

SCHOOL DISTRICT OF CLAY COUNTY

Green Cove Springs, Florida

**David Owens
Superintendent of Schools**



HANDBOOK OF INSTRUCTIONAL MATERIALS PROCEDURES

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MISSION STATEMENT

The School District of Clay County, in partnership with the entire community, is dedicated to providing a quality education in a safe, inviting environment so that all students learn and become successful, responsible citizens.

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TABLE OF CONTENTS

WHAT EVERYONE SHOULD KNOW ABOUT INSTRUCTIONAL MATERIALS	7
Definition of Instructional Materials	8
Terms Relating to Instructional Materials	8
Funding	8
Ordering	8
Adoption	9
Dual Enrollment, AP, IB	10
WHAT EVERY TEACHER SHOULD KNOW ABOUT INSTRUCTIONAL MATERIALS	11
Effective Classroom Materials	11
Publisher Contact	12
Ordering Materials	12
Issuing Materials	12
C.L.I.P. and Online Resources	12
Use of Instructional Technology	13
WHAT PUBLISHERS AND INSTRUCTIONAL MATERIALS ADMINISTRATORS NEED TO KNOW ABOUT INSTRUCTIONAL MATERIALS ADOPTIONS	14
Understanding the Statewide Adoption Process	17
Procedures for Standardized Adoption of Instructional Materials	18
Selection of District Pre-Adoption Committee Members	19
Member Responsibilities	19
Evaluating Materials	19
Final Committee Report	21
Returning Materials	21
Responsibilities of the District Instructional Support Services Administrator	22
Role of the School Instructional Materials Administrator	22
Publisher Responsibilities	23
Department of Education Responsibilities	23
PROCEDURES	
Approval Procedure for Non-Board Approved or Non-State Adopted Instructional Materials	24
Core Materials	24
Supplemental Materials	24
School Plays	25
Local procedures for Viewing Standardized Adoption Materials	26
Policy/Procedure for Reconsideration of Board approved or State adopted Instructional Materials	26
Flowchart for Reconsidering Board approved or State adopted Instructional Materials	27
Local procedures for Viewing Standardized Adoption Materials	28
Policy/Procedure for Reconsidering Non-Board Approved or Non-State Adopted Instructional materials	28
Flowchart for reconsidering Non-Board Approved or Non-State Adopted Instructional Materials	29
Guidelines for review of Instructional Materials by School Curriculum Councils	
School Curriculum Council Guidelines	31

INSTRUCTIONAL MATERIALS MANAGEMENT	
Instructional Materials Administrator's Guide	32
Instructional Materials Funds	33
Instructional Materials Assessment Guide	35
PROCEDURES FOR ORDERING INSTRUCTIONAL MATERIALS	
State Adopted Instructional Materials	36
Florida School Book Depository (FSBD) Ordering Process	37
Entering FSBD Orders	38
Non-Adopted Instructional Materials (flexible funding)	42
Using TERMS Finance System for Instructional Materials from other vendors	43
RECEIVING & INVENTORY PROCEDURES	
Receiving an Order	45
Reporting Order Problems for FSBD	45
Reporting Order Problems for Other Vendors	45
Adding Items to Inventory	46
Inventory Maintenance	48
Surplus and Discard of Materials	51
Destiny Textbook Manager	
APPENDIX	
State Instructional Materials Committees	52
Florida Statutes pertaining to Instructional Materials	55
School Board policy	75
Copyright Guidelines	76
TERMS Textbook Reference Pages	77
State of Florida Instructional Materials Adoption Cycle	88
SDCC Adopted Instructional Materials	
Elementary Adoptions	91
Secondary Adoptions	91
Career and Tech Ed Adoptions	93
Destiny Textbook Manager	94
What is Destiny Textbook Manager?	94
Destiny Textbook Inventory	95
Destiny Textbook Training Manual	97
TERMS "QUICK CARDS"	

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WHAT EVERYONE SHOULD KNOW ABOUT INSTRUCTIONAL MATERIALS



The purpose of the School District of Clay County is to share learning experiences, to help all children to develop skills and attitudes fundamental to achieving individual satisfaction as responsible contributing citizens. It is the intent of the School District of Clay County to provide common set (CORE) of educational materials to be utilized in conjunction with professional judgment in each discipline and each grade level to determine desired learning experiences and to meet the established goals (objectives) of every class. It is the belief of the District that these goals are best met with a commonly adopted basic textbook. Further, these adopted textbooks will be supplemented by (enrichment) materials. Sometimes there will be a multi-text adoption to meet the basic needs of a specific course. These adopted materials will be the mainstay of the district's instructional program until these adoptions are reviewed and new educational materials are selected.

Every effort shall be made by the School District of Clay County to provide textbooks, library books, supplementary materials, audio visual 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 both sexes and members of religious, ethnic and cultural groups.

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Definition of Instructional Materials

Florida State Statute 1006.29(4) defines Instructional Materials as:

***Instructional Materials** means items having 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 hard backed or soft backed textbooks, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. The term does not include electronic or computer hardware that is bundled with software or other electronic media. F.S.*

Terms Relating to Instructional Materials

Major Tool: Primary or core material(s) such as a textbook or equivalent that can stand alone to teach the intended outcomes. The major tool may include a single item or a number of items which, when combined, meet the required standards. It will usually include an annotated teacher edition. It may be a variety of formats and may include computer courseware. Frequently, the major tool comes in the form of a textbook.

Ancillary Materials: Materials that have been designed and developed to work with the major tool. Publishers sometimes offer ancillaries such as workbooks and teacher resource materials as free items when a school or district purchases a major tool from the publisher.

Supplementary Materials: Supporting materials that have not been designed to accompany a particular major tool, nor qualify as a major tool itself. Generally, such materials may be used to support any publisher's major tool.

Computer Courseware: A learning system with comprehensive, multipurpose instructional software developed by a single designer, design team or publisher.

Instructional Materials Funding

Funding for instructional materials is a categorical allocation from the state that is supplemented with district funds necessary to ensure each student has a textbook in all core classes.

Instructional Materials Ordering

Each school has a designated administrator for Instructional Materials. Ordering for Instructional Materials takes place in April based on projected enrollments. When more students than projected enroll in a school or course, there is usually a shortage of textbooks. When this happens and the Instructional Materials Administrator (IMA) at the school is notified, every effort is made to immediately resolve the shortage.

State statute requires districts to order state adopted materials from a state depository. The only depository in the state is Florida School Book Depository, a privately held company located in Jacksonville. Due to both the district process and Florida School Book Depository process for ordering textbooks, it takes up to three weeks to get textbooks if the books are in stock. The district, school, or teacher cannot simply call FSBD and go pick up books.

Instructional Materials Adoption

Florida has state textbook adoptions, the schedule for which is set by the state and can be found at http://www.fldoe.org/bii/instruct_mat.

Clay County follows the state adoption cycle and includes a pre-adoption process that mirrors the state process for all core classes. After a pre-adoption committee determines the books to be considered for standard adoption in Clay County, a district committee comprised of teachers, specialists, and administrators meets to review those materials and determine the materials to be adopted. In many core adoptions, a total teacher vote for teachers that use the materials is weighted as part of the committee decision. The outcome is submitted to the School Board for approval.

Lay members can serve on a pre-adoption committee with priority given to members of school advisory committees.

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Dual Enrollment, AP, International Baccalaureate and similar programs

There are exceptions to the guidelines and procedures pertaining to instructional materials for dual enrollment, AP, International Baccalaureate, and similar programs.

Dual Enrollment Students:

Florida Statute 1007.271 makes three points clear:

1. Dual enrollment textbooks are free.
2. Students enrolled in post-secondary courses not creditable toward a high school diploma shall not be considered dual enrollments and shall assume the cost of the instructional materials.
3. Textbooks 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 (7)

Dual Enrollment Procedures:

1. Any student taking dual enrollment classes must acquire instructional materials from the local school administrator charged with instructional materials purchases and inventory.
2. If the textbook is available from inventory, a book will be issued by the Instructional Materials Administrator. If the book is not available, the Instructional Materials Administrator will complete form MIS 12533. According to articulation agreements:
 - FCCJ students will submit receipts for reimbursement to the local school administrator.
 - SJRCC students will submit one copy of form MIS 12533 and be issued appropriate instructional materials.
 - SFCC students, see note below.
3. At the close of each semester, it is the responsibility of the dual enrollment student to return the instructional materials to the high school instructional materials administrator for proper inventory.
4. All rules and regulations pertinent to Lost and Damaged Instructional Materials apply to dual enrollment textbooks.
5. NO instructional materials will be provided for dual enrollment students if the student attending the class has failed to return his/her instructional materials from the previous semester.
6. No student will be a valid dual enrollment student without the signed approval of High School Principal or Designee.

NOTE: An exception to the rules applies to students attending the campus of Santa Fe Community College. The SDCC has an agreement with SFCC allowing them to inventory all dual enrollment textbooks for their school. At the beginning of each semester, used textbooks are issued to dual enrollment students on a first come, first served basis. If the textbook is not available, Santa Fe issues a new text, and a voucher for reimbursement is sent to Instructional Support Services for payment.

WHAT EVERY TEACHER SHOULD KNOW ABOUT INSTRUCTIONAL MATERIALS



Effective Classroom Materials

The School District of Clay County strives to provide each teacher with effective instructional materials.

Instructional Materials must be effective in three major areas:

1. Content
2. Presentation
3. Learning

Some features of content coverage include:

1. Alignment with curriculum requirements
2. Level of treatment of content
3. Expertise for content development
4. Accuracy of content
5. Timeliness of content
6. Authenticity of content
7. Multicultural representation
8. Humanity and compassion

Features of presentation affect the practical usefulness of materials and the ease of finding and understanding content. These features include:

1. Motivational strategies
2. Teaching a few “big ideas”
3. Explicit instruction
4. Guidance and support
5. Active participation of students
6. Targeted instructional strategies
7. Targeted assessment strategies

Training

Publisher and District training for use of standardized adoption materials, including technology components, is available at any time during the terms of adoption. All training should be coordinated through the school Instructional Materials Administrator who will coordinate the training through the office of Instructional Support Services. Often, the office of Instructional Support Services will direct a publisher to work directly with an administrator or grade/department chair/specialist, but the original request for training must come from Instructional Support Services.

Publisher Contact

Clay County is a closed county and has established procedures for the selection of instructional materials.

- Publishers are not allowed to contact individual teachers unless directed by Instructional Support Services.
- Publishers are not allowed to provide individual samples to teachers unless directed by Instructional Support Services.
- Classroom teachers should direct all instructional materials inquiries to the department or grade chair.
- The department or grade chair should direct inquiries to the Instructional Materials Administrator at his or her school.
- The Instructional Materials Administrator should direct inquiries to Instructional Support Services.
- A classroom teacher or department/grade chair should not directly contact a publisher representative.

Ordering Textbooks

The school Instructional Materials Administrator is responsible for ordering or identifying needs for ordering textbooks. A classroom teacher should identify instructional materials needs to the department/grade chair who should notify the school Instructional Materials Administrator.

The school Instructional Materials Administrator is responsible for receipt and inventory of all materials delivered to the school. (See: WHAT EVERYONE SHOULD KNOW ABOUT INSTRUCTIONAL MATERIALS, Instructional Materials Ordering section)

Issuing Textbooks

In all core curriculum courses, each student must be issued a textbook. If a classroom teacher has the availability of a classroom set of textbooks, students may be directed to keep the issued textbook at home. However, the teacher cannot use a classroom set in lieu of issuing textbooks for core curriculum courses.

C.L.I.P. and Online Resources

C.L.I.P. (Curriculum, Lessons, and Instructional Materials Portal), provides an online instructional organizer and resources to give new and veteran teachers access to materials without the need to locate items at the school. When completed, some components in C.L.I.P. will also be available for students and parents. To access C.L.I.P., go to www.clay.k12.fl.us/ttc and select "C.L.I.P."

Many publishers provide online content for adopted instructional materials. Information to access the materials is given in lesson plans and/or resources sections of C.L.I.P.

A Technology Integration Specialist is available to train teachers in use of technology components or to schedule publisher representatives to train departments or grade levels. Instructional Materials Administrators may contact Bill Ralls at wralls@mail.clay.k12.fl.us or Instructional Support Services for additional information.

Use of Instructional Technology

By the definition of instructional materials identified in state statutes, instructional materials may include learning laboratories, electronic media, and computer courseware or software. In determining the appropriate use of these resources, it is necessary to examine the relationship of the resource to the curriculum and adopted textbook.

1. **Publisher provided software**: Most adoptions include software that is correlated to the textbook. This software is considered part of the primary tool of instruction and has been reviewed during the adoption process. Teachers may use this software as part of daily instruction and are encouraged to contact the office of Instructional Support Services to request additional training to support the use of this software.
2. **Publisher recommended software**: Some textbooks recommend third party software that can be purchased as an additional resource. Guidelines for approval of Non-Board Approved or Non-State Adopted Supplemental Instructional Materials should be followed before purchasing such materials unless software is listed on an approved State of Florida list and is being used for the intended audience listed in that document.
3. **Internet web sites**: Use of the Internet is governed by School District of Clay County policy and Terms and Conditions for Use of Telecommunications and Network. If an Internet site is being used as a primary tool of instruction, guidelines detailed on *MIS Form 1-2535 Request for Approval of Non-Board Approved or Non-State Adopted Supplemental or Core Instructional Materials* should be followed. If an Internet site is being used for supplemental activities such as enrichment or research, the teacher should preview the website within 24 hours of the assignment and simply document the resource in his/her lesson plans.
4. **Teacher web pages**: Guidelines for web pages created by classroom teachers for instructional purposes can be found in the Procedures Manual for Instructional Technology Services. Teacher web pages that identify a school relationship require Curriculum Council approval.

During the review process, the Curriculum Council should evaluate the access requirements of the web host and examine privacy issues concerning student information. Results of the review shall be placed in the Curriculum Council Minutes. It is also recommended that the Curriculum Council keep a master list of approved web page addresses and update it yearly.

If an administrator receives a request to reconsider a web page ruling by the Curriculum Council, the procedure outlined on *MIS Form 2-2501 Request for Reconsideration or Review of Instructional Materials* should be followed.

WHAT PUBLISHERS AND INSTRUCTIONAL MATERIALS ADMINISTRATORS NEED TO KNOW ABOUT TEXTBOOK ADOPTIONS



1. **Each publisher selected during the pre-adoption process must provide one complete sample set for each school.** The set must include all print materials and technology components being submitted to the state as part of the adoption. Do not send sample TE's; include all TE's that are part of a grade level set. The school will determine where to place the samples for teacher review.
2. **A master list of materials for each program must be sent to Instructional Support Services and each school** to use as a checklist to guarantee each school is reviewing a complete set of identical materials.
3. **The following are policies regarding communication with publishers:**
 - a. Individual teacher samples are not to be delivered to any Clay County school. Teachers may not accept sample copies at home.
 - b. Publisher representatives *will not be permitted* to discuss their programs with teachers or administrators at the school.
 - c. Publishers' materials will not be displayed at school or district meetings unless approved through the Supervisor of Instructional Support Services.
 - d. Publishers may not mail out or distribute promotional flyers during the adoption process.
 - e. **During many core adoptions**, selected publishers are permitted to conduct after hours meetings of the subjects being adopted, as approved through the Supervisor of Instructional Support Services, if invitations are universal to all eligible Clay County teachers. **There will be a specific range of dates for these meetings that will be provided to selected publishers.**
4. **Publisher representatives will present their materials at District workshops between November and January.**
 - a. Presentations will be videotaped for teacher workshops, and each presentation should not exceed 45 minutes according to the following timetable:
 - 40 minutes for Program Presentation
 - 5 minutes for Response to Questions
 - b. Some publishers have a professional video that gives an overview of their program. If desired, the publisher may send it to the schools to also be used for teacher workshops at the school level.
 - c. Any materials or services the publisher will include in the sales agreement should be submitted in a sealed proposal to the Supervisor of Instructional Support Services *before presentations.*
 - d. The District will be advised of free materials offered by each publisher.

5. **A sealed proposal must be submitted by publisher representatives to the Supervisor of Instructional Support Services before presentations.** The proposal must include:
 - a. Summer workshops available for teachers, administrators, parents, and school board members;
 - b. Consultants who will be available, especially during the first year, and continuing throughout the adoption period;
 - c. Additional workshops that will be available and consistent with current standards;
 - d. Consultant information including name, address, phone, email address, and credentials;
 - e. Copyright statement that if adopted, materials may be made available by the district via a server-based instructional organizer;
 - f. A statement that identifies lessons that will be ready to import to the server-based instructional organizer if materials are adopted, and/or timelines for other lessons or resources that will be made available during the adoption period;
 - g. A philosophy statement about the program;
 - h. Recent research on which the program is based;
 - i. Correlations to Sunshine State Standards;
 - j. Toll-free Hotline for information;
 - k. A listing of districts/schools using the program, including contacts with name, address, email address and phone number, if requested;
 - l. URL and login information for web-based products;
 - m. A listing of titles and specifications for any technology components included with the adoption; and
 - n. Correlations to District Curriculum Guides, if requested.
6. **Information from the proposal will be shared** with Instructional Division administrators, Information Services, and Curriculum personnel. **The signatures of the regional manager and/or one vice president of the publishing company must be on the proposal.**
7. **The Supervisor of Instructional Support Services reserves the right to approve or disapprove the consultants who will conduct staff development workshops.**
8. **District Committee members will attend publisher presentations. During many core adoptions, a school representative will attend publisher presentations and will facilitate workshops** to include the following topics for all classroom teachers and other eligible voters (See #13):
 - a. Guidelines for evaluating textbooks/materials; and
 - b. Faculty presentations of selected materials and/or videos.
9. **Administrators will direct teachers to evaluate the materials thoroughly by:**
 - a. Participation in workshops;
 - b. Grade level/departmental meetings at each school to review/discuss selected programs; and
 - c. Use of the Instructional Materials Evaluation forms.
10. **During many core adoptions, voting will be conducted according to the current year timeline.** Eligible voters will include all classroom teachers in grades/subjects of adoption, including ESE, Title I, and ESOL teachers who have reviewed the materials. (ESE, Title I, and ESOL teachers should be included with only the one subject/grade level from which they draw the **majority** of their students.)

11. **When a total teacher vote is included in the adoption process, the ballots will be tabulated and certified by a vote verification committee** and the company with the highest percentage of votes will be **weighted as part of the district committee decision. The district committee will identify the final adoption decision that will be** recommended by the Supervisor of Instructional Support Services if he or she determines the negotiated items and cost factors are acceptable. The Supervisor of Instructional Support Services may exercise the right to call for a second **evaluation and/or** teacher ballot if it is deemed necessary.
12. **Materials from the company not selected** *will be returned upon written request from the publisher, at the expense of the publisher.* Publishers should notify the Supervisor of Instructional Support Services **prior to delivery of samples** as to whether or not return of their samples will be required. Email notification to the Instructional Support Services department is acceptable.
13. **Administrators at each school will determine the distribution of adopted materials,** including materials for the ESE program. In some cases, the ESE teacher has the option of purchasing adopted materials that have been identified through ESE curriculum specialists to meet specific needs.
14. **Publishers may not offer SDCC employees any money or inducement** that will directly or indirectly influence the adoption or purchase of any instructional material before a program is approved by the School Board. Examples include, but are not limited to: Entertainment, meals, vacations, job offers, and gifts.
15. **If selected for adoption, the publisher must immediately:**
 - a. Ship all technology components to the Supervisor of Instructional Support Services.
 - b. Send an updated list of all components, including any web-based components.
 - c. Send directions for teacher and student logins for web-based components.
 - d. Set up a meeting with the Supervisor of Instructional Support Services to discuss import of content for the server-based instructional organizer.

UNDERSTANDING THE STATEWIDE ADOPTION PROCESS

Florida is one of 22 states that uses a state level process to identify instructional materials for use in our public schools.

There are many reasons for using a state level adoption system. Among them are:

1. To ensure quality control of instructional materials used in public schools;
2. To increase the equality of instruction for all children regardless of race, sex or economic level;
3. To provide for continuity of instruction across school districts, so that the content and style of materials used in all districts are generally comparable;
4. To ensure that the instructional materials include appropriate content for mastery of the state standards;
5. To stabilize the costs of instructional materials while minimizing the effects of inflation; and
6. To reduce the time required for the adoption process, conducting it once at the state level, rather than 67 times at the district level.

The state adoption process is identified in state statute. Additional information is in the appendix of this document.



State Statutes/Adoption Cycle

As identified earlier, Florida statute establishes procedures for the selection of instructional materials at the district level. The term adoption for instructional materials is provided in state statute 1006.36. As required, the Department of Education annually publishes an official schedule of subject areas to be called for adoption for each of the succeeding 2 years. School districts are required to purchase current instructional materials to provide each student with textbook or other instructional materials as a major tool of instruction within the first two (2) years of an adoption cycle. This is required in all core courses in the appropriate subject areas of mathematics, language arts, science, social studies, reading, and literature for kindergarten through grade 12.

The Clay County adoption process closely mirrors the process followed at the state level. Although SB850, passed during 2000, abolished the district pre-adoption process as part of the state adoption process, Clay County continues to convene district pre-adoption committees as part of the district adoption process. The district committee results, however, are no longer sent to the Department of Education.

In Clay County, the administrator of Instructional Support Services annually surveys administrators and/or teachers in affected subject areas. This is to determine the need for a district standardized adoption in the subject areas identified by the state for the upcoming year. Based on this survey, district pre-adoption committees are formed to evaluate and rank instructional materials submitted by publishers. Unless otherwise approved by the administrator of Instructional Support Services, these materials are the same materials being submitted for state adoption consideration.

Procedures for Standardized Adoption of Instructional Materials

1. An instructional materials training workshop is held by Instructional Support Services prior to each adoption for pre-adoption committee participants chosen to serve on the district committee. The purpose of the workshop is to facilitate the proper review process for selecting appropriate text-related materials. Teachers, lay public and students are eligible for training.
2. Instructional materials to be reviewed during pre-adoption are ordered and available for committee preview sessions during the summer of each calendar year. Materials usually include all materials being considered by the state committee.
3. The pre-adoption committee will be constituted by at least one-half teachers and, when possible, one member of the lay public. Student participation is also encouraged.
4. The purpose of these committees is to rank all instructional materials by subject and submit their rankings to the Supervisor of Instructional Support Services. In most instances, the top three rankings will be considered for the standard adoption in Clay County. However, when a clear consensus is identified, the committee recommendation can vary or a recommendation for standard adoption may come from the committee, particularly in secondary areas with limited instructors.
5. After committee meetings, the District Office of Instructional Support Services orders school samples from each publisher for subjects being considered for adoption within the district. Publisher samples are limited to the programs identified during step 3.
6. **A district committee comprised of teachers, specialists, and administrators meets to review selections and determine the materials to be adopted. In many core adoptions, a total teacher vote for teachers that use the materials is weighted as part of the committee decision.**
7. The State Committee makes its recommendations for adoption to the State Board of Education by early January. Instructional Support Services confirms that materials being considered for core classes in Clay County are in the recommendation. Materials that are not recommended at the state level may be removed from consideration in Clay County.
8. Between November and February, publisher presentations will be held during this time for core curriculum adoptions.¹ Videos are usually made of the presentations so that all teachers in the district will have the opportunity to view the presentations. Minority adoptions will not offer publisher presentations.
9. The State Board of Education finalizes adoptions to be utilized by the State of Florida in February.
10. **When a total teacher vote is included as part of the adoption process**, the Office of Instructional Support Services is responsible for supplying each school with the directions for balloting. Teachers not teaching the subject will be excluded from the voting process. This process is usually completed by the end of March. Individual and school ballots are submitted to Instructional Support Services by the deadline, which will be usually March, but not later than April 1st.²
11. The program **identified by the district committee** will be recommended by the Superintendent/designee to the School Board for approval.³

¹ Majority adoptions involve courses that are part of the core curriculum; courses that most students will take.

² Dates are approximate and are subject to adjustment. Refer to current year Timeline.

³ The District Office reserves the right to break a tie vote with cost being given first consideration.

Selection of District Pre-Adoption Committee Members

Clay County District Pre-Adoption Committees normally consist of no less than three (3) members. At least one-half (1/2) of the members are teachers currently teaching and certified to teach in the area being reviewed. Whenever possible, one (1) member of the committee is a member of the lay public. The remaining members may be curriculum specialists, supervisors, or administrators who have taught and are certified in the subject area being reviewed. Student participation is also strongly encouraged.



Member Responsibilities

The following list introduces the major responsibilities of district committees.

1. Receive training;
2. Receive materials from publishers;
3. Evaluate materials, applying criteria provided from Department of Education;
4. Rank materials; and
5. Recommend to the administrator of Instructional Support Services the instructional materials for adoption.

In most instances, the top 3 ranking materials are considered for standardized adoption in Clay County. However, when a clear consensus is identified, a recommendation for standard adoption may come from the committee, particularly in secondary areas with limited instructors, or in situations when the committee finds materials that do not correlate with Sunshine State Standards (SSS), Curriculum Frameworks, and/or Course Codes.



Evaluating Materials

The task of reviewing and evaluating each of the submissions takes considerable time and effort. A chairperson should first be selected to facilitate the evaluation sessions, ensure that the committee offers equal input by all participants, complete the evaluation form for each submission, complete the committee report, and review the committee recommendation with the administrator.

Each district committee must use the state criteria in reviewing and evaluating the instructional materials submitted. There are a number of ways in which the district committee may be organized in order to accomplish its tasks. Two obvious options are:

1. Have everyone review all materials; or
2. Divide the work load.

The committee should first consider the number of materials that make up a submission, how many submissions the committee is going to review, and how much time the committee has available to complete the evaluation.

Large Working Groups

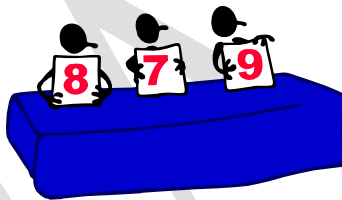
If each member is responsible for evaluating each submission, consider how the committee will work in a large group. Two possible strategies are:

1. To use whole group discussion meetings; or
2. To have members rate each submission individually.

Group Meetings

If whole group discussion meetings are to be used, meetings should be held at regularly assigned times. Specific materials should be assigned to be reviewed by members within a specified timeframe. Discussions of each submission should be conducted according to the established schedule.

Independent Ratings



If independent ratings are to be used, specific materials should be assigned to be reviewed by members within a specified timeframe. Committee members will need individual copies of the evaluation form for assessing materials independently. The forms should be collected and scores averaged to determine rankings of the submission.

Small Working Groups

If the decision is made to work in small groups, there are five (5) strategies to consider.

1. **Assign a limited number of submissions to individual members to evaluate, using all criteria.** Using this strategy, each submission is reviewed by several different positions. Each member is responsible for reporting his/her findings to the entire committee or submitting completed evaluation forms.
2. **Assign certain criteria to individual members based on their expertise.** Individuals are responsible for evaluating all submissions on a subset of criteria. Other committee members assess materials on other criteria. Each person is responsible for reporting individual findings to the entire committee.
3. **Assign a limited number of submissions to teams of participants to evaluate on all criteria.** Teams are responsible for reporting their findings to the entire committee or submitting completed evaluation forms.
4. **Assign a limited number of criteria or subtasks to teams of participants to be used in evaluating all of the submissions.** Teams are organized by areas of expertise and assigned criteria relevant to their professional roles.



Group Discussions



Discussions that take place in the general meeting of the committee may be informal, with each person making a brief presentation. This presentation should be structured by directing tasks of the members, or in the form of a debate in which members are directed to state why a particular item should be considered.

Final Committee Report

After a group consensus is reached, the chairperson shall complete one (1) evaluation form for each submission and the Final Committee Report.

Returning Materials

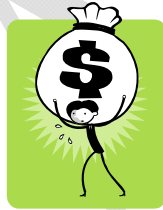
When the evaluation process is complete, all samples must be returned according to the directions received from the publishers. The materials are shipped at the ***publisher's expense***.

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Responsibilities of the District Instructional Support Services Administrator

Each district's pre-adoption committee is supervised by the District Instructional Support Services Administrator. This person is responsible for:

1. Overseeing the district training to committee participants.
2. Requesting the desired quantity of training materials and evaluation samples.
3. Receiving the evaluation samples.
4. Announcing meetings publicly.
5. Organizing committees in the election of a chairperson and in completing the evaluations.
6. Overseeing the evaluations.
7. Documenting the rankings assigned to the submissions.
8. Documenting the comments to reflect the consensus opinion of the committee.
9. Verifying that the summary evaluation form is representative of the committee's findings.
10. Requesting additional samples of top-ranked materials.
11. Organizing publisher presentations.
12. Overseeing vote of eligible teachers.
13. Making recommendations of adoption materials to the School Board.
14. Returning publisher samples, if requested.
15. Ordering new adoptions.
16. Certifying annual school inventories.



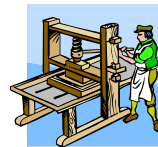
Role of the School Instructional Materials Administrator

The duties and responsibilities of the school principal for instructional materials management and care are defined in Florida state statute 1006.28. The duties and responsibilities are often assigned to another administrator who is directly responsible to the principal. The administrator is typically the designated "Instructional Materials Administrator." This person may be responsible for:

1. Recommending teachers and/or lay persons to serve on committees.
2. Organizing new adoption samples for teacher review.
3. Identifying teachers to attend publishers' presentations, **if appropriate**.
4. Identifying eligible teachers for voting and coordinating voting at the school level **when a total teacher vote is included as part of the adoption process**.
5. Identifying quantities for district ordering of new adoptions.
6. Returning or dispersing samples after the adoption is finalized.
7. Ordering maintenance and growth materials.
8. Issuing teacher editions (Non-State adopted) and scheduling teachers for in-service.
9. Completing an annual inventory to account for all books.
10. Processing new books upon arrival.
11. Collecting money for lost or damaged instructional materials.

PUBLISHER RESPONSIBILITIES

Publishers also have major responsibilities in the Clay County adoption process.



Decide to Submit

Although there are no longer state pre-adoption committees for Florida, Clay County continues to use district pre-adoption committees as the first step in the District standardization process. All publishers listed in the Florida School Book Depository (FSBD) catalog are notified by letter in the winter or spring before the committee convenes. In addition, a notice will be posted on the District and FADIMA websites. A publisher then decides to submit materials for the Clay County adoption and files a letter of intent to participate by the deadline specified in the letter/notice. Publishers should include a list of evaluation samples that will be shipped to the district and instructions for the return of those samples.

Submit Samples Deadline

By the deadline identified in the above-mentioned letter, the publisher must send evaluation samples of their materials to Clay County in the quantity requested.

Provide Written Correlations

The publisher must submit any required written correlations to the district committee by July 15.

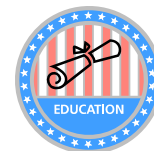
Schedule Publisher Presentations

Clay County usually does not allow presentations to pre-adoption committees. Presentations are normally allowed at a later date for the top-ranked materials. If invited, however, publishers are given specific guidelines for the presentations and equal time is allotted for each submission.

DEPARTMENT OF EDUCATION RESPONSIBILITIES

By law, responsibility for implementing the Florida adoption process is assigned to the Department of Education. Steps for the DOE staff are:

1. Determine the subject areas for adoption each year.
2. Oversee the development of evaluation criteria and instructional materials specifications, and make them available to publishers at least two years before the bid deadline.
3. Select state committee members from nominations made by districts, special interest groups, individuals, and department personnel.
4. Announce the adoption and invite publishers to bid.
5. Provide training to state committee members.
6. Coordinate meetings of the various state committees.
7. Provide technical assistance to the districts during their review process.
8. Monitor publishers' participation in the adoption process.
9. Provide technical assistance to the state committees in the adoption meetings.
10. Serve as subject matter consultants to state committees.
11. Prepare and publish state committee's reports.
12. Submit state and committees' reports to the Commissioner of Education.
13. Prepare and oversee the execution of contracts.



APPROVAL PROCEDURE FOR USE OF NON-BOARD APPROVED OR NON-STATE ADOPTED INSTRUCTIONAL MATERIALS

MIS Form 1-2535
*Request for Approval of Non-Board Approved or Non-State Adopted
SUPPLEMENTAL or CORE Materials*



CORE Instructional Materials

When a deficiency in a standard core adoption is identified, this procedure may be initiated by an individual school curriculum council or by a District level department

Step 1: Submit MIS Form 1-2535 to the Instructional Support Services administrator. Identify the course being referenced and state the unavailability or inadequacies of state or district adopted core instructional materials.

Step 2: Instructional Support Services shall give each individual request consideration, sending written approval to proceed with the non-adoption process to the person requesting the non-adopted core materials. The Instructional Support Services administrator does have at his/her discretion the right to require justification of the inadequacies as they relate to Sunshine State Standards, curriculum guides and curriculum frameworks.

SUPPLEMENTAL Instructional Materials



Supplemental materials are all instructional materials not considered to be primary tools of instruction. This is inclusive of all partnerships, business, or corporate promotions. These instructional materials may be in many forms, such as literary paperbacks, guidance materials, video kits, workbooks, blackline masters, computer software, bulletin board displays, etc.

Teacher made materials, AP and IB materials are exempt. However, all must support Sunshine State Standards (SSS), Clay County Curriculum Course Frameworks and School Board Policy. Instructional materials submitted as a part of the adoption process are exempt provided Clay County standardized their submission such as with Harcourt Brace science, Macmillan reading, or Glencoe Biology.



Selecting a School Play

While public school students have the right to advocate unpopular and controversial views in school, federal court deems that selection of a school play is part of a public school curriculum and that such selection does not fall under freedom of speech protection. The procedures outlined herein should be followed when selecting a school play:

Step 1: Individuals submit, in writing, the need and worth of supplemental materials to the appropriate administrator.

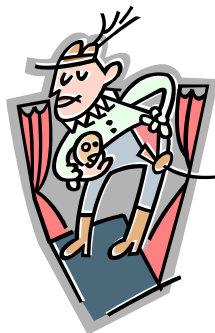
Step 2: If need is established, the appropriate administrator agendas item for preview by school/district Curriculum Council.

Step 3: After the materials are placed on agenda, it becomes the administrator's responsibility to make available to the school/district a sample of the requested materials. The Curriculum Council reviews the sample(s).

Step 4: It is the responsibility of the administrator to ensure that the school/district Curriculum Council minutes properly record their vote.

Step 5: Form ISS-1-2535 will be completed and submitted to the administrator of Instructional Support Services for recommendation to the Superintendent and/or the School Board.

Step 6: The purchase of the instructional materials may proceed when form ISS-1-2535 is returned to the school. This is unless the review is forwarded to the District Curriculum Council, or a person representing the minority vote requests reconsideration using the appropriate forms.



LOCAL PROCEDURES FOR VIEWING STANDARDIZED ADOPTION INSTRUCTIONAL MATERIALS

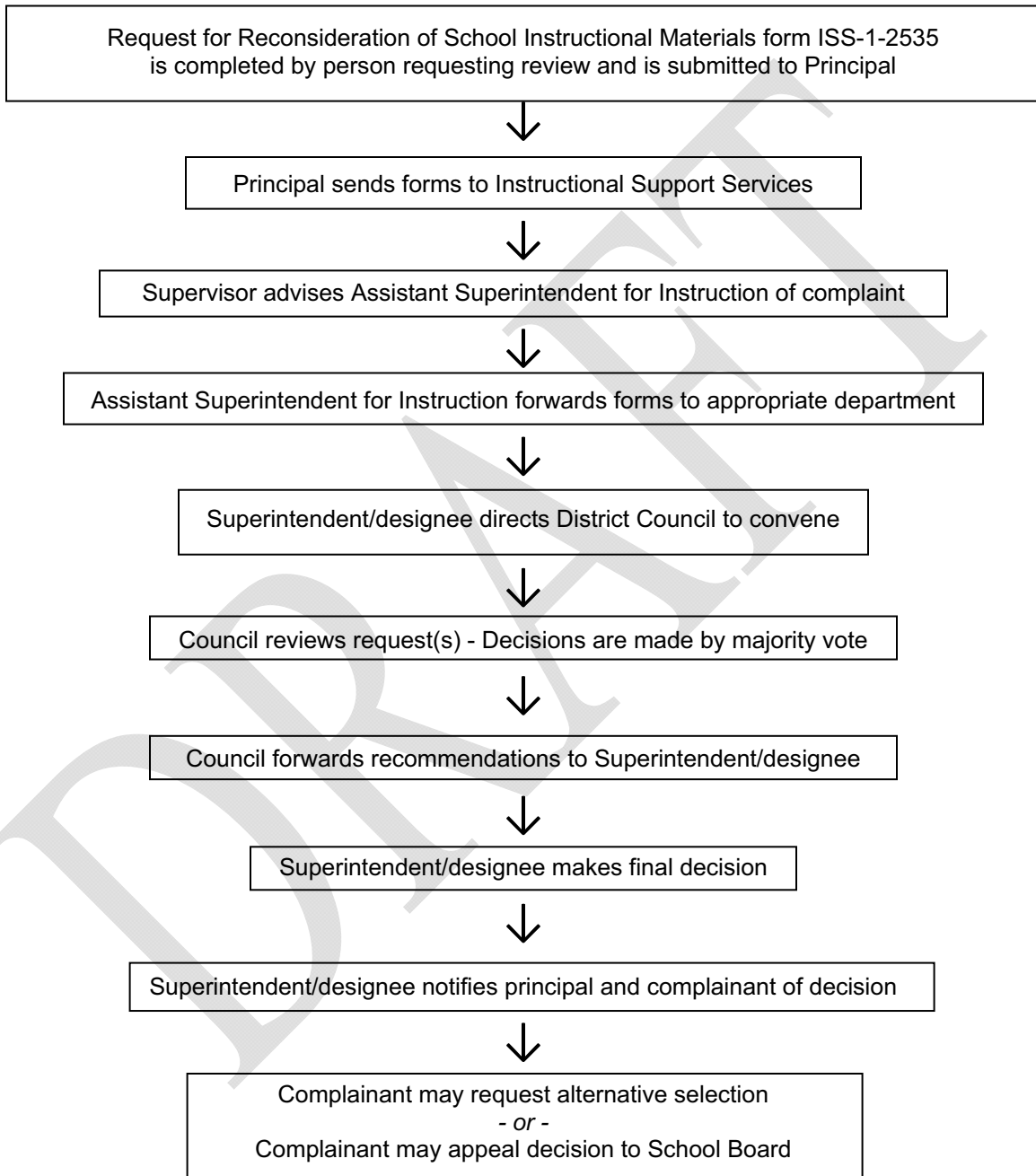
MIS Form ISS-2-2501
Request for Reconsideration or Review of Instructional Materials

Textbooks standardized for use in Clay County are available at individual school sites. Prior to review, lay citizens must complete MIS Form ISS-2-2501 and submit it to the school principal. Reviews must be made on-site, and items are not available to be checked out.

POLICY AND PROCEDURES FOR RECONSIDERATION OF BOARD APPROVED OR STATE ADOPTED INSTRUCTIONAL MATERIALS

1. If after reviewing standardized adoption instructional materials as described above, individuals wish the materials to be reconsidered, they must complete MIS Form ISS-2-2501 and submit it to the appropriate administrator at the school/district.
2. The administrator sends one copy of the completed form to the Administrator of Instructional Support Services who will advise the Assistant Superintendent for Instruction of the request.
3. The Superintendent/designee directs the District Instructional Materials Council to convene when needed. The Council consists of no fewer than 3 persons, with at least 1/2 being teachers and 1 lay person when possible.
4. The Council reviews each request and examines the materials for reconsideration in view of the state established criteria for evaluation of materials.
5. The school/district Curriculum Council makes decisions by a majority vote, and makes recommendations to the Superintendent/designee. The Council may recommend an appropriate alternative selection for the materials being requested for reconsideration.
6. The Superintendent/designee makes the final decision for the use of the adopted materials after considering the recommendation of the Council. The Superintendent/designee notifies the administrator and the individual making the initial request of the Council's final decision.
7. If the Council recommends an alternative selection, the individual may request this selection for the student.
8. The individual may appeal the Superintendent's decision to the School Board for reconsideration and advisement.

**FLOWCHART
FOR RECONSIDERATION OF
BOARD APPROVED OR STATE ADOPTED
INSTRUCTIONAL MATERIALS**



**LOCAL PROCEDURES FOR VIEWING
NON-BOARD APPROVED OR NON-STATE ADOPTED
INSTRUCTIONAL MATERIALS**

MIS Form ISS-2-2501
Request for Reconsideration or Review of Instructional Materials

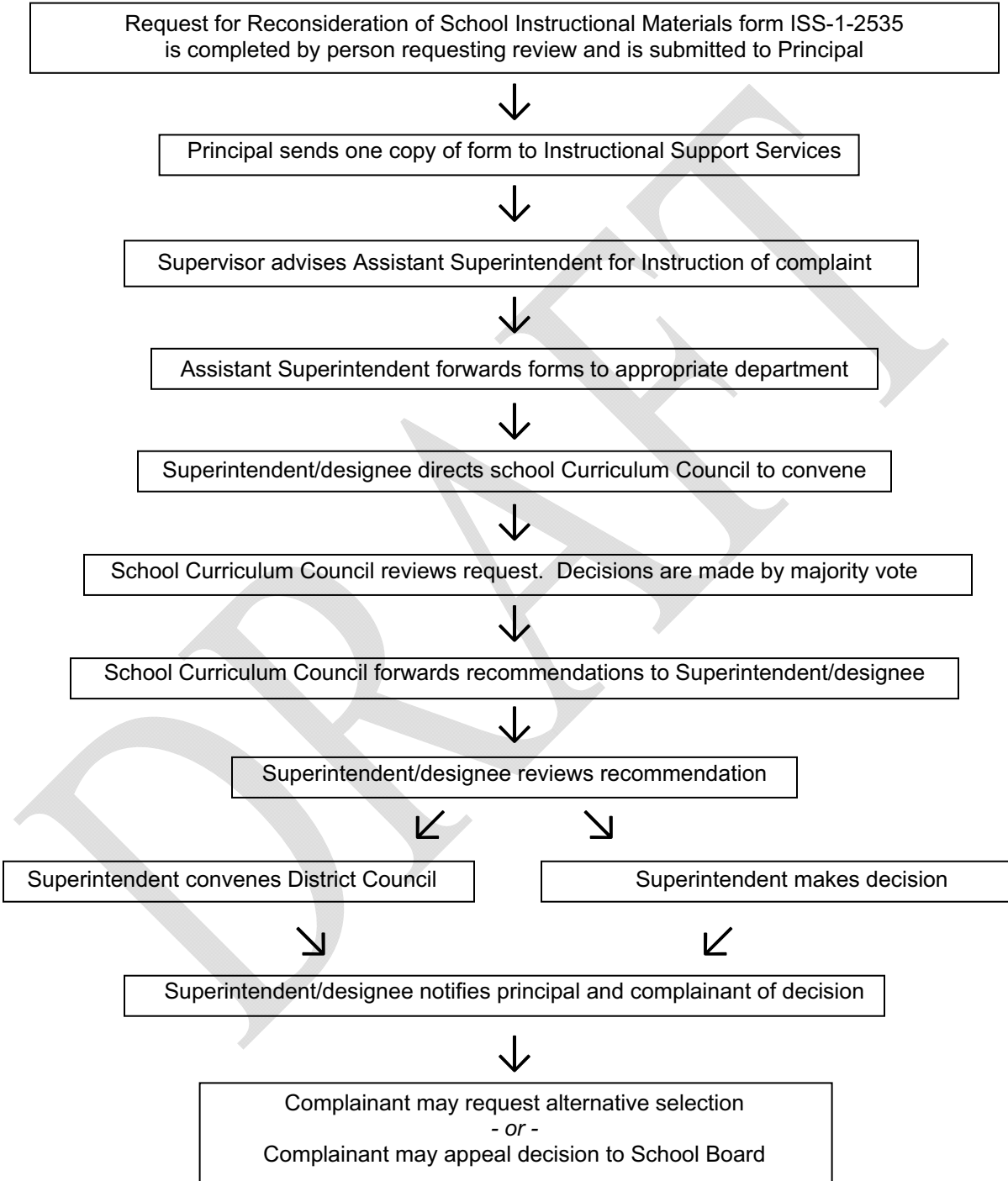
Prior to review, lay citizens must complete MIS Form ISS-2-2501 and submit it to the school principal.

**POLICY AND PROCEDURES FOR RECONSIDERATION OF
NON-BOARD APPROVED OR NON-STATE ADOPTED
INSTRUCTIONAL MATERIALS**

MIS Form ISS-1-2535
Request for Approval of Non-Board Approved or Non-State Adopted SUPPLEMENTAL or CORE Materials

1. If after reviewing such materials the individual(s) wish the materials to be reconsidered, the completed MIS Form ISS-2-2501 must be submitted to the appropriate administrator at the school/district.
2. The administrator sends one copy of the completed form to the Administrator of Instructional Support Services who will advise the Assistant Superintendent for Instruction of the request.
3. The Superintendent/designee directs the school/district Curriculum Council to convene. The Council will invite the appropriate curriculum division director as an ex officio member to its meetings when reconsideration of non-adopted materials is being placed on the agenda.
4. The school/district Curriculum Council reviews each request, examines the materials for reconsideration using criteria for content, presentation, and learning, and completes MIS Form ISS-1-2535.
5. The school/district Curriculum Council makes decisions by a majority vote. The Council forwards the completed MIS Form ISS-1-2535 to Instructional Support Services with recommendations to the Superintendent/designee. The Council may recommend an appropriate alternative selection for the materials being requested for reconsideration.
6. The Superintendent/designee reviews the non-adopted instructional materials considering the recommendation of the school/district Curriculum Council. The Superintendent may elect to convene additional Councils.
7. The Superintendent/designee notifies the administrator and the individual(s) about the final decision.
8. If the school/district Curriculum Council recommends an alternative selection, the individual may request this selection for the student.
9. The individual may appeal the Superintendent's decision to the School Board for reconsideration and advisement.

**FLOWCHART
FOR RECONSIDERATION OF
NON-BOARD APPROVED OR NON-STATE ADOPTED
INSTRUCTIONAL MATERIALS**



GUIDELINES FOR REVIEW OF INSTRUCTIONAL MATERIALS BY SCHOOL CURRICULUM COUNCIL

Councils should review the following:

1. Commercially developed supplemental materials (not board approved) that are used as a major tool for assisting in the instruction of a subject on a regular basis.
2. A novel/literature that will be used as a major tool of instruction on a regular basis.
3. Self esteem programs.

Council review is not necessary for the following:

1. Board approved core materials including workbooks and other materials directly related to the state adopted program.
2. Commercially developed materials that are NOT used as a major tool of instruction and are NOT used on a regular basis.
3. Teacher developed materials, including units.
4. Materials previously approved by a District Instructional Materials Council.
5. Library materials that are NOT used as a major tool of instruction.

GUIDELINES: SCHOOL CURRICULUM COUNCIL

Membership:

The school councils in the elementary, middle, and high schools will be composed of the principal, the assistant principal(s), and the supplemental department heads, grade chairmen or team leaders. Membership on the council should be one of the primary duties of all persons. No fewer than two lay citizen members should also be named by the principal to serve on each school council.

Organization:

Each school council will have a Chairman, Vice chairman and Recorder. The principal or the assistant principal will serve as the chairman of the council. The council members should elect the Recorder. The principal will maintain ultimate authority as prescribed by Florida Statutes. The school council will meet quarterly during the school year, with additional meetings to be called by the principal as needed.

Minutes of each meeting should be kept and one copy of a brief summary of the council's actions and recommendations should be forwarded to the Director of Elementary Education or the Director of Secondary as appropriate within five (5) working days of the council meeting. The copies will be distributed to all schools and to district staff members.

Duties of School Councils:

1. To review and evaluate the school's curriculum in relation to the needs of the local school community, and in relation to programs, policies and mandates of the School District of Clay County, the Florida State Board of Education, the Florida Statutes, and federal regulations.
2. To develop and recommend needed revisions of the school's curriculum to the administrative council.
3. To examine and approve instructional materials from the "flexibility funds" allocated for non-state adopted materials, with the exception of workbooks and materials directly related to state adopted texts, other drill-type workbooks and school prepared materials.
4. To consider requests for reconsideration of school instructional materials (both state adopted and non-state adopted) at Level II of the Reconsideration process and to make recommendations to the principal.
5. To constitute the nucleus of the planning team for comprehensive planning and budget.

MANAGEMENT OF INSTRUCTIONAL MATERIALS

Instructional materials shall be stored where they will be free from damage by weather and insects. The Superintendent is responsible for the issuing and distribution of instructional materials in an equitable manner. Each principal is responsible for proper use, care, and adequate record keeping of instructional materials. An Instructional Materials Administrator at each school site is charged with instructional materials responsibilities. Following are procedures to assist the instructional materials administrator.

Instructional Materials Administrator's Guide
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July – August Order and receive additional textbooks	June – August District Pre-Adoption Committees
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July – August Organize books for issuance using Textbook Inventory Sheet form MIS 22522
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September – December New adoption samples arrive in schools
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November – February Preview new adoptions/publishers presentations	January If total teacher vote , identify eligible <u>teachers</u>
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February – March Teachers vote if total teacher vote ; Complete requests	December – March Posting for summer pre-adoption committees
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April In-service finalized; Teacher Editions begin arriving
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April – May New adoptions ordered for schools by ISS; Growth and maintenance orders are entered by IMA's	May Begin inventory Request V item numbers - Individual school Surplus requests on ISS-2-2506
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June Finalize inventory and financial report;

INSTRUCTIONAL MATERIALS FUNDS

1. The Administrator of Instructional Support Services, according to the annual comprehensive plan, will allocate funds from the state appropriation to schools. No less than 50% of the state appropriated instructional materials allocation will be spent on non-state adopted materials (flexibility funds). Clay County will approve flexibility funds to exceed 50% at grades K and funds allocated to a school that are not expended or encumbered prior to June 30 are carried forward in that school's account.
2. In order to meet the requirement that library media materials be given high priority, a specific amount per unweighted FTE (UFTE) will be set aside from the annual appropriation and placed in school accounts separate from the Instructional Materials fund. These funds shall be spent for library media center materials, which may include library books, audiovisual materials, and computer software to be used for library activities. The usual processing cost will be assessed against amounts to be spent for library books.
3. District reserves will be set aside to fund instructional materials related costs as follows:
 - Materials for district-wide standard adoption implementation in the first year of the 6-year cycle
 - Materials for dual enrollment courses (FS 1007.271)
 - Science laboratory materials and supplies
 - ESE/Vocational/Adult Education materials
 - Reserve/transportation costs
 - Materials for new schools
 - Materials for district-wide initiatives
4. The remainder of the annual appropriation will be distributed to school level accounts. Dollar equity will be established by distribution of dollars equally to each school based upon the UFTE count. Additional allocations may be identified for school grades with significant growth.
5. School account 0520 shall give priority for Instructional Materials funds to meeting needs for maintenance of existing adoptions (i.e. replacing lost items or those no longer serviceable, or providing for new students) and to providing needed consumable materials for these adoptions.
6. To meet further needs for instructional materials as identified by the school staff and School Advisory Committee, the school may use the funds remaining after 3, 4, & 5 have been satisfied. Items purchased must meet the definition of instructional materials.
7. In expending these funds, schools shall strive to provide sufficient quantities of appropriate instructional materials for all students. Full consideration shall be given to special programs such as ESE and Vocational programs.
8. All state adopted materials must be ordered through the district TERMS Instructional Materials program. Non-state adopted materials must be ordered through the district TERMS purchasing program.
9. These funds shall not be used to purchase equipment. FS 1006.29
10. Ancillary materials to support the classroom curriculum often cannot be funded through 0520 accounts. It is suggested that each principal designate a limited amount of 0521 funds to supplement the purchase of ancillary instructional materials that support student performance.

11. It shall be the duty and responsibility of each principal to collect from each pupil, his parent or guardian, the purchase price of any instructional materials the pupil has lost, destroyed, or unnecessarily damaged. MIS form ISS-1-2523 shall be completed and parental notice given in this event. If such material has been in school use for more than one year, a sum ranging between 50 and 100% of the purchase price shall be collected. Such sum shall be determined by the physical condition of the materials (see the Instructional Materials Assessment Guide). **The failure to collect such sum upon reasonable effort by the principal may result in suspension of the pupil from participation in extracurricular activities or satisfaction of the debt by the pupil through community service activities at the school site as determined by the principal. FS 1006.28 (3b)**
12. If supplies permit, the principal shall sell to a parent/guardian instructional material used by the students in the school. Any monies collected from such sales will be included in the school's check for lost or damaged materials at the end of the year. If the school has no copies available to sell, the principal shall give the parent/guardian the necessary information regarding to enable the parent/guardian to order the materials from Florida School Book Depository (FSBD). The school should collect a check made payable to the school for the materials from the parent/guardian, then place the order to FSBD. When the order arrives at the school site, the parent/guardian should be contacted for pickup. Questions regarding other materials may be directed to the Administrator of Instructional Support Services.
13. Monies collected for the sale, loss or damage of instructional materials must be received on an internal account individual receipt and deposited in trust. At the end of the year, a check shall be made to the School District Clay County and transmitted to the Administrator of Instructional Support Services for deposit to the school 0520 fund as an addition to the schools' allocation for instructional materials fund for the next fiscal year. This money is to be spent on current state adopted materials being used by the SDCC.
14. The school principal shall annually communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school. FS 1006.28



INSTRUCTIONAL MATERIALS ASSESSMENT GUIDE

Use the following to determine book/item condition and loss or damage fees to be assessed:

<u>Item Condition</u>	<u>Position in Adoption Cycle</u>	(% of Cost) <u>Replacement Fee</u>
Lost	First year of adoption	100%
	Not in first year	75%
Damaged: Usable	First year of adoption	100%
	Not in first year	75%
Damaged: Unusable	First year of adoption	100%
	Not in first year	75%
Binding: Ripped/Broken		50%
Cover: Missing /Broken		75%
Pages: Missing /Torn/ Wet		50%
Defaced with writing but usable	\$2.00 flat fee per page up to cost of book	
Defaced with language promoting immorality		100%

MIS form ISS-1-2523 is a required form for parental notice of textbook/instructional material loss or damage. Procedures for reporting monies collected for lost or damaged textbooks/instructional materials should be in accordance with procedures outlined by each building principal. Monies collected must be submitted to Instructional Support Services along with the year-end Inventory and Financial Report.

PROCEDURES FOR ORDERING STATE ADOPTED INSTRUCTIONAL MATERIALS

1. Locate an FSBD Catalog or access it online at www.fsbd.com. Locate the adopted materials you wish to order. State adopted materials appear in ALL CAPITAL LETTERS.
2. Requisition forms MIS 13500 may be helpful in organizing your order.
3. Place order on the Textbook Management Program in TERMS: (ONLY FSBD ORDERS!!)
4. Print a copy of your order for your own records.
5. The order will be approved by Instructional Support Services and electronically sent to purchasing.
6. Orders will be purchased at the county office on Tuesdays. Please have your orders on the system by Tuesdays at noon (12pm) so that they may be transmitted to FSBD the same week.
7. You will receive your textbooks directly from FSBD. Immediately upon receipt, check your order for accuracy.
8. Any discrepancies should be reported to the FSBD on their website, www.fsbd.com, within two weeks.
9. When order is complete, sign and date the purchase order:
 - a. Retain BLUE copy for your records.
 - b. Sign and send GREEN copy to Accounts Payable.
 - c. Keep WHITE copy in your files
 - d. Mark order as received in the textbook ordering program.

PURCHASE ORDERS TO FLORIDA SCHOOL BOOK DEPOSITORY (ALL STATE ADOPTED MATERIALS)

Remember:

- **ALL FSBD purchase orders are keyed through the Textbook Management Program only**, Selection 3 from the Main Menu, regardless of the budget code.
Assistance for FSBD orders is available by calling ext. 4821.
- **Purchases to vendors other than FSBD are keyed through the regular Finance Purchase Order Program**, Selection 2 from the Main Menu, Screens F804 and F805.
Assistance for regular purchase orders is available by calling ext. 6508.

Please do not hesitate to call for help when entering orders.

- STEP 1: Initial orders can be entered at any time: Use the A17-A20 screens to create FSBD textbook requests. Enter requests prior to 12 PM on Tuesdays for processing the same week. If entered after 12 PM, processing will not occur until the following week.
- STEP 2: Approval of Requests: Instructional Support Services (ISS) approves requests once a week, usually on Tuesday afternoons.
- STEP 3: Post to Finance: This process batches the approved Textbook Requests to the Finance Program for assignment of PO numbers. ISS does this once requests have been approved.
- STEP 4: Assignment of PO Number: The Finance Dept. assigns PO numbers once requests have been processed by Accounts Payable. This is usually done on Wednesday afternoons.
- STEP 5: Retrieval of Orders with PO Number Assigned: This process pulls the FSBD textbook requests back to the Textbook Program from the Finance System. Each textbook request will now have 3 identifying numbers.
1. The Textbook Request number – originally assigned by the computer when the original order was entered.
 2. The Finance Request number – assigned by the computer when the textbook requests are batched to the Finance System.
 3. The Finance PO number – assigned by the computer when Accounts Payable runs POs.
- STEP 6: Create State Files: ISS does this after retrieval of orders with PO numbers assigned. This process creates a transmission batch file of the FSBD orders for the week. All FSBD orders are then electronically submitted for processing. Because FSBD can only accept orders electronically, white copies of FSBD POs are not mailed to FSBD. Greens & blues of all POs, FSBD and other vendors, will be sent to cost centers from accounts payable. White copies of POs to other vendors are mailed by the purchasing department.

NOTE: ALL orders to FSBD must be entered through the Textbook Management Program only, even if internal funds are used. FSBD will not process any orders from SDCC except those electronically transmitted by the above process.



ENTERING FSBD ORDERS USING TEXTBOOK MANAGEMENT SYSTEM



Use for ALL FSBD Orders

NOTE: FSBD orders are transmitted electronically and MUST be entered through this system. Funds other than 0520 may be used. Detailed step-by-step guides are provided in the appendix to this document for quick reference.

Signing on to TERMS:

All orders for Instructional Materials should be entered through the TERMS system. For all FSBD orders, the Textbook Management System (selection #3) must be used. For all other vendors, the regular Finance PO System (selection #2) must be used.

To sign on to TERMS:

- Select the TERMS icon from your PC desktop screen. Double click this selection. SYSTEM SIGN ON screen should appear.
- Key in your USER ID# and PASSWORD and press ENTER.

If selection #3 was entered on the main menu, the sign on (textbook) screen should appear.

- In the select menu: ___ blank, enter the letter "A" and press ENTER.

Now you are on the A Textbook Screen:

This screen shows the choices available in the TERMS Textbook Management Program.

To place orders to FSBD, use screens 17 through 20.

- In the upper left-hand corner of the screen, Panel: _____, key the number of the screen you wish to go to and press ENTER.

It is suggested that you start with screen A17.

A17 Request Query Screen: Columns show all orders keyed from your school site to FSBD.

- **MM YY:** Original month and year the order was keyed
- **Locn:** Cost center that keyed the order
- **Rq#:** Textbook Request number assigned by computer when you entered ADD on A18 screen
- **PO:** Purchase order number assigned to the order by Finance
- **Status:** Where the order is in the TERMS system process
- **Approval:** Shows that the order was approved
- **Clhs:** Vendor Code (2900 is FSBD)
- **Ship:** Cost center where the order was sent
- **Rcvd:** The date the order was marked as received into your school site inventory

A18 Budget Entry Screen: Must be used to ADD New Orders.

- **Locn:** Should default to your cost center code
- **Month:** Should default to the current month. DO NOT CHANGE THIS INFORMATION.
- **Year:** Should default to the current year. DO NOT CHANGE THIS INFORMATION.
- **Request #:** Type the word "ADD" on this line and press ENTER.

The computer will automatically assign the textbook request number to the order. You may need to press the ENTER key twice for the number to appear. The request number will be located in the upper left-hand corner of the screen where you typed the word "ADD."

A budget accounting line should appear in the top line to the right of the word ACCOUNTS. If this is not the budget line from which you want to expend funds for this purchase, you may change it to the correct accounting codes. The amount under the word "BAL ANCE" at the far right-hand side of the screen should be the current amount available for the budget line showing.

- **Shipping:** Leave blank – we do not pay shipping to FSBD
- **Discount or Pct:** Leave both blank – we do not get a discount from FSBD
- **Clhs:** Should default to 2900 – FSBD's vendor code
- **Ship To:** Should default to your cost center
- **Comments:** Put your name or initials in this blank so we will know whom to contact in case we have questions regarding this order.
- Press ENTER to save screen entries that have been made.
- Press F9 to go to the next screen.

A19 Order Regular Items:

DO NOT CHANGE ANY INFORMATION IN THE TOP SECTION – ABOVE THE SOLID BLUE LINE!

Your cursor should begin in the first blank under the letter “A” to the far left on the screen.

- Key the letter “A” (for add) in the first column blank.
- Key the letter “A” (adopted item) or N (non-adopted item) in the second blank.
- Key the 6 digit FSBD catalog item code number in the third blank.
- Key the number (quantity) of items you want to order in the fourth blank.
- Press enter. The title and price of the item you keyed should automatically appear.

You can enter as many items per order as desired. If the screen fills up, press the F5 key and a blank screen will appear for you to continue.

Anytime F5 is a choice at the bottom of the screen, press it before going to the next screen.

Press F9 to go to the A20 screen.

A20 Order Free Items: Free items offered with a minimum purchase of a particular item automatically appear on this screen if you have ordered enough of that item to qualify.

If you have NOT ordered the necessary quantity to qualify for the free items, you may still request the items as FREE; however you may not always receive them as desired.

To make a special free request:

- Key letter “A” (for add) in the first blank. This should be the same item number used on the A19 screen for the item you are purchasing.
- In the Free Item column, key the FSBD catalog number of the item you are requesting for free.
- Press enter and the titles should appear automatically.
- Key the quantity you are requesting as free under the SPC column.
- The Reg column is for the quantities you will automatically receive if you have purchased enough to qualify for free items.
- Disregard the Bck column.
- F5 is a choice at the bottom of the screen, so press F5.
- Press F9 to go to the next screen.



A18 Budget Entry Screen (MUST be revisited again at this point):

Return to the A18 screen to complete and verify the budget information.

- Enter the amount being expended against the budget line on the top blank under the word Amount (located just to the right of center screen).
- Press Enter.
- The amount showing under the letters "Diff" should be zero. If there is an amount showing, something is incorrect and MUST be corrected before the order can be approved and processed.
- Verify that the amount being charged to the budget line is the same as the amount of the items ordered.

Entering the Next Order:

If everything is correct, you may enter a new order by:

- TABBING to the request # blank and typing the word "ADD"
- Press Enter. A new request panel should automatically appear.

When You Have Finished Entering Orders:

- Press F3 to escape.
- Continue to press F3 until the CCSD screen appears.



PROCEDURES FOR ORDERING NON-ADOPTED INSTRUCTIONAL MATERIALS (FLEXIBLE FUNDING)

Flexibility funds may be used to purchase instructional materials to supplement the curriculum needs in your school after obtaining approval from your Curriculum Council and completion of the required ISS forms. If the purchase is being made from FSBD, the Textbook Management System must be utilized. If the purchase is being made from another vendor, the regular Finance PO System must be utilized.

1. Locate the source for materials.
2. Place the order using the appropriate program.
 - If the purchase is through FSBD, use the Textbook Management System (Selection #3 in TERMS).
 - If the purchase is through another vendor, use the regular Finance Purchase Order system (Selection #2 in TERMS).
3. Attach a copy of the Curriculum Council approval, if needed.
4. Print a copy of the order for your own records.
5. Orders will be reviewed and processed at the District Office on Tuesdays. Please have your orders completed in TERMS on Tuesdays by 12 noon for processing that same week. Late submissions will be processed the following week. FSBD orders are electronically transmitted. Orders to other vendors are mailed via the US Postal Service.
6. When orders are received at your site, check your order for accuracy. Discrepancies should be reported to the vendor as quickly as possible. Report FSBD discrepancies on their website, www.fsb.com. Please include supporting documentation.
7. When an order is complete (all the merchandise has been received):
 - Sign and date the BLUE and GREEN copies of the purchase order.
 - Send the GREEN copy to Accounts Payable.
 - Retain the BLUE copy for your records.
 - Keep the WHITE copy (for FSBD orders only) in your files.
 - Mark FSBD items as received in the textbook ordering program.
 - Set up inventory items from other vendors, if needed.

USING FINANCE SYSTEM PURCHASE ORDER SCREENS F804 & F805

Orders to vendors other than FSBD must be entered via the Finance PO System (Selection #2 in TERMS). The F804 & F805 screens are used. The person at your school site responsible for entering purchase orders should be able to guide you through use of these two screens. If you need further assistance, please call ext. 6508.

Clay County Main Menu Screen: Appears automatically upon signing on to the TERMS program.

To get to the F804 Screen:

- Enter "2" on command line and press enter.
- Enter "F804" on the command line and press enter.

F804 Screen:

- **Action:** Enter "A" for add
- **Rqst:** Should default to correct cost center code – if not, enter your cost center
- **Req:** Leave blank and press enter. Computer automatically assigns a number.
- **Vndr:** Enter "V" and the 4 digit vendor code and press enter – or –
Press F4 key to search for vendor
- **Date:** Do not change this information - computer will fill in current date
- **Ship:** Enter cost center code where items are to be shipped
- **Buyr:** Enter NGR, which stands for Nancy Racine, Director of Purchasing
- **Seq:** Computer assigns this number automatically
- **Rf:** Leave blank
- **Item:** Type the word INVENTORY as a reminder to enter these items on your school site inventory when they have been received
- **Description:** What you are ordering
- **Qty:** Number of items you wish to order
- **Unit:** F4 allows you to see choices available
- **Unit Price:** Enter cost per unit being ordered
- Press F9 to go to the F805 screen.

F805 Screen: Enter budget line being charged for the purchased.

- **Fund.Func.Objt.Cntr.Proj:** Enter the budget line you wish to use.
- Leave debit and credit spaces blank.
- Press ENTER.



The dollar figures will automatically appear in the debit and credit spaces.

The cursor should now appear in the upper left-hand **Action** space.

- Enter the letter "P" to post.

Information on the screen should turn blue to indicate that the requisition has been posted and is now ready for approval and processing at the district office.

All requisitions must be posted before they can be approved and processed into purchase orders at the district level.



DRAFT

RECEIVING AN ORDER AT YOUR SITE

All deliveries should be checked for accuracy and completeness immediately.

DO NOT ACCEPT a delivery without checking it! Once a school signs for receipt of materials, there is little recourse should items be damaged or missing.

NOTE: When signing for materials, note the location where the items will be stored.



PROBLEM ORDERS FROM FSBD ONLY



A problem with an FSBD order may be reported directly to FSBD using the customer service section of the FSBD website: www.fsbd.com. You may also request an authorization to return items for credit, report damaged materials for return or replacement, and report discrepancies of items, such as over shipment and under shipment. The site is user friendly and is a very efficient route of communication regarding textbook issues.

The receiving location shall report directly to FSBD any of the above-mentioned problems, regardless of which cost center ordered the materials originally. However, the reporting location should make the cost center that ordered the materials aware of the problems that are being reported to FSBD. This does not mean to ask the original cost center to do the reporting, you should simply notify them of the report.

The FSBD website is the recommended and preferred method of contacting FSBD. Please make all efforts possible to avoid phone contact.

PROBLEM ORDERS FROM OTHER VENDORS

Procedures for receiving orders described above should be followed for all vendors. Discrepancies in those orders should be reported directly to the vendor right away. Having the PO and packing slip available for reference will prove quite helpful.

ADDING ITEMS TO INVENTORY “MARKING ITEMS AS RECEIVED”

NOTE: Orders received from other vendors will need to be entered manually into inventory.

For FSBD Orders: When orders are received, they must be marked as such in the TERMS Textbook program. By running the Posting Report from the A22 screen, items ordered will automatically be listed into your school siNon-State adopted inventory. It is easy to view the orders which have not yet been posted as received on the A17 screen, thereby allowing you to post them before running a Posting Report to ensure it is as current as possible.

In the A17 Request Query Screen:

- **Locn:** Enter your cost center code in this blank and press enter. A list of all your orders will appear.

- **Rcvd:** Blank lines in this column indicate the order needs to be posted. Do a print screen of this page in order to have the necessary information for posting on the A22 screen.

To find all orders which still need to be posted as received, press the page down key until you see an order that has a blank under the **Rcvd** column. Do print screens of these pages as well.

If you have received all these items you can mark them as received on the A22 screen. You will refer to the month, year and req # for posting purposes.

A22 Request Reports Screen: This screen is used when posting orders as received.

After an order has been posted, the items will automatically be included in the counts on your A11 Inventory Maintenance screen.

NOTE: It is recommended that you run this report as an EDIT request (001) before running the POSTING request (002) to insure that the numbers keyed are for the correct order.

001 RECEIVE FSBD – EDIT MODE: This mode is a safeguard report. It does not post inventory.

NOTE: This mode will not actually post the items to your school inventory, but it will give you a hard copy to use for comparison to the blue/green copy of the PO you wish to mark as received.

- Type **001** in the **Type Request Identifier** blank and press ENTER.
The screen should now read **RECEIVE FSBD – EDIT MODE**

- The next line should default to your cost center. If not, enter it. Then enter the month, year, and request number of the order to be marked as received (posted). Example: **4321 04 05 002**

- Press ENTER.

- Press the F11 key. Press ENTER to run the report.

If the report is correct, proceed to run the **Type Request Identifier 002** report, which will actually permanently add the items to your school siNon-State adopted inventory.

002 RECEIVE FSBD – POST MODE: This is the POST mode for inventory.

NOTE: **Once this report has been run, it cannot be undone.** When run, this report actually adds items from the order to your school siNon-State adopted inventory. If the numbers on this screen are incorrect, you will have to manually go into your inventory maintenance screen and change the counts for each item that is on the purchase order.

- Type **002** in the **Type Request Identifier** blank and press ENTER. The screen should now read **RECEIVE FSBD – POST MODE**
- The next line should default to your cost center. If not, enter it. Then enter the month, year, and request number of the order to be marked as received (posted). Example: **4321 04 05 002**
- Press ENTER.
- Press the F11 key and press enter.
- Go to the **A17** screen
- Press the F5 key.
- This will mark the order as received and automatically put the items into your inventory.

IF YOU HAVE CHECKED ALL THE ORDERS LISTED AS “ORDERED” UNDER THE “STATUS” COLUMN AND YOU HAVE RECEIVED THEM, YOU CAN MARK ALL OF THEM AS RECEIVED INTO YOUR INVENTORY AT THE SAME TIME.

Go to the A22 Screen: To mark all received orders to your inventory at the same time.

- Run a safeguard report by typing **001** in the **Type Request Identifier** blank and pressing ENTER. The screen should now read **RECEIVE FSBD – EDIT MODE**
- The screen should default to your Cost Center. If not, enter it.
DO NOT enter any other numbers if you want to mark all orders at once.
- Press the F11 key and press ENTER to run the report.

Compare the report to your PO's for accuracy; then permanently post the items to your inventory with the Post Mode.

- Type **002** in the **Type Request Identifier** blank and press ENTER. The screen should now read **RECEIVE FSBD – POST MODE**
- The screen should default to your Cost Center. If not, enter it.
DO NOT enter any other numbers if you want to mark all orders at once.
- Press the F11 key and press Enter to run the report.

Go to the A17 Screen:

- Press the F5 key to mark the order as received and automatically put the items into your inventory.

INVENTORY MAINTENANCE



A11 Inventory Maintenance Screen: Used to make changes to inventory counts.

- **Type Locn:** Should default to your cost center code. If not, enter your code.
- **Item:** Enter "A" or "N" in the first blank.
Enter the code number for the item being sought in the second blank.
Press ENTER.
*All remaining items above the line, as well as the **Grd/Subj** line will enter automatically.*

Changes can be made on this screen to reflect increases or decreased in inventory counts. When FSBD orders are posted as received, the count will automatically increase by the number on the purchase order. If books are lost, sold, or consumed, the numbers should be entered on this screen. Each cost center can designate one grade level/subject area that this item is used in at their school site. This will cause it to print on the inventory in the grade/subject area designated.

If changes are made to the screen, the operator must **press the F6 key to POST changes.**

```

M711 Panel: _____ All. Inventory Maintenance
Type Locn: 9003 INSTRUCTIONAL SUPPORT
Item: A 831431 * TEA GLENCOE ALGEBRA I
Clearinghouse Publisher
2900 FSBD 355 Glencoe
Expires: Price: 79.98 Status: S SUSPENDED
    
```

	Current	Change	
Prior Year	0		
Plus Returned	0	0	
Plus Received	1	0	1 Subtotal
Minus Consumed	0	0	
Minus Lost-Paid	0	0	
Minus No-Record	0	0	
Minus Unusable	0	0	1 Net Current On Hand
Next Year	0	0	1 Net Current & Next
Currently In-Use	0	0	
Grd/Subj:		09 643	
Currently On Order	0		
Back Ordered	0		Est Delivery: _____

F1=Help F3=Exit F4=Prompt F6=Post F7=Bkwd F8=Fwd F12=Escape
Record updated. Next?

A15 Inventory Data Entry Screen: Use to enter changes in the number of paid for or consumed items in your inventory.

DESTINY TEXTBOOK MANAGEMENT

As SDCC implements Destiny Textbook Manager, schools with barcodes for only newly adopted textbooks will use both the TERMS inventory system and the Destiny Inventory. See page 94 for information on Destiny Textbook Management Inventory Procedures.

SURPLUS AND DISCARD PROCEDURES FOR TEXTBOOKS

1. Textbooks not being used at any given school can be declared surplus at the school level, taking into consideration the six-eight (6-8) year adoption cycle of textbook adoptions for state approved materials.
2. It is the responsibility of the office of Instructional Support Services (ISS) 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 ISS. If any school has a need for the listed surplus books, the administrator of ISS will initiate the transfer of said books.
4. If the books are not needed by another school, the administrator of ISS declares the books discardable.
5. If the textbooks are discardable, you will be notified by the administrator of ISS.
6. At this point, the school must take three steps, listed below, in any order.
 - Have a parent giveaway during an Open House and/or PTA meeting and make the discarded books available;
 - Have a student giveaway in your cafetorium or library;
 - 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 ISS.
9. Sell instructional materials to companies that buy obsolete textbooks.
10. The administrator of ISS will make the discarded textbooks available for to private schools or governmental agencies and will dispose of the remainder of the discarded books.



STATE INSTRUCTIONAL MATERIALS COMMITTEES

Chapter 1006.29 Florida Statutes:

Section 1006, Florida Statutes, addresses the courses of study and instructional aids for public school. It establishes instructional materials committees at the state level and prescribes the process for appointing members to serve on these committees. Each subject matter area is represented by a separate state committee.



Composition of State Committees:

- There are 10 or more people on each state committee representing 4 groups with differing points of view on educating children.
- At least 50% of the committee members are **classroom teachers** who are currently certified in an area directly related to the academic area or level being considered for adoption.
- Each committee must have 2 **laypersons** who cannot be professionally connected to the public education system.
- Usually the committee members are person(s) who have an expressed interest in education.
- 2 of the **10 (or 9?)** members must be **supervisors of teachers**.
- 1 member must be a **school board member**.
- 2 other people serve as ex officio members of the committee. They are the Commissioner of Education, and a member of the Florida Department of Education designated by the Commissioner. Typically, the designee is the Program Director of the Instructional Materials Program.
- Membership on each committee must reflect the broad racial, ethnic, socioeconomic, and cultural diversity of the state. This diversity of education roles and perspectives helps ensure that the materials selected will be the best quality and will meet the needs of all students and teachers.

Selection of Committee Members

District superintendents are invited to submit a list of teachers, laypersons, supervisors, and school board members qualified and willing to serve on committees. By law, superintendents are encouraged to nominate teachers who are “teacher-of-the-year” at their school, district, regional, or state levels. Various civic and professional organizations are also asked for nominations. Program specialties from the Department of Education also submit names of qualified people.

Balance of Committee Composition

In making final selections of committee members, the Department of Education ensures cultural diversity representative of the state by considering the race, ethnicity, background, and gender of the nominees, as well as representation of professional organizations and the five educational regions of the state. By law, each committee may have only one representative from any single district.



SELECTION OF SUBJECT AREAS

Adoptions are made in most of the subjects or courses offered in grades K-12. Publishers contract with the State of Florida to maintain set prices for their materials for at least three (3) years.



RESPONSIBILITIES OF STATE COMMITTEES

The overall purpose of a state committee is to recommend to the Commissioner of Education the instructional materials that should be placed on the state adoption list.

To complete this purpose, state committees must fulfill five (5) major responsibilities as prescribed by Chapter 1006.31 of Florida Statutes. These responsibilities include:

1. Meet at the call of the Commissioner of Education;
2. Receive training in techniques for evaluating instructional materials;
3. Elect a chairperson, vice chairperson, and a recorder;
4. Adhere to procedures prescribed by the Commissioner of Education for evaluating instructional materials;
5. Evaluate instructional materials according to state criteria; and
6. Recommend instructional materials for adoption, and report the findings of the committee to the Commissioner of Education

DO'S & DON'T'S OF THE LAW

Chapter 1006.32 Prohibited acts

Florida statutes governing the adoption process specify several legally prohibited acts which apply to both state committee members and district school officials. These restrictions are intended to keep judgments of the materials unbiased and free from undue pressure from publishers or other special interest groups.

NOTE: It is unlawful for any member of an instructional materials committee to discuss matters related to instructional materials submitted for adoption with any publisher agent, either directly or indirectly.

The only exception is during the period when the committee is in session. All discussions of materials must be held in public and shall be limited to official meetings.

There may be times when committee members must, as part of their individual job responsibilities, talk with particular publishers about materials already in use in the school or on the state adopted list. This is not prohibited; however, **any discussion of materials that are coming up for adoption is prohibited.** Committee members should avoid situations that give the possible appearance of conflict of interest.

Do NOT accept money:

No school official or committee member shall accept any money or inducement to directly or indirectly influence the adoption or purchase of any instructional materials. Examples are:



- Entertainment
- Meals
- Vacations
- Job Offers
- Gifts



Publishers CANNOT Offer Inducements:

Publisher representatives are prohibited from offering inducements to school officials or committee members.

Publishers and representatives are not permitted to offer and committee members are not permitted to receive inducements. This prohibition includes school officials at the district level who may affect the decision-making process. However, committee members and school officials may receive copies of materials submitted for adoption.

Pilot Program Participation Limitation:

No school district or publisher may participate in a pilot program of materials being considered for adoption during the 18 months prior to the official adoption of materials by the Commissioner of Education.

LEVEL OF OFFENSE

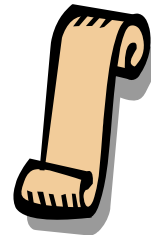
2nd Degree Misdemeanor:

Violation of the law governing these prohibited acts is a second degree misdemeanor that may result in person(s) being removed from official school positions and/or publishers being banned from conducting business in Florida for one (1) calendar year.

COMMITTEE MEMBER AFFIDAVIT

State committee members must sign an affidavit before beginning their responsibilities. The affidavit has five (5) statements. The statements relate to these topics:

1. Faithful discharge of duties;
 2. No interest in any publishing or manufacturing organization which produces or sells instructional materials;
 3. No connection with the distribution of instructional materials;
 4. No financial interest in any business engaged in manufacturing, publishing, or selling instructional materials designed for public school use;
- and
5. No acceptance of any emolument or future reward of any kind from publisher or manufacturer of instructional materials intended to influence the process.



a adoption

FLORIDA STATE STATUTES

F. Instructional Materials for K-12 Public Education

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

1006.29 State instructional materials committees.

1006.30 Affidavit of state instructional materials committee members.

1006.31 Duties of each state instructional materials committee.

1006.32 Prohibited acts.

1006.33 Bids or proposals; advertisement and its contents.

1006.34 Powers and duties of the commissioner and the department in selecting and adopting instructional materials.

1006.35 Accuracy of instructional materials.

1006.36 Term of adoption for instructional materials.

1006.37 Requisition of instructional materials from publisher's depository.

1006.38 Duties, responsibilities, and requirements of instructional materials publishers and manufacturers.

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

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

1006.41 Disposal of instructional materials.

1006.42 Responsibility of students and parents for instructional materials.

1006.43 Expenses; budget request.

1006.28

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

(1) DISTRICT SCHOOL BOARD.--The district school board has the duty to provide adequate instructional materials for all students in accordance with the requirements of this part. The term "adequate instructional materials" means a sufficient number of textbooks or sets of materials serving as the basis for instruction for each student in the core courses of mathematics, language arts, social studies, science, reading, and literature, except for instruction for which the school advisory council approves the use of a program that does not include a textbook as a major tool of instruction. The district school board has the following specific duties:

(a) *Courses of study; adoption.*--Adopt courses of study for use in the schools of the district.

(b) *Textbooks.*--Provide for proper requisitioning, distribution, accounting, storage, care, and use of all instructional materials furnished by the state and furnish such other instructional materials as may be needed. The district school board shall assure that instructional materials used in the district are consistent with the district goals and objectives and the curriculum frameworks adopted by rule of the State Board of Education, as well as with the state and district performance standards provided for in s. 1001.03(1).

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

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

(2) DISTRICT SCHOOL SUPERINTENDENT.--

(a) The district school superintendent has the duty to recommend such plans for improving, providing, distributing, accounting for, and caring for textbooks and other instructional aids as will result in general improvement of the district school system, as prescribed in this part, in accordance with adopted district school board rules prescribing the duties and responsibilities of the district school superintendent regarding the requisition, purchase, receipt, storage, distribution, use, conservation, records, and reports of, and management practices and property accountability concerning, instructional materials, and providing for an evaluation of any instructional materials to be requisitioned that have not been used previously in the district's schools. The district school superintendent must keep adequate records and accounts for all financial transactions for funds collected pursuant to subsection (3), as a component of the educational service delivery scope in a school district best financial management practices review under s. 1008.35.

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

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

(a) *Proper use of instructional materials.*--The principal shall assure that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are

designed, pursuant to adopted district school board rule. The school principal shall communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school.

(b) *Money collected for lost or damaged books; enforcement.*--The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the money collected to the district school superintendent. If instructional materials lost, destroyed, or damaged have been in school use for more than 1 year, a sum ranging between 50 and 75 percent of the purchase price of the book shall be collected, determined by the physical condition of the book. The failure to collect such sum upon reasonable effort by the school principal may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school principal, pursuant to policies adopted by district school board rule.

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

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

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

History.--s. 303, ch. 2002-387.

1006.29

State instructional materials committees.--

(1) Each school year, not later than April 15, the commissioner shall appoint state instructional materials committees composed of persons actively engaged in teaching or in the supervision of teaching in the public elementary, middle, or high schools and representing the major fields and levels in which instructional materials are used in the public schools and, in addition, lay citizens not professionally connected with education. Committee members shall receive training pursuant to subsection (5) in competencies related to the evaluation and selection of instructional materials.

(a) There shall be 10 or more members on each committee: At least 50 percent of the members shall be classroom teachers who are certified in an area directly related to the academic area or level being considered for adoption, 2 shall be laypersons, 1 shall be a district school board member, and 2 shall be supervisors of teachers. The committee must have the capacity or expertise to address the broad racial, ethnic, socioeconomic, and cultural diversity of the Non-State adopted student population. Personnel selected as teachers of the year at the school, district, regional, or state level are encouraged to serve on instructional materials committees.

(b) The membership of each committee must reflect the broad racial, ethnic, socioeconomic, and cultural diversity of the state, including a balanced representation from the Non-State adopted geographic regions.

(c) The commissioner shall determine annually the areas in which instructional materials shall be submitted for adoption, taking into consideration the desires of the district school boards. The commissioner shall also determine the number of titles to be adopted in each area.

(2)(a) All appointments shall be as prescribed in this section. No member shall serve more than two consecutive terms on any committee. All appointments shall be for 18-month terms. All vacancies shall be filled in the manner of the original appointment for only the time remaining in the unexpired term. At no time may a district school board have more than one representative on a committee. The commissioner and a member of the department whom he or she shall designate shall be additional and ex officio members of each committee.

(b) The names and mailing addresses of the members of the state instructional materials committees shall be made public when appointments are made.

(c) The district school board shall be reimbursed for the actual cost of substitute teachers for each workday that a member of its instructional staff is absent from his or her assigned duties for the purpose of rendering service to the state instructional materials committee. In addition, committee members shall be reimbursed for travel expenses and per diem in accordance with s. 112.061 for actual service in meetings of committees called by the commissioner. Payment of such travel expenses shall be made from the appropriation for the administration of the instructional materials program, on warrants to be drawn by the Chief Financial Officer upon requisition approved by the commissioner.

(d) Any member of a committee may be removed by the commissioner for cause.

(3) All references in the law to the state instructional materials committee shall apply to each committee created by this section.

(4) For purposes of state adoption, "instructional materials" means items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. The term does not include electronic or computer hardware even if such hardware is bundled with software or other electronic media, nor does it include equipment or supplies.

(5) The department shall develop a training program for persons selected to serve on state instructional materials committees. The program shall be structured to assist committee members in developing the skills necessary to make valid, culturally sensitive, and objective decisions regarding the content and rigor of instructional materials. All persons serving on instructional materials committees must complete the training program prior to beginning the review and selection process.

History.--s. 304, ch. 2002-387; s. 1950, ch. 2003-261.

1006.30

Affidavit of state instructional materials committee members.--

Before transacting any business, each member of a state committee shall make an affidavit, to be filed with the commissioner, that:

- (1) The member will faithfully discharge the duties imposed upon him or her as a member of the committee.
- (2) The member has no interest, and while a member of the committee he or she will assume no interest, in any publishing or manufacturing organization which produces or sells instructional materials.
- (3) The member is in no way connected, and while a member of the committee he or she will assume no connection, with the distribution of the instructional materials.
- (4) The member is not pecuniarily interested, and while a member of the committee he or she will assume no pecuniary interest, directly or indirectly, 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 member 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) It is unlawful for any member of a state instructional materials committee 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 committee has been called into session for the purpose of evaluating instructional materials submitted for adoption. Such discussions shall be limited to official meetings of the committee and in accordance with procedures prescribed by the commissioner for that purpose.

History.--s. 305, ch. 2002-387.

1006.31

Duties of each state instructional materials committee.--

The duties of each state instructional materials committee are:

- (1) PLACE AND TIME OF MEETING.--To meet at the call of the commissioner, at a place in the state designated by him or her, for the purpose of evaluating and recommending instructional materials for adoption by the state. All meetings of state instructional materials committees shall be announced publicly in the Florida Administrative Weekly at least 2 weeks prior to the date of convening. All meetings of the committees shall be open to the public.
- (2) ORGANIZATION.--To elect a chair and vice chair for each adoption. An employee of the department shall serve as secretary to the committee and keep an accurate record of its proceedings. All records of committee motions and votes, and summaries of committee debate shall be incorporated into a publishable document and shall be available for public inspection and duplication.
- (3) PROCEDURES.--To adhere to procedures prescribed by the commissioner for evaluating instructional materials submitted by publishers and manufacturers in each adoption.
- (4) EVALUATION OF INSTRUCTIONAL MATERIALS.--To evaluate carefully all instructional materials submitted, to ascertain which instructional materials, if any, submitted for consideration best implement the selection criteria developed by the commissioner and those curricular objectives included within applicable performance standards provided for in s. 1001.03(1).
 - (a) When recommending instructional materials for use in the schools, each committee shall include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, and racial diversity of our society, including men and women in professional, career, and executive roles, and the role and contributions of the entrepreneur and labor in the total development of this state and the United States.
 - (b) When recommending instructional materials for use in the schools, each committee shall include only materials which accurately portray, whenever appropriate, humankind's place in ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances.
 - (c) When recommending instructional materials for use in the schools, each committee shall require such materials as it deems necessary and proper to encourage thrift, fire prevention, and humane treatment of people and animals.
 - (d) When recommending instructional materials for use in the schools, each committee shall require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. No instructional materials shall be recommended by any committee for use in the schools which contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, gender, or occupation.
 - (e) All instructional materials recommended by each committee for use in the schools shall be, to the satisfaction of each committee, accurate, objective, and current and suited to the needs and comprehension of students at their respective grade levels. Instructional materials committees shall

consider for adoption materials developed for academically talented students such as those enrolled in advanced placement courses.

(5) **REPORT OF COMMITTEE.**--Each committee, after a thorough study of all data submitted on each instructional material, and after each member has carefully evaluated each instructional material, shall present a written report to the commissioner. Such report shall be made public, and shall include:

(a) A description of the procedures used in determining the instructional materials to be recommended to the commissioner.

(b) Recommendations of instructional materials for each grade and subject field in the curriculum of public elementary, middle, and high schools in which adoptions are to be made. If deemed advisable, the committee may include such other information, expression of opinion, or recommendation as would be helpful to the commissioner. If there is a difference of opinion among the members of the committee as to the merits of any instructional materials, any member may file an expression of his or her individual opinion.

The findings of the committees, including the evaluation of instructional materials, shall be in sessions open to the public. All decisions leading to determinations of the committees shall be by roll call vote, and at no time will a secret ballot be permitted.

History.--s. 306, ch. 2002-387; s. 103, ch. 2004-357.

1006.32 Prohibited acts.--

(1) No publisher or manufacturer of instructional material, or any representative thereof, shall offer to give any emolument, money, or other valuable thing, or any inducement, to any district school board official or member of a state-level instructional materials committee to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional materials.

(2) No district school board official or member of a state instructional materials committee shall solicit or accept any emolument, money, or other valuable thing, or any inducement, to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material.

(3) No district school board or publisher may participate in a pilot program of materials being considered for adoption during the 18-month period before the official adoption of the materials by the commissioner. Any pilot program during the first 2 years of the adoption period must have the prior approval of the commissioner.

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

(5) Nothing in this section shall be construed to prevent any publisher, manufacturer, or agent from supplying, for purposes of examination, necessary sample copies of instructional materials to any district school board official or instructional materials committee member.

(6) Nothing in this section shall be construed to prevent a district school board official or instructional materials committee member from receiving sample copies of instructional materials.

(7) Nothing contained in this section shall be construed to prohibit or restrict a district school board official from receiving royalties or other compensation, other than compensation paid to him or her as commission for negotiating sales to district school boards, from the publisher or manufacturer of instructional materials written, designed, or prepared by such district school board official, and adopted by the commissioner or purchased by any district school board. No district school board official shall be allowed to receive royalties on any materials not on the state-adopted list purchased for use by his or her district school board.

(8) No district school superintendent, district school board member, teacher, or other person officially connected with the government or direction of public schools shall receive during the months actually engaged in performing duties under his or her contract any private fee, gratuity, donation, or compensation, in any manner whatsoever, for promoting the sale or exchange of any school book, map, or chart in any public school, or be an agent for the sale or the publisher of any school textbook or reference work, or be directly or indirectly pecuniarily interested in the introduction of any such textbook, and any such agency or interest shall disqualify any person so acting or interested from holding any district school board employment whatsoever, and the person commits a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083; provided that this subsection shall not be construed as preventing the adoption of any book written in whole or in part by a Florida author.

History.--s. 307, ch. 2002-387.

1006.33

Bids or proposals; advertisement and its contents.--

- (1)(a) Beginning on or before May 15 of any year in which an instructional materials adoption is to be initiated, the department shall advertise in the Florida Administrative Weekly 4 weeks preceding the date on which the bids shall be received, that at a certain designated time, not later than June 15, sealed bids or proposals to be deposited with the department will be received from publishers or manufacturers for the furnishing of instructional materials proposed to be adopted as listed in the advertisement beginning April 1 following the adoption.
- (b) The advertisement shall state that each bidder shall furnish specimen copies of all instructional materials submitted, at a time designated by the department, which specimen copies shall be identical with the copies approved and accepted by the members of the state instructional materials committee, as prescribed in this section, and with the copies furnished to the department and district school superintendents, as provided in this part.
- (c) The advertisement shall state that a contract covering the adoption of the instructional materials shall be for a definite term.
- (d) The advertisement shall fix the time within which the required contract must be executed and shall state that the department reserves the right to reject any or all bids.
- (e) The advertisement shall give information as to how specifications which have been adopted by the department in regard to paper, binding, cover boards, and mechanical makeup can be secured. In adopting specifications, the department shall make an exception for instructional materials that are college-level texts and that do not meet department physical specifications for secondary materials, if the publisher guarantees replacement during the term of the contract.
- (2) The bids submitted shall be for furnishing the designated materials in accordance with specifications of the department. The bid shall state the lowest wholesale price at which the materials will be furnished, at the time the adoption period provided in the contract begins, delivered f.o.b. to the Florida depository of the publisher, manufacturer, or bidder.
- (3) The department shall require each publisher or manufacturer of instructional materials who submits a bid under this part to deposit with the department such sum of money or certified check as may be determined by the department, the amount to be not less than \$500 and not more than \$2,500, according to the number of instructional materials covered by the bid, which deposit shall be forfeited to the state and placed in the General Revenue Fund if the bidder making the deposit fails or refuses to execute the contract and bond within 30 days after receipt of the contract in case his or her bid or proposal is accepted. The commissioner shall, upon determining that the deposit is correct and proper, transmit the deposit to the Chief Financial Officer, who shall deposit the funds for credit to the Textbook Bid Trust Fund and issue his or her official receipt.
- (4) Specimen copies of all instructional materials that have been made the bases of contracts under this part shall, upon request for the purpose of public inspection, be made available by the publisher to the department and the district school superintendent of each district school board that adopts the instructional materials from the state list upon request for the purpose of public inspection. All contracts and bonds executed under this part shall be signed in triplicate. One copy of each contract and an original of each bid, whether accepted or rejected, shall be preserved with the department for at least 3 years after termination of the contract.

History.--s. 308, ch. 2002-387; s. 1951, ch. 2003-261.

1006.34

Powers and duties of the commissioner and the department in selecting and adopting instructional materials.--

(1) PROCEDURES FOR EVALUATING INSTRUCTIONAL MATERIALS.--The commissioner shall prescribe the procedures by which the department shall evaluate instructional materials submitted by publishers and manufacturers in each adoption. Included in these procedures shall be provisions which afford each publisher or manufacturer or his or her representative an opportunity to present to members of the state instructional materials committees the merits of each instructional material submitted in each adoption.

(2) SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS.--

(a) The department shall notify all publishers and manufacturers of instructional materials who have submitted bids that within 3 weeks after the deadline for receiving bids, at a designated time and place, it will open the bids submitted and deposited with it. At the time and place designated, the bids shall be opened, read, and tabulated in the presence of the bidders or their representatives. No one may revise his or her bid after the bids have been filed. When all bids have been carefully considered, the commissioner shall, from the list of suitable, usable, and desirable instructional materials reported by the state instructional materials committee, select and adopt instructional materials for each grade and subject field in the curriculum of public elementary, middle, and high schools in which adoptions are made and in the subject areas designated in the advertisement. The adoption shall continue for the period specified in the advertisement, beginning on the ensuing April 1. The adoption shall not prevent the extension of a contract as provided in subsection (3). The commissioner shall always reserve the right to reject any and all bids. The commissioner may ask for new sealed bids from publishers or manufacturers whose instructional materials were recommended by the state instructional materials committee as suitable, usable, and desirable; specify the dates for filing such bids and the date on which they shall be opened; and proceed in all matters regarding the opening of bids and the awarding of contracts as required by this part. In all cases, bids shall be accompanied by a cash deposit or certified check of from \$500 to \$2,500, as the commissioner may direct. The department, in adopting instructional materials, shall give due consideration both to the prices bid for furnishing instructional materials and to the report and recommendations of the state instructional materials committee. When the commissioner has finished with the report of the state instructional materials committee, the report shall be filed and preserved with the department and shall be available at all times for public inspection.

(b) In the selection of instructional materials, library books, and other reading material used in the public school system, the standards used to determine the propriety of the material shall include:

1. The age of the students who normally could be expected to have access to the material.
2. The educational purpose to be served by the material. In considering instructional materials for classroom use, priority shall be given to the selection of materials which encompass the state and district school board performance standards provided for in s. 1001.03(1) and which include the instructional objectives contained within the curriculum frameworks approved by rule of the State Board of Education.
3. The degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program.
4. The consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state.

No book or other material containing hard-core pornography or otherwise prohibited by s. 847.012 shall be used or available within any public school district.

(3) CONTRACT WITH PUBLISHERS OR MANUFACTURERS; BOND.--As soon as practicable after the commissioner has adopted any instructional materials and all bidders that have secured the adoption of any instructional materials have been notified thereof by registered letter, the Department of Legal Affairs shall prepare a contract in proper form with every bidder awarded the adoption of any instructional materials. Each contract shall be executed by the Governor and Secretary of State under the seal of the state, one copy to be kept by the contractor, one copy to be filed with the Department of State, and one copy to be filed with the department. After giving due consideration to comments by the district school boards, the commissioner, with the agreement of the publisher, may extend or shorten a contract period for a period not to exceed 2 years; and the terms of any such contract shall remain the same as in the original contract. Any publisher or manufacturer to whom any contract is let under this part must give bond in such amount as the commissioner requires, payable to the state, conditioned for the faithful, honest, and exact performance of the contract. The bond must provide for the payment of reasonable attorney's fees in case of recovery in any suit thereon. The surety on the bond must be a guaranty or surety company lawfully authorized to do business in the state; however, the bond shall not be exhausted by a single recovery but may be sued upon from time to time until the full amount thereof is recovered, and the department may at any time, after giving 30 days' notice, require additional security or additional bond. The form of any bond or bonds or contract or contracts under this part shall be prepared and approved by the Department of Legal Affairs. At the discretion of the commissioner, a publisher or manufacturer to whom any contract is let under this part may be allowed a cash deposit in lieu of a bond, conditioned for the faithful, honest, and exact performance of the contract. The cash deposit, payable to the department, shall be placed in the Textbook Bid Trust Fund. The department may recover damages on the cash deposit given by the contractor for failure to furnish instructional materials, the sum recovered to inure to the General Revenue Fund.

(4) REGULATIONS GOVERNING THE CONTRACT.--The department may, from time to time, take any necessary actions, consistent with this part, to secure the prompt and faithful performance of all instructional materials contracts; and if any contractor fails or refuses to furnish instructional materials as provided in this part or otherwise breaks his or her contract, the department may sue on the required bond in the name of the state, in the courts of the state having jurisdiction, and recover damages on the bond given by the contractor for failure to furnish instructional materials, the sum recovered to inure to the General Revenue Fund.

(5) RETURN OF DEPOSITS.--

(a) The successful bidder shall be notified by registered mail of the award of contract and shall, within 30 days after receipt of the contract, execute the proper contract and post the required bond. When the bond and contract have been executed, the department shall notify the Chief Financial Officer and request that a warrant be issued against the Textbook Bid Trust Fund payable to the successful bidder in the amount deposited pursuant to this part. The Chief Financial Officer shall issue and forward the warrant to the department for distribution to the bidder.

(b) At the same time or prior thereto, the department shall inform the Chief Financial Officer of the names of the unsuccessful bidders. Upon receipt of such notice, the Chief Financial Officer shall issue warrants against the Textbook Bid Trust Fund payable to the unsuccessful bidders in the amounts deposited pursuant to this part and shall forward the warrants to the department for distribution to the unsuccessful bidders.

(c) One copy of each contract and an original of each bid, whether accepted or rejected, shall be preserved with the department for at least 3 years after the termination of the contract.

(6) DEPOSITS FORFEITED.--If any successful bidder fails or refuses to execute contract and bond within 30 days after receipt of the contract, the cash deposit shall be forfeited to the state and placed by the Chief Financial Officer in the General Revenue Fund.

(7) FORFEITURE OF CONTRACT AND BOND.--If any publisher or manufacturer of instructional materials fails or refuses to furnish a book, or books, or other instructional materials as provided in the contract, his or her bond is forfeited and the department shall make another contract on such terms as it may find desirable, after giving due consideration to the recommendations of the commissioner.

History.--s. 309, ch. 2002-387; s. 1952, ch. 2003-261.

1006.35 Accuracy of instructional materials.--

(1) In addition to relying on statements of publishers or manufacturers of instructional materials, the commissioner may conduct or cause to be conducted an independent investigation to determine the accuracy of state-adopted instructional materials.

(2) When errors in state-adopted materials are confirmed, the publisher of the materials shall provide to each district school board that has purchased the materials the corrections in a format approved by the commissioner.

(3) The commissioner may remove materials from the list of state-adopted materials if he or she finds that the content is in error and the publisher refuses to correct the error when notified by the department.

(4) The commissioner may remove materials from the list of state-adopted materials at the request of the publisher if, in his or her opinion, there is no material impact on the state-adopted education goals.

History.--s. 310, ch. 2002-387.

1006.36 Term of adoption for instructional materials.--

(1) The term of adoption of any instructional materials must be a 6-year period beginning on April 1 following the adoption, except that the commissioner may approve terms of adoption of less than 6 years for materials in content areas which require more frequent revision. Any contract for instructional materials may be extended as prescribed in s. 1006.34(3).

(2) The department shall publish annually an official schedule of subject areas to be called for adoption for each of the succeeding 2 years, and a tentative schedule for years 3, 4, 5, and 6. If extenuating circumstances warrant, the commissioner may order the department to add one or more subject areas to the official schedule, in which event the commissioner shall develop criteria for such additional subject area or areas and make them available to publishers as soon as practicable before the date on which bids are due. The schedule shall be developed so as to promote balance among the subject areas so that the required expenditure for new instructional materials is approximately the same each year in order to maintain curricular consistency.

History.--s. 311, ch. 2002-387.

1006.37 Requisition of instructional materials from publisher's depository.--

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

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

History.--s. 312, ch. 2002-387.

1006.38 Duties, responsibilities, and requirements of instructional materials publishers and manufacturers.--Publishers and manufacturers of instructional materials, or their representatives, shall:

(1) Comply with all provisions of this part.

(2) Deliver fully developed specimen copies of all instructional materials upon which bids are based to each member of a state instructional materials committee. At the conclusion of the review process, manufacturers submitting samples of instructional materials are entitled to the return thereof, at the expense of the manufacturers; or, in the alternative, the manufacturers are entitled to reimbursement by the individual committee members for the retail value of the samples.

(3) Submit, at a time designated in s. 1006.33, the following information:

(a) Detailed specifications of the physical characteristics of the instructional materials. The publisher or manufacturer shall comply with these specifications if the instructional materials are adopted and purchased in completed form.

(b) Written proof that the publisher has provided written correlations to appropriate curricular objectives included within applicable performance standards provided for in s. 1001.03(1).

(4) Make available for purchase by any district school board any diagnostic, criterion-referenced, or other TE'sts that they may develop.

(5) Furnish the instructional materials offered by them at a price in the state which, including all costs of transportation to their depositories, shall not exceed the lowest price at which they offer such instructional materials for adoption or sale to any state or school district in the United States.

- (6) Reduce automatically the price of the instructional materials to any district school board to the extent that reductions are made elsewhere in the United States.
- (7) Provide any instructional materials free of charge in the state to the same extent as they are provided free of charge to any state or school district in the United States.
- (8) Guarantee that all copies of any instructional materials sold in this state will be at least equal in quality to the copies of such instructional materials that are sold elsewhere in the United States and will be kept revised, free from all errors, and up-to-date as may be required by the department.
- (9) Agree that any supplementary material developed at the district or state level does not violate the author's or publisher's copyright, provided such material is developed in accordance with the doctrine of fair use.
- (10) Not in any way, directly or indirectly, become associated or connected with any combination in restraint of trade in instructional materials, nor enter into any understanding, agreement, or combination to control prices or restrict competition in the sale of instructional materials for use in the state.
- (11) Maintain or contract with a depository in the state.
- (12) For the core subject areas specified in s. 1006.40(2), maintain in the depository for the first 2 years of the contract an inventory of instructional materials sufficient to receive and fill orders.
- (13) For the core subject areas specified in s. 1006.40(2), ensure the availability of an inventory sufficient to receive and fill orders for instructional materials for growth, including the opening of a new school, and replacement during the 3rd and subsequent years of the original contract period.
- (14) For all other subject areas, maintain in the depository an inventory of instructional materials sufficient to receive and fill orders.
- (15) Accurately and fully disclose only the names of those persons who actually authored the instructional materials. In addition to the penalties provided in subsection (17), the commissioner may remove from the list of state-adopted instructional materials those instructional materials whose publisher or manufacturer misleads the purchaser by falsely representing genuine authorship.
- (16) Grant, without prior written request, for any copyright held by the publisher or its agencies automatic permission to the department or its agencies for the reproduction of textbooks and supplementary materials in braille or large print or in the form of sound recordings, for use by visually impaired students or other students with disabilities that would benefit from use of the materials.
- (17) Upon the willful failure of the publisher or manufacturer to comply with the requirements of this section, be liable to the department in the amount of 3 times the total sum which the publisher or manufacturer was paid in excess of the price required under subsections (5) and (6) and in the amount of 3 times the total value of the instructional materials and services which the district school board is entitled to receive free of charge under subsection (7).

History.--s. 313, ch. 2002-387.

1006.39

Production and dissemination of educational materials and products by department.--

- (1) Educational materials and products developed by or under the direction of the department, through research and development or other efforts, including those subject to copyright, patent, or trademark, shall be made available for use by teachers, students, administrators, and other appropriate persons in the state system of education at the earliest practicable date and in the most economical and efficient manner possible.
- (2) To accomplish this objective, the department may publish, produce, or have produced educational materials and products and make them readily available for appropriate use in the state system of education. The department may charge an amount adequate to cover the essential cost of producing and disseminating such materials and products in the state system of education and may sell copies for educational use to private schools in the state and to the public.
- (3) All proceeds from the sale of educational materials and products shall be remitted to the Chief Financial Officer and shall be kept in a separate fund to be known as the "Educational Media and Technology Trust Fund" and, when properly budgeted as approved by the Legislature and the Executive Office of the Governor, used to pay the cost of producing and disseminating educational materials and products.
- (4) In cases in which the educational materials or products are of such nature, or the circumstances are such, that it is not practicable or feasible for the department to produce or have produced materials and products so developed, it may, after review and approval by the Department of State, license, lease, assign, sell, or otherwise give written consent to any person, firm or corporation for the manufacture or use thereof, on a royalty basis, or for such other consideration as the department finds proper and in the best interest of the state. The department shall protect educational materials and products against improper or unlawful use or infringement and enforce the collection of any sums due for the manufacture or use thereof by any other party.
- (5) The department shall not enter into the business of producing or publishing textbooks, or the contents therein, for general use in classrooms.

History.--s. 314, ch. 2002-387; s. 1953, ch. 2003-261.

1006.40

Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books.--

- (1) On or before July 1 each year, the commissioner shall certify to each district school superintendent the estimated allocation of state funds for instructional materials, computed pursuant to the provisions of s. 1011.67 for the ensuing fiscal year.
- (2)(a) Each district school board must purchase current instructional materials to provide each student with a textbook or other instructional materials as a major tool of instruction in core courses of the appropriate subject areas of mathematics, language arts, science, social studies, reading, and literature for kindergarten through grade 12. Such purchase must be made within the first 2 years of the effective date of the adoption cycle. Unless specifically provided for in the General Appropriations Act, the cost of instructional materials purchases required by this paragraph shall not exceed the amount of the district's allocation for instructional materials, pursuant to s. 1011.67, for the previous 2 years.

(b) The requirement in paragraph (a) does not apply to contracts in existence before April 1, 2000, or to a purchase related to growth of student membership in the district or for instructional materials maintenance needs.

(3)(a) Each district school board shall use the annual allocation for the purchase of instructional materials included on the state-adopted list, except as otherwise authorized in paragraphs (b) and (c). No less than 50 percent of the annual allocation shall be used to purchase items which will be used to provide instruction to students at the level or levels for which the materials are designed.

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

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

(4) The funds described in subsection (3) which district school boards may use to purchase materials not on the state-adopted list shall be used for the purchase of instructional materials or other items having intellectual content which assist in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, replacements for items which were part of previously purchased instructional materials, consumables, learning laboratories, manipulatives, electronic media, computer courseware or software, and other commonly accepted instructional tools as prescribed by district school board rule. The funds available to district school boards for the purchase of materials not on the state-adopted list may not be used to purchase electronic or computer hardware even if such hardware is bundled with software or other electronic media, nor may such funds be used to purchase equipment or supplies. However, when authorized to do so in the General Appropriations Act, a school or district school board may use a portion of the funds available to it for the purchase of materials not on the state-adopted list to purchase science laboratory materials and supplies.

(5) Each district school board shall adopt rules, and each district school superintendent shall implement procedures, that will assure the maximum use by the students of the authorized instructional materials.

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

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

History.--s. 315, ch. 2002-387.

1006.41

Disposal of instructional materials.--

- (1) Instructional materials that have become unserviceable or surplus or are no longer on state contract may be disposed of, under adopted rule of the district school board, by:
 - (a) Giving or lending the materials to other public education programs within the district or state, to the teachers to use in developing supplementary teaching materials, to students or others, or to any charitable organization, governmental agency, home education students, private school, or state.
 - (b) Selling the materials to used book dealers, recycling plants, pulp mills, or other persons, firms, or corporations upon such terms as are most economically advantageous to the district school board.
- (2) The district school board may prescribe by rule the manner for destroying instructional materials that cannot be disposed of as provided in subsection (1).
- (3) All moneys received for the sale, exchange, or other disposition of instructional materials shall be deposited in the district school fund and added to the district appropriation for instructional materials.
- (4) Instructional materials which have been sold, exchanged, lost, destroyed, or damaged and for which proper charges have been assessed and collected, and instructional materials which have been destroyed by fire or storm damage or by order of a competent health officer or the district school superintendent, shall be dropped from the record of instructional materials for which, as provided by law, district school boards are held responsible.

History.--s. 316, ch. 2002-387.

1006.42

Responsibility of students and parents for instructional materials.--

- (1) All instructional materials purchased under the provisions of this part are the property of the district school board. When distributed to the students, these instructional materials are on loan to the students while they are pursuing their courses of study and are to be returned at the direction of the school principal or the teacher in charge. Each parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials when directed by the school principal or the teacher in charge, and shall pay for such loss, destruction, or unnecessary damage as provided by law.
- (2) Nothing in this part shall be construed to prohibit parents from exercising their right to purchase instructional materials from the district school board.

History.--s. 317, ch. 2002-387.

1006.43
Expenses; budget request.--

(1) The commissioner shall include in the department's annual legislative budget a request for funds in an amount sufficient to provide the necessary expense for:

- (a) The instructional materials committees.
- (b) Instructional materials for use by partially sighted students.
- (c) Other specific and necessary state expenses with regard to the instructional materials program.

(2) The department may arrange for distribution adopted textbooks which are prepared in various media for the use of partially sighted children enrolled in the Florida schools.

History.--s. 318, ch. 2002-387.

1007.271 Dual enrollment programs.--

(1) The dual enrollment program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree.

(2) For the purpose of this section, an eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida private secondary school which is in compliance with s. 1002.42(2) and conducts a secondary curriculum pursuant to s. 1003.43. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollments. Students who are eligible for dual enrollment pursuant to this section shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. Instructional time for such enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 FTE, as provided in s. 1011.61(4). Each semester of instruction that is eligible for high school and postsecondary credit shall be reported by school districts as 75 membership hours for purposes of FTE calculation. Any student so enrolled is exempt from the payment of registration, tuition, and laboratory fees. Vocational-preparatory instruction, college-preparatory instruction and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

(3) The Department of Education shall adopt guidelines designed to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. Student qualifications must demonstrate readiness for college-level coursework if the student is to be enrolled in college courses. Student qualifications must demonstrate readiness for career-level coursework if the student is to be enrolled in career courses. In addition to the common placement examination, student qualifications for enrollment in college credit dual enrollment courses must include a 3.0 unweighted grade point average, and student qualifications for enrollment in career certificate dual enrollment courses must include a 2.0 unweighted grade point average. Exceptions to the required grade point averages may be granted if the educational entities agree and the terms of the agreement are contained within the dual enrollment interinstitutional articulation agreement. Community college boards of trustees may establish additional admissions criteria, which shall be included in the district interinstitutional articulation agreement developed according to s. 1007.235, to ensure student readiness for postsecondary instruction. Additional requirements included in the agreement shall not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses. District school boards may not refuse to enter into an agreement with a local community college if that community college has the capacity to offer dual enrollment courses.

(4) Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program, and shall not be used to enroll students in isolated career courses. It is the intent of the Legislature that career dual enrollment provide a comprehensive academic and career dual enrollment program within the career center or community college.

(5) Each district school board shall inform all secondary students of dual enrollment as an educational option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. District school boards shall annually assess the demand for dual enrollment and other advanced courses, and the district school board shall consider strategies and programs to meet that demand and include access to dual enrollment on the high school campus whenever possible. Alternative grade calculation, weighting systems, or information regarding student education options which discriminates against dual enrollment courses is prohibited.

(6) The Commissioner of Education shall appoint faculty committees representing public school, community college, and university faculties to identify postsecondary courses that meet the high school graduation requirements of s. 1003.43, and to establish the number of postsecondary semester credit hours of instruction and equivalent high school credits earned through dual enrollment pursuant to this section that are necessary to meet high school graduation requirements. Such equivalencies shall be determined solely on comparable course content and not on seat time traditionally allocated to such courses in high school. The Commissioner of Education shall recommend to the State Board of Education those postsecondary courses identified to meet high school graduation requirements, based on mastery of course outcomes, by their course numbers, and all high schools shall accept these postsecondary education courses toward meeting the requirements of s. 1003.43.

(7) Early admission shall be a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students enrolled pursuant to this subsection shall be exempt from the payment of registration, tuition, and laboratory fees.

(8) Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a community college in courses that are creditable toward the high school diploma and the certificate or associate degree. Participation in the career early admission program shall be limited to students who have completed a minimum of 6 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade. Students enrolled pursuant to this section are exempt from the payment of registration, tuition, and laboratory fees.

(9) The State Board of Education shall adopt rules for any dual enrollment programs involving requirements for high school graduation.

(10)(a) The dual enrollment program for home education students consists of the enrollment of an eligible home education secondary student in a postsecondary course creditable toward an associate degree, a career certificate, or a baccalaureate degree. To participate in the dual enrollment program, an eligible home education secondary student must:

1. Provide proof of enrollment in a home education program pursuant to s. 1002.41.
2. Be responsible for his or her own instructional materials and transportation unless provided for otherwise.

(b) Each career center, community college, and state university shall:

1. Delineate courses and programs for dually enrolled home education students. Courses and programs may be added, revised, or deleted at any time.
2. Identify eligibility criteria for home education student participation, not to exceed those required of other dually enrolled students.

(11) The Department of Education shall approve any course for inclusion in the dual enrollment program that is contained within the statewide course numbering system. However, college-preparatory and other forms of precollegiate instruction, and physical education and other courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, may not be so approved, but must be evaluated individually for potential inclusion in the dual enrollment program. This subsection shall not be construed to mean that an independent postsecondary institution eligible for inclusion in a dual enrollment or early admission program pursuant to s. 1011.62 must participate in the statewide course numbering system developed pursuant to s. 1007.24 to participate in a dual enrollment program.

(12) The Department of Education shall develop a statement on transfer guarantees which will inform students, prior to enrollment in a dual enrollment course, of the potential for the dual enrollment course to articulate as an elective or a general education course into a postsecondary education certificate or degree program. The statement shall be provided to each district school superintendent, who shall include the statement in the information provided to all secondary students as required pursuant to this subsection. The statement may also include additional information, including, but not limited to, dual enrollment options, guarantees, privileges, and responsibilities.

(13) Students who meet the eligibility requirements of this section and who choose to participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees.

(14) Instructional materials assigned for use within dual enrollment courses shall be made available to dual enrollment students from Florida public high schools free of charge. This subsection shall not be construed to prohibit a community college from providing instructional materials at no cost to a home education student or student from a private school. Students enrolled in postsecondary instruction not creditable toward a high school diploma shall not be considered dual enrollments and shall be required to assume the cost of instructional materials necessary for such instruction.

(15) Instructional materials purchased by a district school board or community college board of trustees on behalf of dual enrollment students shall be the property of the board against which the purchase is charged.

(16) Beginning with students entering grade 9 in the 2006-2007 school year, school districts and community colleges must weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

(17) The Commissioner of Education may approve dual enrollment agreements for limited course offerings that have statewide appeal. Such programs shall be limited to a single site with multiple county participation.

History.--s. 357, ch. 2002-387; s. 109, ch. 2004-357; s. 6, ch. 2005-196; s. 39, ch. 2006-74.

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SDCC SCHOOL BOARD POLICIES

4.45 INSTRUCTIONAL MATERIALS

A. In accordance with the provisions of Florida Statutes, the Superintendent shall ensure that there is an evaluation of any instructional materials to be requisitioned that has not been used previously in the district's schools. All instructional materials, both state adopted and non-state adopted, may be purchased only after having been reviewed and approved through procedures established by the Superintendent. Review procedures shall provide for the participation of teachers, administrators, and when possible, the lay public. Within the parameters of financial resources and sound educational practice, the textbook adoption for the core courses of mathematics, language arts, social studies, science, reading and literature in grades K-12 shall be standardized except for instruction for which the school advisory council approves the use of a program that does not include a textbook as a major tool of instruction.

B. Each principal shall determine for his/her school the needs of students for books and shall provide for these books within his/her textbook allocation. He/She shall be responsible for adequate record keeping and inventory of textbooks according to Florida Statutes, Chapter 1006.28.

C. Each principal shall assure that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed. He/She shall annually communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school. He/She shall also annually provide information to parents that they may purchase instructional materials and the appropriate procedure to purchase the materials.

D. Due notice shall be given the student or parent/guardian as to the amount to be paid for lost or damaged textbooks. The failure to collect such sum upon reasonable effort by the principal may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the principal. Failure of the student or parent/guardian to pay the amount assessed shall result in no further issuances of state owned textbooks to the student. The following exceptions may be granted to alleviate extenuating conditions or severe injustice to the student:

1. books destroyed by fire or storm on school property;
2. families receiving Aid to Dependent Children;
3. extenuating conditions that may be known to the principal which are not covered by 1 and/or 2 above.

Items 2 and 3 must be evaluated in light of what the parent may be able to pay. There are conditions in which parents may be able to pay a smaller assessment. When a student has lost, damaged, or destroyed a textbook, an amount as prescribed in Florida Statutes, Chapter 1006.28, 3B, shall be assessed.

E. County standardized textbook adoption for the core courses of mathematics, language arts, social studies, science, reading, and literature in grades K-12 may be viewed at the school site.

F. The district shall develop a Handbook of Instructional Materials Procedures in compliance with Florida Statutes.

(Ref. F.S. 1006.28)(Amended: 08/19/04)

COPYRIGHT GUIDELINES

Copyright Guidelines may be accessed by SDCC employees through C.L.I.P. (Clay Lessons and Instructional Materials Portal) at www.clay.k12.fl.us/ttc.

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TERMS TEXTBOOK REFERENCE PAGES

ORDERING FOR FLORIDA SCHOOL BOOK DEPOSITORY

Sign on to TERMS

<u>What the Screen Says:</u>	<u>What You Key or Do:</u>
Selection or command:	3, Enter
Select Menu:	A, Enter
Panel:	A18, Enter <i>This will take you to the A18 Screen</i>

A18 SCREEN: BUDGET ENTRY

Locn:	School Code
	Tab
	Tab
Request:	ADD
	Enter
	<i>Should default to your budget line, if not, enter it (Example: 0100.5100.0520.____.0000)</i>
	Enter <i>This will show your Balance</i>
Ship to:	School Code where item is to be delivered
Comments:	Ordered by <u>Your Name</u> for <u>Person Requesting Items</u>
	Enter
	F9 <i>This will take you to the A19 Screen</i>

A19 SCREEN: ORDER REGULAR ITEMS

First line:	A <i>for "Add" an item</i>
Second line:	<u>Choose 1:</u>
	A for State Adopted Materials
	N for Non-State adopted Materials
	<i>Do not use "V" for other vendor. Those items must be ordered using the TERMS Finance Program (F screen).</i>
Third line:	Item Number
Qty:	Quantity needed
	Enter <i>This will show you the Title Unit Price Extended Price</i>
	F9 <i>This will take you to the A20 Screen</i>

A20 SCREEN: ORDER FREE ITEMS

Base Item:	Item Number	<i>Base Item will be the Pupil Edition</i>
Free Item:	Item Number	<i>Quantity of free items is based on ratios defined in FSBD catalog</i>
	F9	<i>This will take you <u>back</u> to the A18 screen</i>

RETURN TO A18 SCREEN: BUDGET ENTRY

Amount:	Dollar Amount for Total Order Enter
Diff.:	<u>Must always show 0.00.</u> <i>If not, check Account Totals (budget line amount) and re-key.</i>

Be sure to print screens A18, A19, and A20 for your records!

CONGRATULATIONS! Your Order is Complete!

TERMS TEXTBOOK REFERENCE PAGES

MARKING ITEMS AS RECEIVED

Sign on to TERMS

What the Screen Says: **What You Key or Do:**

Selection or command: 3, Enter

Select Menu: A, Enter

Panel: A17, Enter *This will take you to the A17 Screen*

A17 SCREEN: REQUEST QUERY

Third Line - Locn: School Code

Enter

Page Down

Status Column: *Look under this column for Items marked "Ordered."*

Continue to press the Page Down key and look for items with an Ordered status on each page.

When you see the message, "No additional records. Next?" at the bottom of the page, you have checked all your items.

Ordered items: Put cursor on the line that says Ordered

Double Click

This will take you to the A21 screen for that order.

A21 SCREEN: REQUEST APPROVAL

Month Year Request #: Write down the Date and Request # to use on Report Screen

(Example: 04 05 002)

Press F9

Continue to press F9 until you get to the A19 Screen.



A19 SCREEN: ORDER REGULAR ITEMS

Check the ordered items showing on this screen. If you have received them all you can mark them as "Received" on the A22 Screen.

Panel: Press the Pause/Break key
A22, Enter This will take you to the A22 screen

A22 SCREEN: REQUEST REPORTS

Type Request Identifier: 002, Enter This will take you to the RECEIVED FSBD - POST MODE.

Select Line: Enter the order information you wrote down from the A21

Screen: Locn: School Code
MM/YY: (Example: 04 05)
Rqt#: (Example: 002)

Panel: Enter, F11
Enter, Pause/Break
A17, Enter This will take you to the A17 Screen

A17 SCREEN: REQUEST QUERY

Panel: Press F5
Marks order as Received. Automatically enters into inventory.

If you have checked all your ordered items and they have all been received, You can mark them ALL into inventory at one time from the A22 Screen.

A22 SCREEN: REQUEST REPORTS

Type Request Identifier: 002, Enter This will take you to the RECEIVE FSBD - POST MODE.
F11, Enter, Go to the A17 screen

Panel: A17, Enter, Press F5
Marks ALL orders as Received. Automatically enters into inventory.

All Done!



TERMS TEXTBOOK REFERENCE PAGES

ORDERING INSTRUCTIONAL MATERIALS FROM OTHER VENDORS

Sign on to TERMS

What the Screen Says: What You Key or Do:

Selection or command: 2, Enter
Select Menu: F, Enter
Panel: F804, Enter *This will take you to the F804 Screen*

F804 SCREEN: REQUISITION ITEMS

Action: A *for "Add" an item*
Rqst: School Code *if it is not already showing*
Enter
Rqst: *Automatically assigned by computer.*
Vndr: V and the 4 digit vendor code
Vendor numbers can be searched by name using the F4 key.
Enter
Date: *Automatically assigned by computer.*
Ship: School Code *where items are to be shipped*
Buyr: NGR *Initials of Nancy Racine, SDCC Director of Purchasing*
Seq: *Automatically assigned by computer.*
Rf: *Leave blank*
Item: ISBN # or Catalog #
Description: Item Title or Description
Qty: Quantity of items you wish to order
Unit: EACH *F4 shows available choices, such as EACH, UNIT, etc.*
Unit Price: \$\$ Amount *per single item/unit being ordered*
F9 *This will take you to the F805 screen.*

Turn the page



for the last step!

F805 Screen:

Fund.Func.Objt.Cntr.Proj: Budget Line (*Example: 0100.5100.0520.____.0000*)
Enter

Requested: *Automatically filled in by computer.*

Debit, Credit: *Automatically filled in by computer.*

Action (*top of page*): Change C to P to post Requisition
Enter *Information on the screen should turn blue to indicate the requisition has been posted*

All requisitions must be posted before they can be approved and processed into purchase orders.

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TERMS TEXTBOOK REFERENCE PAGES

ADDING ITEMS FROM OTHER VENDORS TO INVENTORY

(Non Florida School Book Depository Orders)

For Items with a V Number:

Sign on to TERMS

What the Screen Says: **What You Key or Do:**

Selection or command: 3, Enter
Select Menu: A, Enter
Panel: A03, Enter *This will take you to the A03 Screen*

A03 SCREEN: ITEM MASTER QUERY

Select Item: *Leave Blank*
Title: All or part of the Item Title
 Enter, F8, Continue to press F8 until you find correct title
 Double Click on the Item Title
 This will take you to the A01 Screen for detailed item information

A01 SCREEN: ITEM MAINTENANCE

Item: *Write down the V number*
Panel: A11, Enter *This will take you to the A11 Screen*

A11 SCREEN: INVENTORY MAINTENANCE

Locn: School Code
Item: V Number
Plus Received: Quantity of books you have received
 Enter
 F6 *to Post to your inventory*

For Items with no V Number:

Sign on to TERMS

What the Screen Says: **What You Key or Do:**

Selection or command: 3, Enter
Select Menu: A, Enter
Panel: A03, Enter *This will take you to the A03 Screen*

A03 SCREEN: ITEM MASTER QUERY

Select Item: *Leave Blank*
Title: All or part of the Item Title
Enter, F8, Continue to press F8 until you find correct title
or you see the message: “No Additional Records. Next?”

INVENTORY ITEM MASTER SET-UP REQUEST FORM

If your item was not found on the A03 Screen, you must request a V Number. Complete an INVENTORY ITEM MASTER SET-UP REQUEST form (see Pg. __) and submit it to Instructional Support Services at the district office. ISS will assign a V Number to the item and return the form to you. Once you have received the V Number you can proceed to add the item to your inventory using the directions on the previous page (For Items with a V Number).



TERMS TEXTBOOK REFERENCE PAGES

PRINTING YOUR INSTRUCTIONAL MATERIALS INVENTORY

You must be able to print to a TERMS printer

Sign on to TERMS

What the Screen Says: What You Key or Do:

Selection or command: 3, Enter
Select Menu: A, Enter
Panel: A14, Enter *This will take you to the A14 Screen*

A14 SCREEN: PRINT TEXTBOOK INVENTORY

Type Request Identifier: 001
Enter *This should be the Annual Inventory Report Mode*
Locn: School Code
Enter, F11 *To run the report*
Enter
Pause/Break *Moves cursor to the Panel line at top of screen*
Panel: PRT, Enter
Look under File column for MPRTxx
Opt: 6 *To release the file to be printed*
Enter



A11 SCREEN: INVENTORY MAINTENANCE (For Surplus Textbooks)



Locn:

School Code

Item:

Item number

Enter

The screen will show the quantity of this item that you have in inventory.

Minus Consumed:

Tab to the “Minus Consumed” blank

Est Delivery:

NO MINUS SIGN: Enter quantity of item(s) to surplus

DEL

Enter, F6

When we roll the inventories over the summer, surplus items will be taken off your inventory.

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Adoption Year	Specs & Criteria Available	Publishers' Workshop	Deadline For Bids And District Samples	State Committee Member Training	State Committee Member Samples Due	Effective Date Of Contract	Length Of Contract	Subject Areas
2007-2008	January 15, 2006	Feb., 2007	May 1, 2007	June, 2007	June, 2007	April 1, 2008	6 yr	Reading K-12
Adoption Year	Specs & Criteria Available	Publishers' Workshop	Deadline For Bids And District Samples	State Committee Member Training	State Committee Member Samples Due	Effective Date Of Contract	Length Of Contract	Subject Areas
2008-2009	2006	Feb., 2008	May 1, 2008	June, 2008	June, 2008	April 1, 2009	6 yr ³	ESOL K-12 ³
							6 yr	Language Arts K-12
							6 yr	Literature 6-12
							6 yr	Music K-12
							3 yr ⁴	Driver's Ed and Traffic Safety 9-12 ⁴

³ESOL contracts ending 2007 will be **extended** 2 years -until 2009.

⁴Driver Ed 9-12 contracts ending 2007 will be **extended** 2 years -until 2009.



Adoption Year	Specs & Criteria Available	Publishers' Workshop	Deadline for Intent to Bid	Deadline For Bids And District Samples	State Committee Member Training	State Committee Member Samples Due	Effective Date Of Contract	Length Of Contract	Subject Areas
2009-2010	2007	Feb., 2009	Feb., 2009	May 1, 2009	June, 2009	June, 2009	April 1, 2010	6 yr	Mathematics K-12
								6 yr	Marketing/Diversified Ed 9-12
								6 yr ⁵	Computer Education K-5 ⁵
								6 yr ⁵	Computer Ed/ Business Tech Ed 6-12 ⁵
								6 yr ⁵	Technology Education 6-12 ⁵
Adoption Year	Specs & Criteria Available	Publishers' Workshop	Deadline for Intent to Bid	Deadline For Bids And District Samples	State Committee Member Training	State Committee Member Samples Due	Effective Date Of Contract	Length Of Contract	Subject Areas
2010-2011	2008	Feb., 2010	Feb., 2010	May 1, 2010	June, 2010	June, 2010	April 1, 2011	6 yr ⁶	Science K-12 ⁶
								6 yr	Agriscience & Natural Resources 6-12
								4 yr	Speech/Drama/Journalism/Humanities
Adoption Year	Specs & Criteria Available	Publishers' Workshop	Deadline for Intent to Bid	Deadline For Bids And District Samples	State Committee Member Training	State Committee Member Samples Due	Effective Date Of Contract	Length Of Contract	Subject Areas
2011-2012	2009	Feb., 2011	Feb., 2011	May 1, 2011	June, 2011	June, 2011	April 1, 2012	6 yr ⁷	Social Studies K-12 ⁷
								6 yr	Driver Education & Traffic Safety 9-12
								6 yr	Physical Education K-12
								6 yr	Health Education K-12

⁵2010 is the full adoption year for Computer Education, Business Technology Ed, and Technology Ed.

⁶Science K-12 contracts ending March 31, 2009 will be **extended** 2 years -until 2011.

⁷Social Studies K-12 contracts ending March 31, 2011 will be **extended** 1 year - until 2012.



Adoption Year	Specs & Criteria Available	Publishers' Workshop	Deadline for Intent to Bid	Deadline For Bids And District Samples	State Committee Member Training	State Committee Member Samples Due	Effective Date Of Contract	Length Of Contract	Subject Areas
2012-2013	2010	Feb., 2012	Feb., 2012	May 1, 2012	June, 2012	June, 2012	April 1, 2013	6 yr [§] 6 yr [§] 6 yr [§] 6 yr 6 yr 6 yr 6 yr	Computer Ed/ Business Tech Ed 6-12 [§] Computer Education K-5 [§] Technology Ed 6-12 [§] Industrial Ed 9-12 Family & Consumer Sciences 6-12 Health Sciences Education 6-12 Visual Arts K-12 World Languages K-12
2013-2014	2011	Feb., 2013	Feb., 2013	May 1, 2013	June, 2013	June, 2013	April 1, 2014	6 yr	Reading K-12
2014-2015	2012	Feb., 2014	Feb., 2014	May 1, 2014	June, 2014	June, 2014	April 1, 2015	6 yr 6 yr 6 yr 6 yr 6 yr	ESOL K-12 Language Arts K-12 Speech/Drama/Journalism/Humanities Literature 6-12 Music K-12

[§]This is an interim adoption. The call will be for materials dealing with technology that was not available three years ago.

Adoption Year	Specs & Criteria Available	Publishers' Workshop	Deadline for Intent to Bid	Deadline For Bids And District Samples	State Committee Member Training	State Committee Member Samples Due	Effective Date Of Contract	Length Of Contract	Subject Areas
2015-2016	2013	Feb., 2015	Feb., 2015	May 1, 2015	June, 2015	June, 2015	April 1, 2016	6 yr 6 yr 6 yr [§] 6 yr [§] 6 yr [§]	Mathematics K-12 Marketing/Diversified Ed 9-12 Computer Education K-5 [§] Computer Ed/ Business Tech Ed 6-12 [§] Technology Education 6-12 [§]
2016-2017	2014	Feb., 2016	Feb., 2016	May 1, 2016	June, 2016	June, 2016	April 1, 2017	6 yr 6 yr	Science K-12 Agriscience & Natural Resources 6-12
2017-2018	2015	Feb., 2017	Feb., 2017	May 1, 2017	June, 2017	June, 2017	April 1, 2018	6 yr 6 yr 6 yr 6 yr	Social Studies K-12 Driver Education & Traffic Safety 9-12 Physical Education K-12 Health Education K-12

[§]2016 is the full adoption year for Computer Education, Business Technology Ed, and Technology Ed.

Adoption Year	Specs & Criteria Available	Publishers' Workshop	Deadline for Intent to Bid	Deadline For Bids And District Samples	State Committee Member Training	State Committee Member Samples Due	Effective Date Of Contract	Length Of Contract	Subject Areas
2018-2019	2016	Feb., 2018	Feb., 2018	May 1, 2018	June, 2018	June, 2018	April 1, 2019	6 yr ¹³	Computer Ed/ Business Tech Ed 6-12 ¹³
								6 yr ¹³	Computer Education K-5 ¹³
								6 yr ¹³	Technology Ed 6-12 ¹³
								6 yr	Industrial Ed 9-12
								6 yr	Family & Consumer Sciences 6-12
								6 yr	Health Sciences Education 6-12
								6 yr	Visual Arts
								6 yr	World Languages K-12
Adoption Year	Specs & Criteria Available	Publishers' Workshop	Deadline for Intent to Bid	Deadline For Bids And District Samples	State Committee Member Training	State Committee Member Samples Due	Effective Date Of Contract	Length Of Contract	Subject Areas
2019-2020	2017	Feb., 2019	Feb., 2019	May 1, 2019	June, 2019	June, 2019	April 1, 2020	6 yr	Reading K-12

¹³This is an interim adoption. The call will be for materials dealing with technology that was not available three years ago.

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IMPORTANT: YOU order growth in April

ELEMENTARY TEXTBOOK ADOPTIONS

COURSE	TEXTBOOK TITLE	FSBD #	ISBN	PUBLISHER	TERM
Language Arts - Reading K - 6 CORE	Treasures			Macmillan-McGraw Hill	2008-2014
Language Arts - Reading K - 6 Intensive	SRAMcGraw-Hill			SRAMcGraw-Hill	2008-2014
Math K - 5	Harcourt Math K - 5	FSBD 08-024-0(026-0) 16-024-0(026-0) 28-024-0(026-0) 38-027-0 48-027-0 58-027-0		Harcourt Math 2004 Edition	2004 - 2010
Math Gr. 6	Middle School Math - Course 1 (Gr 6)	FSBD 82-162-0	0618290877	McDougal Littell	2004-2010
Music K - 6	Share the Music, 1997	FSBD 07-398- 11-397-0 27-397-0 37-399-0 47-399-0, 67-399-0, 84-209-0		McMillan/McGraw Hill	non-state adopted 2003
Science K - 5	Harcourt Science K - 5	08-160-0 16-160-0 28-160-0 38-160-0 48-160-0 58-160-0	0153433630 0153433798 0153433734 0153433298 0153433218 0153433234	Harcourt	2006-2012
Science - 8th Grade Physical Science	Florida Hot Science & Technology, Physical Science	85-025-0	0030664810	Holt	2006-2012
Social Studies Gr. K-6	Harcourt Brace Social Studies, 2002			Harcourt Brace	non-state adopted 2001
	*Denotes last year of adoption				



IMPORTANT: YOU order growth in April

SECONDARY TEXTBOOK ADOPTIONS
2004 - 2005

COURSE	TEXTBOOK TITLE	FSBD #	ISBN #	PUBLISHER	TERM
French I	Discovering French - Nouveau! 1		0-395-87482-3	McDougal Littell	2008-2014
French II	Discovering French - Nouveau! 2		0-618-73539-9	McDougal Littell	2008-2014
French III	Discovering French - Nouveau! 3		0-618-73544-5	McDougal Littell	2008-2014
Spanish I	Expresate 1		0-03-042667-7	Holt, Rinehart & Winston	2008-2014
Spanish II	Expresate 2		0-03-045987-X	Holt, Rinehart & Winston	2008-2014
Spanish III	Expresate 3		0-03-045123-X	Holt, Rinehart & Winston	2008-2014
Spanish IV	Nuevas Vistas		0-03-073691-9	Holt, Rinehart & Winston	2008-2014
Foreign Language - Spanish I - III					
Foreign Language - Spanish IV-V					
Health - Life Management 9-12	Making Life Choices, 2000 Ed.	FSBD 73-310-0		NationalWest	2000 - 2007
* Language Arts - English 7 - 8	Houghton Mifflin English	FSBD 76 - (375, 380) - 0		Houghton Mifflin	
* Language Arts - English 9 - 12	Elements of Language, 2001	FSBD 76 - (345, 350, 355, 360) - 0		Holt, Rinehart, & Winston	2001 - 2009
* Language Arts - Literature 7 - 12	Prentice Hall Literature	FSBD 79-310-0, 79-320-0, 79-330-0 79-340-0, 79-350-0, 79-360-0		Prentice Hall	2003 - 2009
Math - Grade 6	Middle School Math - Course 1	FSBD 82-162-0	0618290877	McDougal Littell	2004-2010
Math - Grade 7	Middle School Math - Course 2	FSBD 82-168-0	0618290863	McDougal Littell	2004-2010
Math - Grade 8	Middle School Math - Course 3	FSBD 82-174-0	0618290815	McDougal Littell	2004-2010
Math - Pre-Algebra	Prentice Hall Mathematics Pre-Algebra	FSBD 82-780-0	01318089235	Prentice Hall	2004-2010
Math - Algebra I - Standard	Prentice Hall Mathematics Algebra I	FSBD 83-120-0	01318085405	Prentice Hall	2004-2010
Math - Algebra I - A & B	Prentice Hall Mathematics Algebra I	FSBD 83-120-0	01318085405	Prentice Hall	2004-2010
Math - Algebra Honors	Glencoe Mathematics - Algebra I	FSBD 83-090-0	0078603900	Glencoe	2004-2010
Math - Liberal Arts Math	Thinking Mathematically		0130656011	Prentice Hall	2004-2010
Math - Informal Geometry	Geometry: Concepts and Skills	FSBD 83-890-0	0618087583	McDougal Littell	2004-2010
Math - Geometry - Standard	Prentice Hall mathematics Geometry	FSBD 83-850-0	01318035675	Pearson Prentice Hall	2004-2010
Math - Geometry - Honors	Geometry	FSBD 83-860-0	0395977274	McDougal Littell	2004-2010
Math - Analytic Geometry	Analytic Geometry 6th Edition	ISBN 0534948561	0534948561	Thomson Learning	2004-2010
Math - Algebra II - Standard	Glencoe Mathematics: Algebra 2	FSBD 83-196-0	0078279992	Glencoe	2004-2010
Math - Algebra II - Honors	Glencoe Mathematics: Algebra 2	FSBD 83-196-0	0078279992	Glencoe	2004-2010
Math - Trigonometry	Prentice Hall Trigonometry	FSBD 83-912-0	032108599x	Prentice Hall	2004-2010
Math - Integrated Mathematics	Algebra and Trigonometry Structure and Method Book 2	FSBD 83-334-0	0395977258	McDougal Littell	2004-2010
Math - Pre-Calculus	Precalculus Mathematics for Calculus	FSBD 83-925-0	0534434215	Brooks/Cole	2004-2010
Math - Intensive Math	Passport to Algebra and Geometry	FSBD 82-772-0	0018374221	McDougal Littell	2004-2010
Science - Anatomy & Physiology - Standard	Essentials of Human Anatomy & Physiology	FSBD 85-148-0	0131934813	Prentice Hall	2006-2012

*Denotes last year of adoption

IMPORTANT: YOU order growth in April

SECONDARY TEXTBOOK ADOPTIONS
2004 - 2005

Science - Anatomy & Physiology - Honors	Holes Anatomy & Physiology	FSBD 85-150-0	0073211877	Glencoe	2006-2012
Science - Astronomy	Astronomy Today	FSBD 85-295-0	0130943347	Prentice Hall	2006-2012
Science - Biology - Standard	Biology: The Dynamics of Life	FSBD 85-310-0	0078694507	Glencoe	2006-2012
Science - Biology - Honors	Prentice Hall Biology	FSBD 85-350-0	0131905449	Prentice Hall	2006-2012
Science - Chemistry - Standard	Chemistry Matter & Change	FSBD 85-900-0	0078703298	Glencoe	2006-2012
Science - Chemistry - Honors	Modern Chemistry	FSBD 86-120-0		Holt	2006-2012
Science - Environmental Science	Florida Holt Environmental Science	FSBD 8578500	0030390834	Holt	2006-2012
Science - Environmental Science	Florida Holt Environmental Science	FSBD 86-850-0	0030390834	Holt	2006-2012
Science - Grade 6	Holt Science and Technology Physical Science	FSBD 85-025-0	0030664810	Holt	2006-2012
Science - Life Science Grade 7	Glencoe Life Science	FSBD 84-865-0	0078733251	Glencoe	2006-2012
Science - Earth Space Grade 8	Earth Science: Geology, The Environment, and the Universe	FSBD 84-425-0	0078733278	Glencoe	2006-2012
Science - Marine Science I	Life on an Ocean Planet	FSBD 86-629-0	1878665348	Current	2006-2012
Science - Physical	Physical Science with Earth Science	FSBD 85-085-0	0078458137	Glencoe	2006-2012
Science - Physics - Standard	Principles & Problems	FSBD 86-735-0		Glencoe	2006-2012
Science - Physics - Honors	Holt Physics	FSBD 85-506-3	0030644240	Holt	2006-2012
Social Studies - Am. Gov. 9-12 - Standard	United States Government: Democracy in Action	FSBD 88-010-1	0078600537	Glencoe	2005-2011
Social Studies - Am. Gov. 9-12 - Honors	United States Government: Democracy in Action	FSBD 88-010-1	0078600537	Glencoe	2005-2011
Social Studies - Am. History 9-12 - Standard	The Americans	FSBD 88-400-0	0618377166	McDougal Littell	2005-2011
Social Studies - Am. History 9-12 - Honors	The Americans	FSBD 88-400-0	0618377166	McDougal Littell	2005-2011
Social Studies - Economics 9-12 - Standard	Economics: Principles and Practices	FSBD 88-820-0	0078606934	Glencoe	2005-2011
Social Studies - Economics 9-12 - Honors	Economics: Principles and Practices	FSBD 88-820-0	0078606934	Glencoe	2005-2011
Social Studies - Psychology	Understanding Psychology	FSBD 89-050-0	0078285712		2005-2011
Social Studies - Sociology					2005-2011
Social Studies - U.S. History 8th Grade	Creating America	FSBD 87-340-0	0618376895	McDougal Littell	2005-2011
Social Studies - World Cultural Geography	Glencoe World Geography	FSBD 89-320-0	0078654807	Glencoe	2005-2011
Social Studies - World Geography Grade 6	The World and Its People	FSBD 87-620-0	0078654807	Glencoe	2005-2011
Social Studies - World History - Standard	Glencoe World History	FSBD 89-510.0	0078652693	Glencoe	2005-2011
Social Studies - World History - Honors	Glencoe World History	FSBD 89-510-0	0078652693	Glencoe	2005-2011
* DENOTES LAST YEAR OF ADOPTION					

*Denotes last year of adoption



COURSE		BOOKS CHOSEN	PUBLISHER	ISBN	Next Adoption Year
AGRI-BUSINESS					2010-2011
Agri-Technology					
Orientation to Agriscience, Technology & Env. Sc. (JH)					
Accounting Applications I	Automated Accounting software that comes with program if not any version. Pouchette and BookBooks only if requested	CENTURY 21 ACCOUNTING	THOMSON	0-538-97255-8	2009 - 2010
Accounting Applications II		ACCOUNTING ADVANCED	THOMSON	0-538-97244-0	2009 - 2010
Administrative Office Assistant	Teacher materials only	THE OFFICE	THOMSON	0-538-44366-1	
Business and Entrepreneurial Principles	Teacher materials only	ENTREPRENEURSHIP IDEAS IN ACTION	THOMSON	0-538-4412-4	2009 - 2010
Business Keyboarding	Microtype 4.0 - from F580 70-951-6	CENTURY 21 JUMP INTO IT TECHNOLOGIES & COMPUTER APPLICATIONS	THOMSON	0-538-44256-4	
Business Software Applications I		Microsoft Office 2007 Advanced Concepts and Techniques	THOMSON	008-1-4188-6063-1	
Business Systems and Technology I		OFFICE 2007 AND BUSINESS 2007 Introductory Concepts and Techniques with Windows XP	THOMSON	978-0-819-18339-4	
Business Systems and Technology II	Microtype 4.0 - from F580 70-951-6	KEYBOARDING WITH COMPUTER APPLICATIONS	GLENCOE	0-780786-92188	
Child Development		CENTURY 21 COMPUTER APPLICATIONS AND KEYBOARDING	THOMSON	0-538-43945-7	
Computer Applications in Business I		CHILDREN- THE EARLY YEARS	GOODHEART/MILCOX	1-59070-595-8	
Computer Applications in Business II	Microtype 4.0 - from F580 70-951-6	COMPUTER CONCEPTS IN ACTION	GLENCOE	0-07-081-235-7	
Culinary Operations I		LEARNING WITH COMPUTERS	THOMSON	0-538-43974-2	
Culinary Operations II & III		INTRODUCTION TO CULINARY ARTS	PRENTICE HALL	0-13-1171-40-2	
		FOOD PREPARATION FOR THE PROFESSIONAL	JOHN WILEY	0-471-25187-9	
Digital Design	CS2 - includes Photoshop, Illustrator, InDesign, Go Live, Acrobat Professional, Dreamweaver, Version Cue, Bridge	Digital Design 2 and 3 - Advanced Design Techniques in Adobe Photoshop CS2 Revealed (1418829738) Digital Design 1 and 2 - Multimedia and Image Management (with Activator Book) 0-538-94183-8 Digital Design 1 - Learning Adobe InDesign CS2 (013188893-4) and Learning Adobe Photoshop CS2 (0123187046-7), Adobe Photoshop CS2 Comprehensive Concepts and Techniques (ISBN 13 978-1-4188-5941-1) as an additional book for Digital Design 1 and 2.			
Early Childhood Education 1&2		WORKING WITH YOUNG CHILDREN	GOODHEART/MILCOX	1-59070-128-3	
Early Childhood Education 3&4		CHILDREN AND ADULT CARE PROFESSIONALS	GLENCOE	0-07-829016-3	
PRINCIPLES OF INTERIOR DESIGN		HOUSING DECISIONS	GOODHEART/MILCOX	13-978-1-59070-534-6	
INTERIOR DESIGN TECHNIQUES		HOMES & INTERIORS	GLENCOE	978-0-07-874421-1	
INTERIOR DESIGN SPECIALISTS		RESIDENTIAL HOUSING & INTERIORS	GOODHEART/MILCOX	978-1-59070-354-5	
Jr. High Integrated Technology Studies	- modules - no textbook required				
Legal Aspects of Business		LAW FOR BUSINESS & PERSONAL USE	THOMSON	0-538-44064-3	
Life Choices		CAREERS IN FOCUS	GOODHEART/MILCOX	1-59070-882-8	
Parenting Skills		PARENTS AND THEIR CHILDREN	GOODHEART/MILCOX	1-59070-545-8	
Teen Challenges		DISCOVERING LIFE SKILLS	GLENCOE	978-0-07-874483-1	
Web Design I	Expression Web, Dreamweaver	FRONT-PAGE 2008: EXPRESSION WEB, DREAMWEAVER 8 HTML 4TH ED	THOMSON	97814-843083 1-4188-43113	1-4188-43081
Web Design II	CS3 includes Dreamweaver, Fireworks, Flash Pro, Contribute	MACROMEDIA DREAMWEAVER 8 REVEALED, FLASH 8 REVEALED, FIREWORKS 8 REVEALED	THOMSON	0-618-25475-0, 978-1-4188-5937-4	978-1-4188-5939-0
Exploring Technology		Introduction to Technology	Glencoe-McGraw Hill	0-07-881407-4	
Introduction to Technology		Technology Design & Application	Goodheart/Wilcox	9781590707135	
Nutrition and Wellness		Nutrition and Wellness 2nd Edition	Glencoe-McGraw Hill	0-07-846332-7	
Principles in Clothing Construction		Clothes and Your Appearance	Goodheart/Wilcox	1-59070-895-5	

Principles in Food Preparation		Food For Today	Glencoe-McGraw Hill	0-07-881944-1	
Tech Studies		Technology, Engineering & Design	Glencoe-McGraw Hill	0-07-876910-1	
Television Production		Use current textbook			
Health Science		Health & Science Career Exploration Introduction to the HumanBody,	Thomson Delmar	13-978140105894	
		The Essentials of Anatomy and Physiology 7th edition	Wiley, John & Sons	471891222	
		Introduction to Medical Terminology,	Thomson Delmar	1401811376	
		Diversified Health Occupations 8th editions	Thomson Delmar	1401814565	
		ELS for Healthcare Providers Student Manual	American Heart Association		
		Heartsaver First Aid with CPR & AED	American Heart Association		
Unit Health Coordinator Course		Unit Health Coordinator	Thomson Delmar	1401827955	
Nursing Assistant		Mosby's Textbook for Nursing Assistants 8th edition	Mosby	0323026780	
EMT		Medical Assisting 9th edition	Thomson Delmar	1418053188	
		Emergency Medical Technician - Making the Difference	Elsevier	9780323052795	
INDUSTRIAL EDUCATION					
Air Conditioning (RHS)		NCCER			
Auto Collision RPR & REF					
Automotive Mechanics		NATEF			
Carpentry		NCCER			2009 - 2010
Computer Systems/Network Technologies					
Drafting	AutoCAD				2009 - 2010

DESTINY TEXTBOOK MANAGER

What is Destiny Textbook Manager?

In 2007, SDCC began to use a textbook management system and to barcode books beginning with the new Career and Technical Education and Foreign Language Books, and all books for new construction. In 2008, SDCC will barcode all new Reading books, and will continue to phase in barcodes for all books as newly adopted books are purchased.

At any time a school may decide to barcode all formerly adopted books if the school provides staff to place barcodes on the books. Instructional Support Services will provide barcode labels and support. Contact Instructional Support Services for additional information.

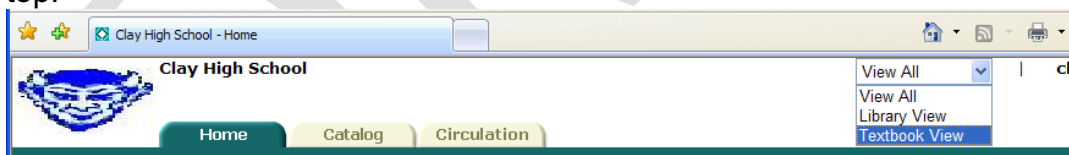
Getting Started:

To access Textbook Manager, you need a user name and password for Destiny. If your library media specialist has not informed you of a Destiny user name and password, you will need to contact your Instructional Materials Administrator or Library Media Specialist.

To access Destiny Textbook Manager:

- Open Internet Explorer or another browser and go to <http://destiny.clay.k12.fl.us>. (You will want to bookmark or save this site as a favorite.)
- Select your school.
- Select in the upper right corner of the screen.
- Enter your user name and password and select Login.

When your school page appears, select Textbook View from the dropdown menu at the top:



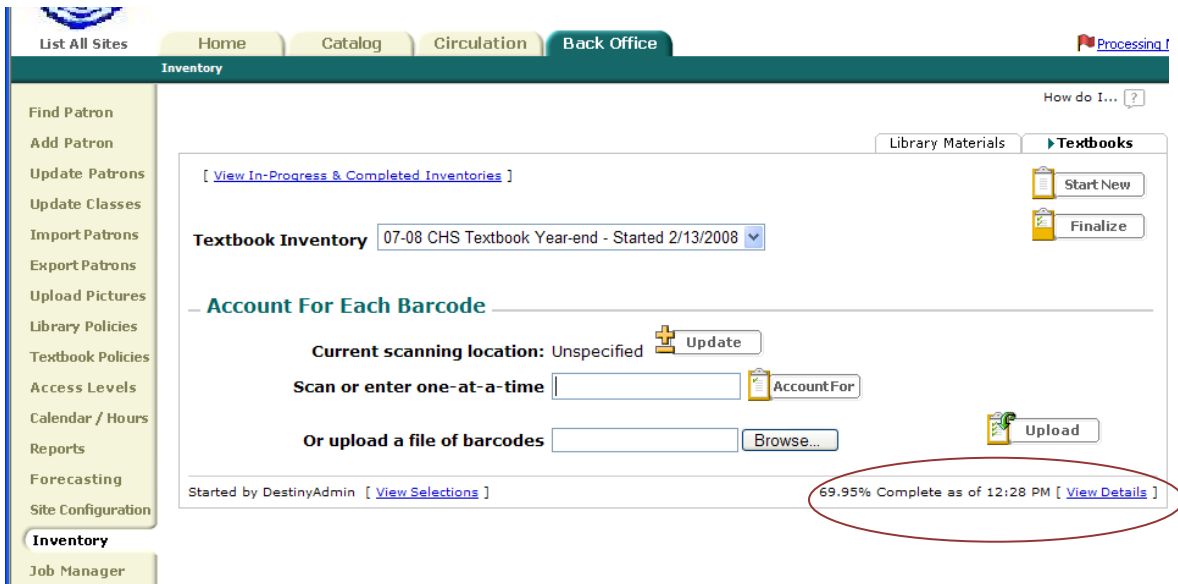
Inventory:

- Login and select the **Back Office** tab.
- Select Inventory from the left side bar.
- Be sure that the **Textbooks** tab is selected.
- The inventory in progress will appear:

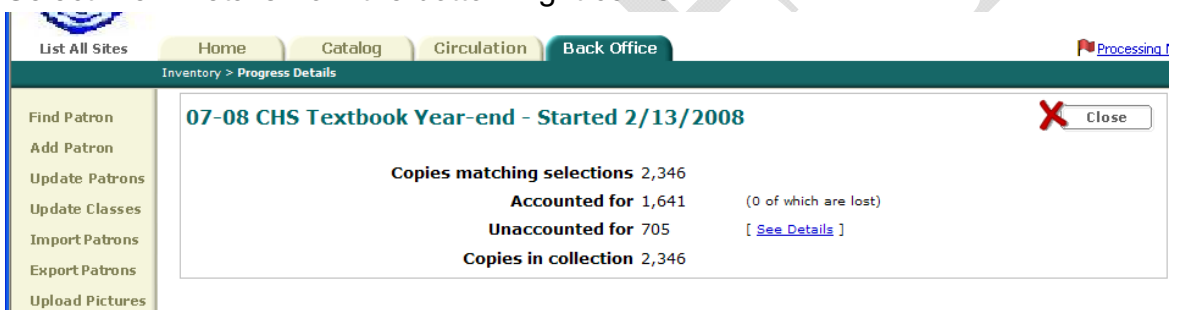
- Scan books as collected at the end of the year. Each book will be checked-in at the same time. To do this, teachers will select Circulation, Check-in Text:

****Note: Career and Tech Ed Teachers wanting class set to remain checked out need to select Renew in Textbooks:**

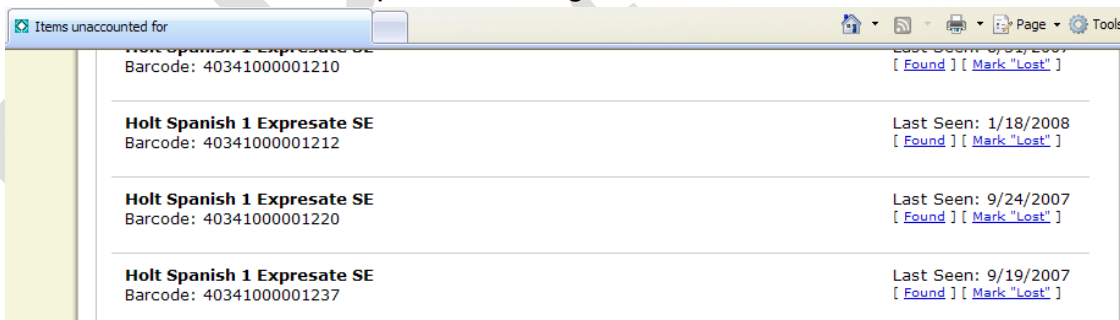
- Departments/Grade levels can view the status of materials after checking in books to determine lost items. To view the report, select the **Back Office** tab.
- Select Inventory from the left side bar.
- Be sure that the **Textbooks** tab is selected.
- The inventory in progress will appear:



- Select View Details from the bottom right corner.



- Select See Details for a report of missing items:



- When all departments/grade levels have completed inventory, notify the Instructional Materials Administrator.
- **IM ADMINISTRATORS SHOULD SEE TRAINING MANUAL FOR INFORMATION TO COMPLETE INVENTORY**

Insert Training Manual for Destiny Textbook Manager

DRAFT

The following pages are TERMS "QUICK CARDS".
They can be copied on card stock and used when needed.

DRAFT

**TERMS
OTHER VENDOR
TEXTBOOK ORDERING**

F804 Screen:
Action: Enter A for ADD
Rqst: Should default to your cost center
Req: Leave blank – press enter – computer assigns requisition number automatically
Vndr: Enter V and the 4 digit vendor code and press enter
Date: Computer will fill in current date (do not change this information)
Ship: Enter cost center code where items are to be shipped
Buyr: Enter NGR, this stands for Nancy Racine, Director of Purchasing for SDCC
Seq: Computer assigns this number automatically
Rf : Leave blank
Item: Type the ISBN # or the catalog # of the item you are ordering
Description: What you are ordering
Qty: How many you wish to order
Unit: F4 allows you to see choices available, ie: each, unit, etc.
Unit Price: Enter cost per unit being ordered
Press F9 to go to the F805 screen.
F805 Screen:
Enter the budget line being charged and the total amount being expended against the budget line under the requested blank.
Leave debit and credit blank and press enter.
Press Pause Break to go to the top blank_____
Enter the letter P to post. Press Enter. Information on this screen should turn blue.
All requisitions must be posted before they can be approved and processed into purchase orders.

TERMS - HOW TO PRINT INVENTORY

You must be able to print to a TERMS printer

A14
001
School #
Enter
F11 to run
Press enter
Press (Pause Break) to go to the top blank on the left side of the screen
Type PRT
Enter
Look for the file name MPR.....
Type 6 to release the file
Enter

TERMS - LOST, DAMAGED & SURPLUS TEXTBOOKS

Lost and Damaged Books
Go to A15.
Put in your location.
Put in the item number of the lost or damaged book.
Press enter.
Go to the third column and put in the number of lost or damaged books and press enter.
Press F6.
Write down the item number to use on the next step.
Monies Collected
Go to A16.
Put in the item number.
Press enter.
Put the dollar amount collected for the book in the correct column.
Press enter.
Press F6.
The check you send with your final inventory should balance according to the figures you have entered on the A16 screen.
Surplus Textbooks
Go to A11
Put in your location.
Type in the number of the item you are going to surplus.
Press enter.
That will tell you the amount of the item you have in your inventory.
Tab to minus consumed.
Put the amount of the item there and press enter. NO MINUS SIGN.
Press F6.
Go to the bottom right of the screen to EST DELIVERY and type DEL
Press enter.
Press F6.
When we roll the inventories over the summer these items will be taken off your inventory.

TERMS - ADDING BOOKS TO YOUR INVENTORY

Adding books to your inventory – With existing V numbers
Non Florida School Book Depository
Go to the AO3 Screen
Type in the title or part of the title
Press enter
Press F8
Continue pressing F8 until you see a title that matches your book
When you find your title, click on it
It will take you to the AO1 Screen
This screen will give you all the information about the book
You will need to write down the V number
Go to the A11 Screen
Type in your location, and the V number
Go to the plus received and enter the number of books you have
Press enter
Press F6
Adding books to your inventory – With no V numbers
Non Florida School Book Depository
Go to the AO3 Screen
Type in the title or part of the title
Press enter
Press F8
Continue pressing F8
If you see “no additional records” at the bottom of the screen and you have not found your book, you will need to send our office the Inventory Item Master Set-Up Request Form that you will find in the IM Manual, so a V number can be assigned to that book.
Once you have received that V number,
Go to the A11 Screen
Type in your location, and the V number
Go to the plus received and enter the number of books you have
Press enter
Press F6

TERMS - MARKING ITEMS AS RECEIVED

Marking items as received
Go to the A17 screen.
Put in your location.
Press enter.
Press page down.
Look under "Status" for "received".
Keep pressing page down looking for anything under status that says "ordered".
If you have an "ordered" status, put your cursor on that line and double click on it.
This will take you to the A21 screen of that order.
You need to look at the date, and the PO number.
Write down the date and the request number (example 04 05 002)
Press F9 until you get to the A19 screen and check the items ordered.
If you have received these items you can mark them as received.
Follow these steps:
Go to the A22 screen.
Put in 002 for the request identifier.
Press enter
This should bring you to the RECEIVE FSBD – POST MODE.
Put in your location, the date, and the request number (example 04 05 002).
Press enter.
Press F11.
Enter.
Go to A17.
Press F5.
This will mark the order as received and automatically put the items into your inventory.
IF YOU HAVE CHECKED ALL THE "ORDERED" UNDER "STATUS" AND YOU HAVE RECEIVED ALL THE ITEMS YOU CAN MARK THEM ALL AT THE SAME TIME.
Go to the A22 screen.
Put in 002 for the request identifier.
Press enter
This should bring you to the RECEIVE FSBD – POST MODE.
Press F11.
Enter.
Go to A17.
Press F5.
This will mark the order as received and automatically put the items into your inventory.

TERMS
FLORIDA SCHOOL BOOK DEPOSITORY
TEXTBOOK ORDERING

Sign on to TERMS
Selection or command: 3, Enter
Select Menu: A, Enter
Panel: A18, Enter
Put in your Locn: <u>School Code</u>
Tab
Tab
Request: <u>ADD</u>
Enter
Should default to your budget line 0100.5100.0520. .0000
Enter
This will show your Balance
Ship to: <u>School Code</u>
Comments: je:Ordered by Karen for RHS AP Biology(example)
Enter
F9
This will take you to the A19 Screen: Order Regular Items
First line: <u>A</u> because you are adding an item
Second line: <u>A</u> STATE ADOPTED MATERIALS
<u>N</u> Non State Adopted Materials
<u>V</u> Ordered from another Vendor
Third line: <u>item number</u>
Qty _____ Number needed Enter
This will show you the Title Unit Price Extended Price
F9
This will take you to the A20 Screen Order Free Items
Base Item _____ Free Item _____
The Base Item will be the Pupil Edition
Free Items are based on ratios defined in the FSBD catalog
F9
This will take you back to the A18 screen
You will need to place the Item Total: _____ on the line under Amount _____
Enter
Check Diff. _____ It should be .00
Order is complete
Print screens A18, A19, and A20 for your records.

DRAFT