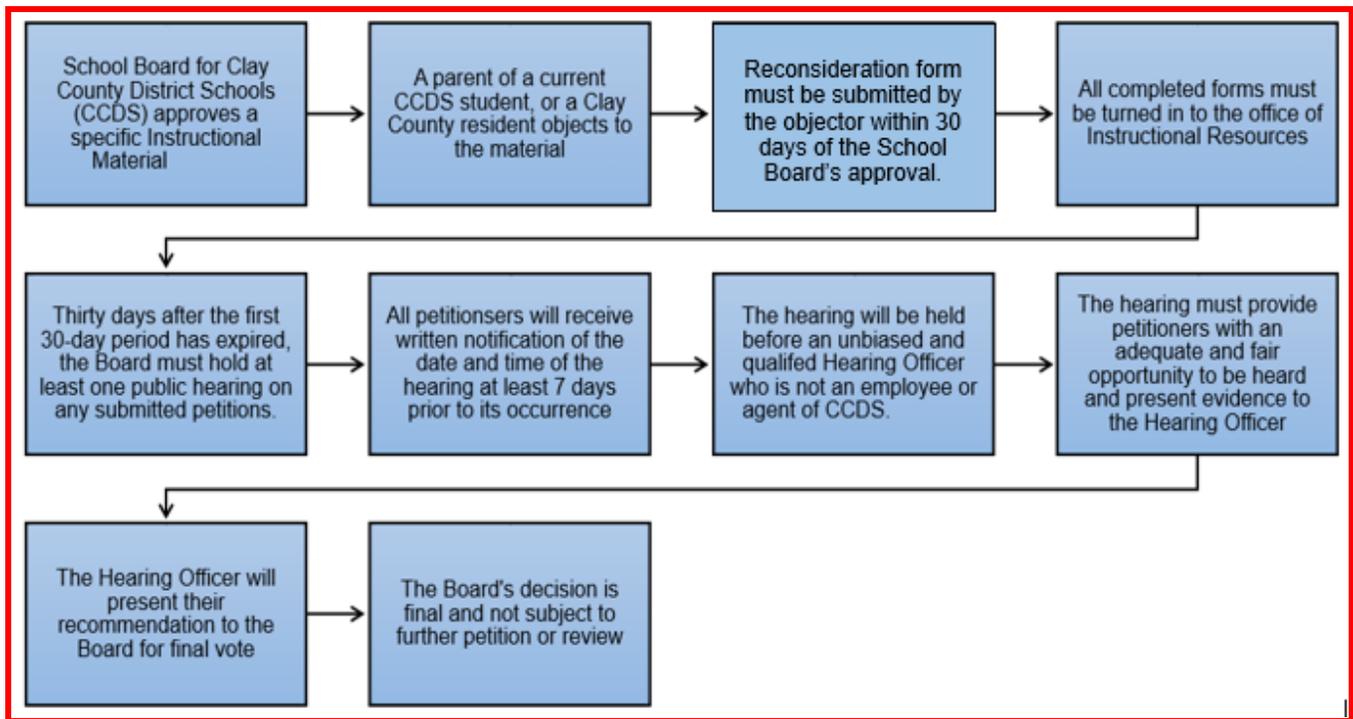
Computer-Assisted Instructional (CAI) Materials:

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 Councils and then the District Committee. The Instructional Resources and Informational Technology Departments must review all requests 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.

Appendix B: Summary of Procedures for Ordering Instructional Materials



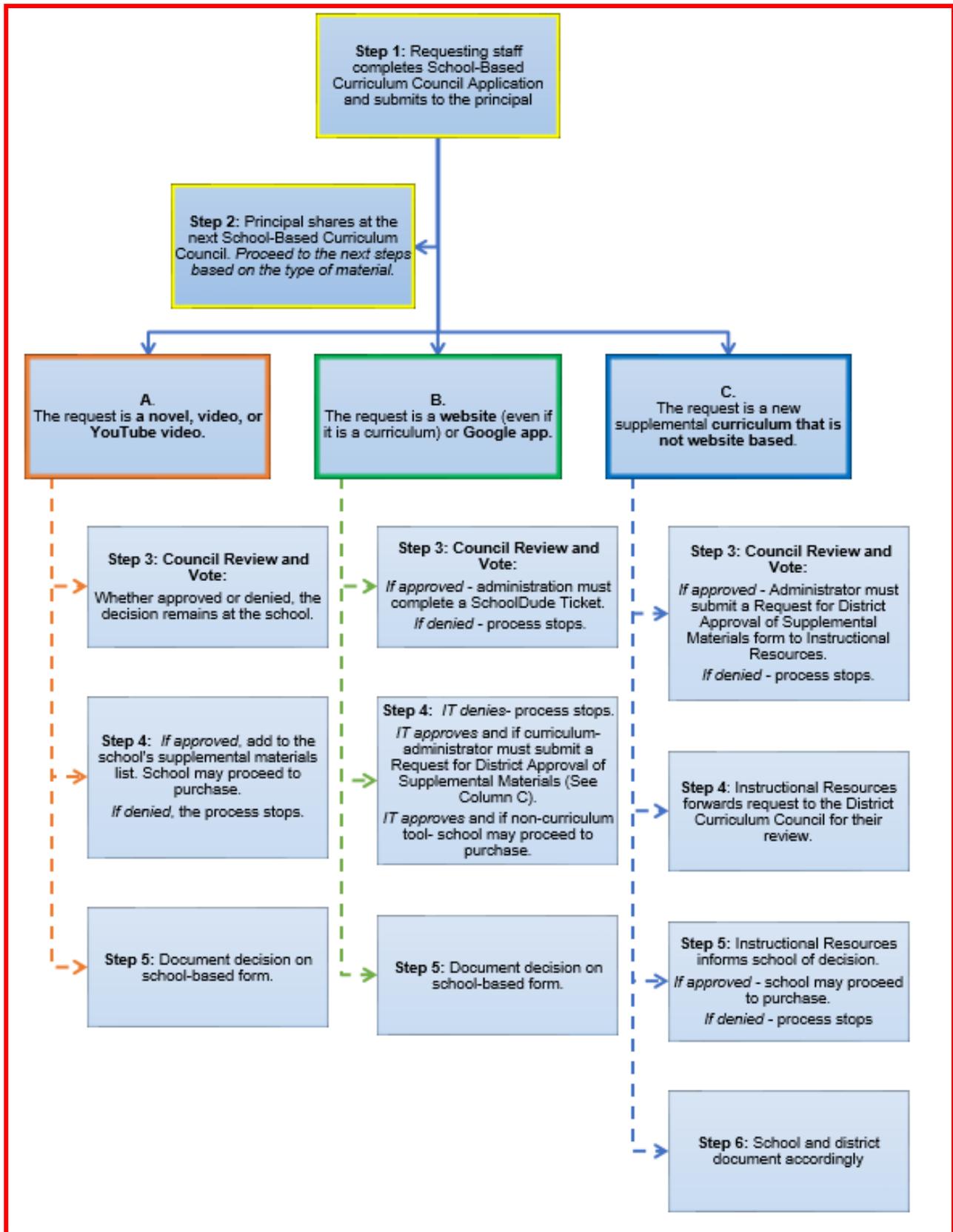
Appendix C: Process for Objection to Board's Adoption of an Instructional Material



Appendix D: Clay County Adoption Process Estimated Timeline

Clay County Adoption Process Estimated Timeline	
June - July	Clay County follows the FLDOE adoption cycle. FLDOE posts a tentative list of publishers' vetted materials for adoption in January.
August-September	All publishers and materials under consideration are posted on the IR Department's webpage for the public to view, if received by the required due date.
September-October	Principals send names of representatives for grade levels and subject areas to form the Preselection Committee. All publishers on the K-12 list are sent an IT survey and an invitation to participate pending IT approval. Electronic and physical samples are requested by the IR Department.
November-December	Curriculum specialists meet to review materials. Possible publisher presentations with question and answer time. Specialists train the Preselection Committee on standards.
January	Preselection Committee meets, signs <i>Affidavit of District Instructional Material Reviewers</i> , and narrows down selection to top 2 or 3 choices. All teachers by grade/subject are notified and provided access to standards, Test Specifications (if appropriate), online access to textbook digital samples, and a form to provide feedback. This is voluntary for teachers.
January-February	District Personnel and the public evaluate all materials being considered. The public is asked to participate through the IR Department's webpage. Publishers may present at a set date. Teacher selections are finalized. Public and teacher comments are compiled and presented to the District Committee (community leaders, principals, district leaders, curriculum specialists, School Board members, parents, and students).
March	Board presentation and public hearing. Publishers and schools notified of selections.
January-April	Gather needs assessments from campuses and review school improvement plans to determine the professional development needed. Presentation to the Board regarding Instructional Resources implementation and purchase plan. All challenges that reach Hearing Office status are heard.
March-April	The Instructional Resources Department will secure detailed textbook order forms from publishing companies that list all materials included in the adoption and obtain order forms. The Instructional Resources Department will work with the Assistant Superintendent for Curriculum and Instruction and the Instructional Materials Administrators to review growth projections and to plan textbook orders.
May	Digital components of new instructional materials will be tested on the portal for compatibility.
May-July	Professional development opportunities for new materials will begin for all teachers.
July-August	New Materials arrive at the schools.

Appendix E: Flowchart of Steps for Approval of Supplemental Materials



Appendix F: Flowchart of Challenged Materials Procedures- Reconsideration or Review of Instructional Materials

This process is for materials that are already in use within the district, including Library Media materials.

