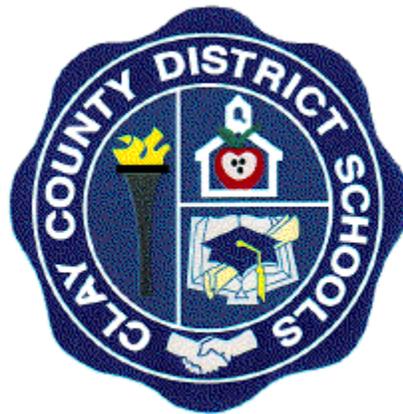


SCHOOL DISTRICT OF CLAY COUNTY

Green Cove Springs, Florida

Charles E. Van Zant, Jr.
Superintendent of Schools



HANDBOOK OF INSTRUCTIONAL MATERIALS PROCEDURES

Clay County School Board Members:

Janice Kerekes	District 1
Carol Studdard	District 2
Betsy Condon	District 3
Johnna McKinnon	District 4
Ashley Gilhousen	District 5

Revised March 24, 2015

Vision Statement

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

Mission

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Beliefs

1. We believe all students can learn and that it is the responsibility of the school district and all stakeholders to ensure that each child meets and/or exceeds his/her potential.
2. We believe that it is the responsibility of the school district to ensure all students graduate from high school with the academic and/or work force readiness skills that will provide each student the opportunity for admission into postsecondary education or to enter the job market equipped for personal and professional success.
3. We believe we must ensure equal access and opportunities for all children to utilize the latest in technology to enhance the learning environment and equip students with the technological skills that they will need to compete for jobs in a global world marketplace.
4. We believe all students and school personnel deserve a safe working and learning environment and we must develop and enforce high standards for behavior.
5. We believe in the on-going professional development of our teachers, support personnel and administrators and will provide relevant and engaging opportunities for professional growth.

DISTRICT CONTACTS

Alisa Jones.....Supervisor of Instructional Resources
Patti Swanson.....Instructional Resources Assistant
Lennis DeBartolomeis.....Administrative Assistant
Diane Kornegay.....Assistant Superintendent for Instruction

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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 a common set of core 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 instructional materials. Further, these adopted materials 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 electronic resources, textbooks, library books, supplementary materials, audio visual materials and other educational media essential to an effective instructional program. Instructional materials 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.

There is a state and national movement toward digital content. Florida Statute 1006.40 (3) (a) requires that by the 2015-2016 school year, 50% of the state instructional materials allocation must be spent on digital or electronic instructional materials.

Definition of Instructional Materials

The term Instructional Materials is defined in Florida State Statute 1006.29(4) 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 used to describe instructional materials include: **Major Tool, Ancillary Materials, Supplemental Materials, and Computer Courseware.**

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 adequate resources in all core classes.

Instructional Materials Ordering

Each school has a designated Instructional Materials Administrator (IMA). Ordering for Instructional Materials usually 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 materials. When this happens and the IMA at the school is notified, every effort is made to immediately resolve the shortage.

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

Instructional Materials Adoption

Florida has state instructional materials 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 utilizes district committees to determine the materials being considered for standard adoption in Clay County. After review by teachers who use the materials, the final recommendation is submitted to the School Board for approval.

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

Dual Enrollment, Advanced Placement, International Baccalaureate and similar programs

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

Dual Enrollment Students:

Florida Statute 1007.271 makes three points clear:

1. Dual enrollment instructional materials 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. Instructional materials for early admission enrollment in a post-secondary institution on a full-time basis as identified by the institution are not free. FS 1007.271 (10)

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

Dual Enrollment Procedures:

1. Dual Enrollment classes taught at the high school coordinate dual enrollment materials through the school Instructional Materials Administrator and Instructional Resources.
2. For students taking classes on the college campus, the following apply:

- **SFSC:**
Students follow the information provided by Santa Fe State College concerning instructional materials.

NOTE: An exception to the rules below applies to students attending the campus of Santa Fe State College. The SDCC has an agreement with SFSC allowing them to inventory all dual enrollment materials on their campus. At the beginning of each semester, students check out dual enrollment materials via Destiny at the SFSC campus.

- **SJRSC:**
Students will receive schedules from St. Johns River State College complete with instructor/textbook information.

On the assigned date, the student will bring in registration and booklist from SJRSC to the Instructional Materials Library in Green Cove Springs. Booklist can be found at <http://www.sjrstate.edu/booklist.html>.

Students will sign an agreement form verifying their acceptance of check-out policy. If the instructional materials are available they will be issued to the student. If the instructional materials are not available, a voucher authorization will be issued to the student and bookstore. The bookstore barcodes materials as they are issued and relays the information to Instructional Resources to enter into Destiny Textbook Manager.

The Instructional Materials Administrator, Dual Enrollment Guidance Counselor and Media Specialist will receive copies of the checked-out materials.

Students will return dual enrollment materials directly to the Instructional Materials Library (IML) located in the District Media Center in Green Cove Springs at the end of the semester. In special circumstances, materials may be returned to the school media center to be forwarded to the IML.

The due date will normally be on or one day after finals at the college. The late fee will be the full cost of the materials. Students can check due date by logging in at <https://destiny.clay.k12.fl.us>.

If a dual enrollment student does not turn in materials at the completion of the course, he/she will be charged the full replacement cost of the instructional materials.

Students who write in any instructional materials including lab manuals will be charged full replacement cost.

Electronic access codes are issued on an as-needed basis. If a student finds he or she needs a code after the dual enrollment pick-up date, simply call Instructional Resources at (904) 529-4953 or email pswanson@oneclay.net.

- **FSCJ:**

On the assigned date, the student will bring in registration and booklist from FSCJ to the Instructional Materials Library in Green Cove Springs. Booklist can be found at www.efollett.com.

Students will sign an agreement form verifying their acceptance of check out policy. If the instructional materials are available, they will be issued to the student. If the instructional materials are not available, a voucher authorization will be issued to the student and FSCJ bookstore. The bookstore barcodes materials as they are issued and relays the information to Instructional Resources to enter into Destiny Textbook Manager.

The Instructional Materials Administrator, Dual Enrollment Guidance Counselor and Media Specialist will receive copies of the checked-out materials.

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The due date will normally be on or one day after finals at the college. The late fee will be the full cost of the materials. Students can check due date by logging in at <https://destiny.clay.k12.fl.us>.

If a dual enrollment student does not turn in materials at the completion of the course, he or she will be charged the full replacement cost of the instructional materials.

All rules and regulations pertinent to Lost and Damaged Instructional Materials apply to ALL dual enrollment instructional materials.

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.

SDCC is not responsible for the cost of consumable materials for dual enrollment coursework. Those materials include lab manuals, solution manuals, and study guides. If any of those materials are available, we will check them out for student use. However, students are not to write in any of these materials. Professors will allow students to write answers on separate sheets of paper. Students who write in any instructional materials including lab manuals will be charged full replacement cost.

SDCC is also not responsible for the cost of consumable online access codes. If any codes are available, we will issue one for your use but it is the student's responsibility to find out if it is a course requirement.

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WHAT EVERY TEACHER SHOULD KNOW ABOUT INSTRUCTIONAL MATERIALS



Inventory and Communication

Florida Statute requires that the school principal or designee account for all instructional materials. Every school has an administrator designated as the Instructional Materials Administrator (IMA). The IMA charges each department or grade chair with the responsibility of communication and accountability concerning instructional materials. The department or grade chair must make certain that classroom teachers understand that they are accountable for proper inventory of instructional materials. Classroom teachers must understand:

- To communicate instructional materials concerns, the classroom teacher notifies the department or grade chair. If the issue cannot be resolved, the department or grade chair notifies the Instructional Materials Administrator at the school. If the issue cannot be resolved, the Instructional Materials Administrator notifies the office of Instructional Resources.
- At no time should a classroom teacher contact a publisher representative.
- Classroom teachers must document semi-annual instructional material “book checks” through Destiny Textbook Manager or via pencil and paper for items that are not catalogued in Destiny or those that do not have barcodes.
- Classroom teachers must provide adequate instructional materials for student use at school and outside the school.
- Classroom teachers must account for lost and damaged 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

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 Resources.
- Publishers are not allowed to provide individual samples to teachers unless directed by Instructional Resources.
- 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 Resources.
- A classroom teacher or department/grade chair should not directly contact a publisher representative.

Ordering Instructional Materials

The school Instructional Materials Administrator is responsible for ordering or identifying needs for ordering instructional materials. 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 Materials

As more instructional materials become available electronically, there will be less print materials that are issued. The School District of Clay County has made every effort to purchase materials for every student in almost all core curriculum courses. In these courses, adequate instructional materials shall be provided for student use at school and outside school. If a classroom teacher has the availability of a classroom set of materials, students may be directed to keep the issued item at home.

Online Resources

Online resources are included with most instructional materials adoptions. Access information for teachers is posted in the District Content Management System. [Blackboard under the Elementary or Secondary tab when teachers log in.](#) Access information for students is posted on the District website [under Parent, Student Resources.](#)

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 wralis@oneclay.net or Instructional Resources 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 Resources 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, 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 Manual for Instructional Technology Use. Content on teacher websites is covered in the Terms and Conditions for Use of Telecommunications and Networks in the Employee Handbook Teacher. Web pages that are hosted on non-district sanctioned sites and identify a school relationship require Curriculum or Leadership Council approval.

During the review process, the Curriculum or Leadership 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 or Leadership Council Minutes. It is also recommended that the Curriculum or Leadership 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 or Leadership Council, the procedure outlined on *MIS Form ISS-2-2501 Request for Reconsideration or Review of Instructional Materials* should be followed.

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



1. **Each publisher selected during district committee review must provide digital access to content and, at their discretion, may send one complete sample set to each school. ~~This sample may be electronic.~~** The set should **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 Resources 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 Resources.
 - d. Publishers may not mail out or distribute promotional flyers during the adoption process.
4. **Selected publishers must submit a sealed proposal to the Supervisor of Instructional Resources.** The proposal must include:
 - a. A philosophy statement about the program;
 - b. Recent research on which the program is based;
 - c. Summer workshops available for teachers, administrators, parents, and school board members;
 - d. Consultants who will be available, especially during the first year, and continuing throughout the adoption period;
 - e. Additional workshops that will be available and consistent with current standards;
 - f. Consultant information including name, address, phone, email address, and credentials;
 - g. Copyright statement that, if adopted, materials may be made available by the district via a learning management system;
 - h. A list of any additional fees that will be charged during the adoption period. This includes any fees for consulting, professional development, replacement items, online access, or shipping if the materials are not shipped through a state depository.
 - i. Toll-free Hotline for information;
 - j. A listing of districts/schools using the program, including contacts with name, address, email address and phone number, if requested;
 - k. URL and login information for web-based products;
 - l. A commitment to work with a third party rostering system, at the district's request.
 - m. A listing of titles and specifications for any technology components included with the adoption;
 - n. Correlations to current state standards;
 - o. Correlations to District Curriculum Guides, if requested.
 - p. Signature of the regional manager and/or one vice president of the publishing company.

5. **Information from the proposal will be shared** with Instructional Division administrators, Information Services, and Curriculum personnel. The original copy will remain on file in Instructional Resources for the life of the adoption.
6. **The Supervisor of Instructional Resources reserves the right** to approve or disapprove the consultants who will conduct staff development workshops.
7. **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.
8. **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.
9. **If selected for adoption, the publisher must immediately:**
 - a. Ship all technology components to the Supervisor of Instructional Resources.
 - 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 Resources to discuss electronic or digital resources.

UNDERSTANDING THE STATEWIDE ADOPTION PROCESS

Florida is one of many 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 equity 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 two (2) years. School districts are required to purchase current instructional materials to provide each student with adequate materials as a major tool of instruction within the first three (3) 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.

SDCC Procedures for Standardized Adoption of Instructional Materials

1. An instructional materials training workshop is held by Instructional Resources prior to each adoption for 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. This training is also available upon request for other teachers, lay public and students.
2. The purpose of the district committee is to rank instructional materials under review and submit their rankings to the Supervisor of Instructional Resources.
3. After committee meetings, the District Office of Instructional Resources orders school samples from each publisher for subjects being considered for adoption within the district. In many cases, the samples are exclusively digital.
4. The State Committee makes its recommendations for adoption to the State Board of Education by early January. Instructional Resources 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.
- ~~5. When a total teacher vote is included, Instructional Resources is responsible for supplying each school with the directions for balloting, thus providing for total teacher participation. Teachers not teaching the subject will be excluded from the voting process. This process is usually completed by the end of March.~~
5. Representation from each school shall be selected to serve as the district committee. District committee members shall return to their school and meet with teachers of the adopted materials to obtain group consensus. The committee shall reconvene to come to consensus and recommend a program for adoption.
6. The program identified by the district committee as the final selection will be recommended by the Superintendent/designee to the School Board for approval.

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 Resources the instructional materials for adoption.



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 four (4) 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***.

Responsibilities of the District Instructional Resources Administrator

All SDCC pre-adoption committees are supervised by the District Instructional Resources 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, and complying with all legislation regarding the public hearing process.
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 additional actions requested by the district committee.
12. Making recommendations of adoption materials to the School Board.
13. Returning publisher samples, if requested.
14. Ordering new adoption materials.
15. 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. Documenting that all teachers are trained yearly regarding instructional materials procedures.
2. Recommending teachers and/or lay persons to serve on committees.
3. Organizing new adoption samples for teacher review.
4. Identifying quantities for district ordering of new adoptions.
5. Ordering maintenance and growth materials.
6. Issuing teacher editions (Non-State adopted) and scheduling teachers for in-service.
7. Completing an annual inventory to account for all books.
8. Processing new books upon arrival.
9. Collecting money for lost or damaged instructional materials.

PUBLISHER RESPONSIBILITIES

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



Decide to Submit

As a first step toward district adoption, all publishers registered during the state of Florida Intent to Bid process are notified by letter before the district committee convenes. In addition, a notice will be posted on the District and/or 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.

Submitting 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.

Written Correlations

The publisher must submit any required written correlations prior to the committee meeting date.

Publisher Presentations

When publisher presentations are made part of the district committee process, 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 review process.
7. Provide technical assistance to the districts during their review process.
8. Monitor publishers' participation in the adoption process.
9. Serve as subject matter consultants to state committees.
10. Prepare and publish state committee's reports.
11. Submit state and committees' reports to the Commissioner of Education.
12. Prepare and oversee the execution of contracts.



CLAY COUNTY DISTRICT REVIEW PROGRAM

In addition to review of instructional materials submitted for state adoption, Clay County may opt to review other instructional materials as part of a Clay County Instructional Materials Review Program per Florida Statutes (F.S.) 1006.283.

This review will follow the state cycle for adoption of instructional materials or may be called when weaknesses in the currently adopted materials are identified due to changes in state standards. Publishers of instructional materials will be notified of upcoming reviews via the district Purchasing Department website, <http://oneclay.net/purchasing/#active>, Request for Proposals, and/or the district Instructional Materials website, <http://tinyurl.com/SDCC-IM-site>.

A call for committee members shall be posted per district policy and the district committee comprised of administrators, specialists, and teachers shall be selected through the applications received from the posting. Teachers selected for the committee must be currently teaching the subject being considered.

MEMBER RESPONSIBILITIES

The following list introduces the major responsibilities of district committees.

1. Receive training that includes information concerning Florida Statutes (F.S.) relating to instructional materials, prohibited acts per F.S. 1006.32, and criteria for proper selection of instructional materials.
2. Sign an affidavit that per F.S. 1006.32:
 - a) The reviewer will faithfully discharge the duties imposed upon him or her.
 - b) The reviewer has no interest in any publishing or manufacturing organization that produces or sells instructional materials.
 - c) The reviewer is in no way connected with the distribution of the instructional materials.
 - d) The reviewer does not have any direct or indirect pecuniary interest in the business or profits of any person engaged in manufacturing, publishing, or selling instructional materials designed for use in the public schools.
 - e) The reviewer will not accept any emolument or promise of future reward of any kind from any publisher or manufacturer of instructional materials or his or her agent or anyone interested in or intending to bias his or her judgment in any way in the selection of any materials to be adopted.
 - f) The reviewer understands that it is unlawful to discuss matters relating to instructional materials submitted for adoption with any agent of a publisher or manufacturer of instructional materials, either directly or indirectly, except during the period when the publisher or manufacturer is providing a presentation for the reviewer during his or her review of the instructional materials submitted for adoption.
3. To adhere to procedures prescribed for evaluating instructional materials submitted by publishers and manufacturers in each adoption.
4. To evaluate carefully all instructional materials submitted, in order to ascertain which instructional materials, if any, submitted for consideration implement the selection criteria.
 - a) When recommending instructional materials for use in the schools, each reviewer 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 reviewer shall include only materials that accurately portray, whenever appropriate, humankind's place in ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances.
 - c) When recommending instructional materials for use in the schools, each reviewer shall require such materials as he or she 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 reviewer 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. A reviewer may not recommend any instructional materials 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) Any instructional material recommended by each reviewer for use in the schools shall be, to the satisfaction of each reviewer, accurate, objective, and current and suited to the needs and comprehension of students at their respective grade levels. Reviewers shall consider for adoption materials developed for academically talented students such as those enrolled in advanced placement courses.
5. To recommend to the administrator of Instructional Resources the instructional materials for adoption.

Responsibilities of the District Instructional Materials Administrator

The Clay County District Review Program is supervised by the District Instructional Resources Administrator. This person is responsible for:

1. Posting notification of upcoming committee reviews.
2. Overseeing the district training to committee participants.
3. Requesting the desired quantity of training materials and evaluation samples.
4. Receiving the evaluation samples.
5. Announcing meetings publicly.
6. Organizing committees in the election of a chairperson and in completing the evaluations.
7. Overseeing the evaluations.
8. Documenting the district summary evaluations.
9. Organizing additional actions requested by the district committee.
10. Making recommendations of adoption materials to the School Board.

PUBLISHER RESPONSIBILITIES

Publishers and manufacturers who participate in the Clay County Review Program must file a letter of intent to participate by the deadline specified on the website posting. Included in the intent to participate should be the website for electronic evaluation materials, a list of evaluation samples that will be shipped to the district, instructions for the return of those samples, written correlations to state standards, bid pricing, and purchasing information including a statement that an inventory of materials will be available during the first three years of an adoption.

When publisher presentations are made part of the district committee process, publishers are given specific guidelines for the presentations and equal time is allotted for each submission.

Publishers must pay fees stated in the website posting, not to exceed \$3,500 per submission. These fees will be allocated for support of the review process, including payment of stipends for reviewers, reimbursement of travel expenses and per diem incurred by reviewers, and costs related to employing substitute teachers to fill in for instructional personnel serving as reviewer. Fees collected will be maintained in a separate line item for auditing purposes.

Upon bid award, the publisher or manufacturer must negotiate contract language with the Director of Purchasing.

Responsibilities of the Superintendent

In the school year in which Clay County proceeds with the Clay County Review Program, the superintendent must certify, by March 31, that all instructional materials for core courses used in the district are aligned with applicable state standards. A list of all core materials that will be used or purchased by the district must be included in the certification.

In the school year in which Clay County proceeds with the Clay County Review Program, the district is not required to:

1. Provide each student with a major tool of instruction in the core courses of mathematics, language arts, science, social studies, reading, and literature;
2. Requisition materials through the publisher's depository;
3. Purchase materials within three years of an adoption; or
4. Use at least 50 percent of the state instructional materials allocation to purchase state-adopted materials.

However, the district is still required to use at least 50 percent of the state instructional materials allocation to purchase digital or electronic instructional materials beginning in the 2015-2016 fiscal year.

APPROVAL PROCEDURE FOR USE 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*



CORE Instructional Materials

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

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

Step 2: Instructional Resources 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 Resources 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 current state standards and School Board Policy. Instructional materials submitted as a part of the adoption process are exempt unless a particular concern arises.



Selecting a School Play

MIS Form ISS-1-2535

Request for Approval of Non-Board Approved or Non-State Adopted

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 or Leadership 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 or Leadership Council reviews the sample(s).

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

Step 5: Form ISS-1-2535 will be completed and submitted to the administrator of Instructional Resources 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 or Leadership Council, or a person representing the minority vote requests reconsideration using the appropriate forms.



LOCAL PROCEDURES FOR VIEWING STANDARDIZED ADOPTION INSTRUCTIONAL MATERIALS

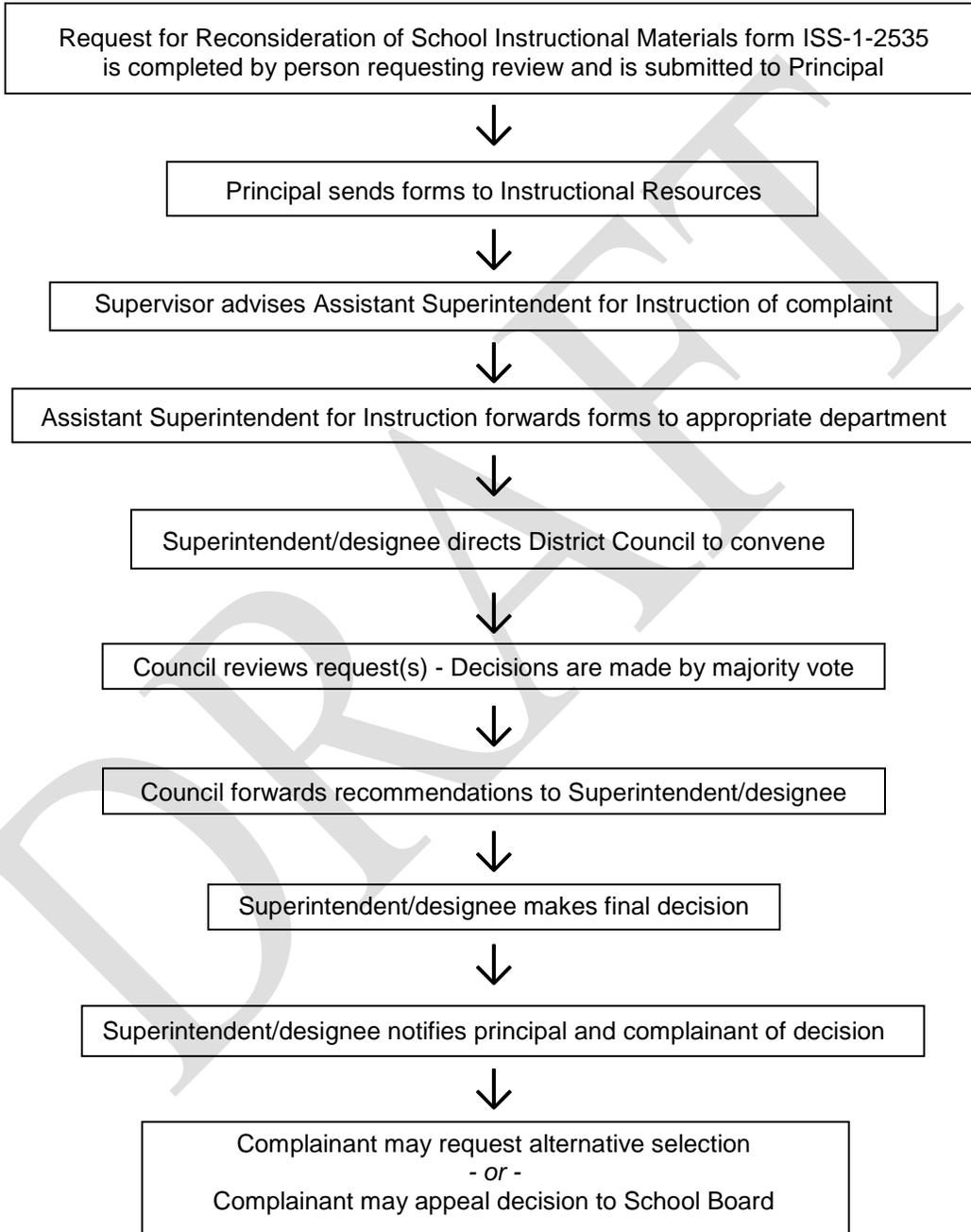
MIS Form ISS-2-2501
Request for Reconsideration or Review of Instructional Materials

Textbooks and other instructional materials 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 Resources 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 or Leadership 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

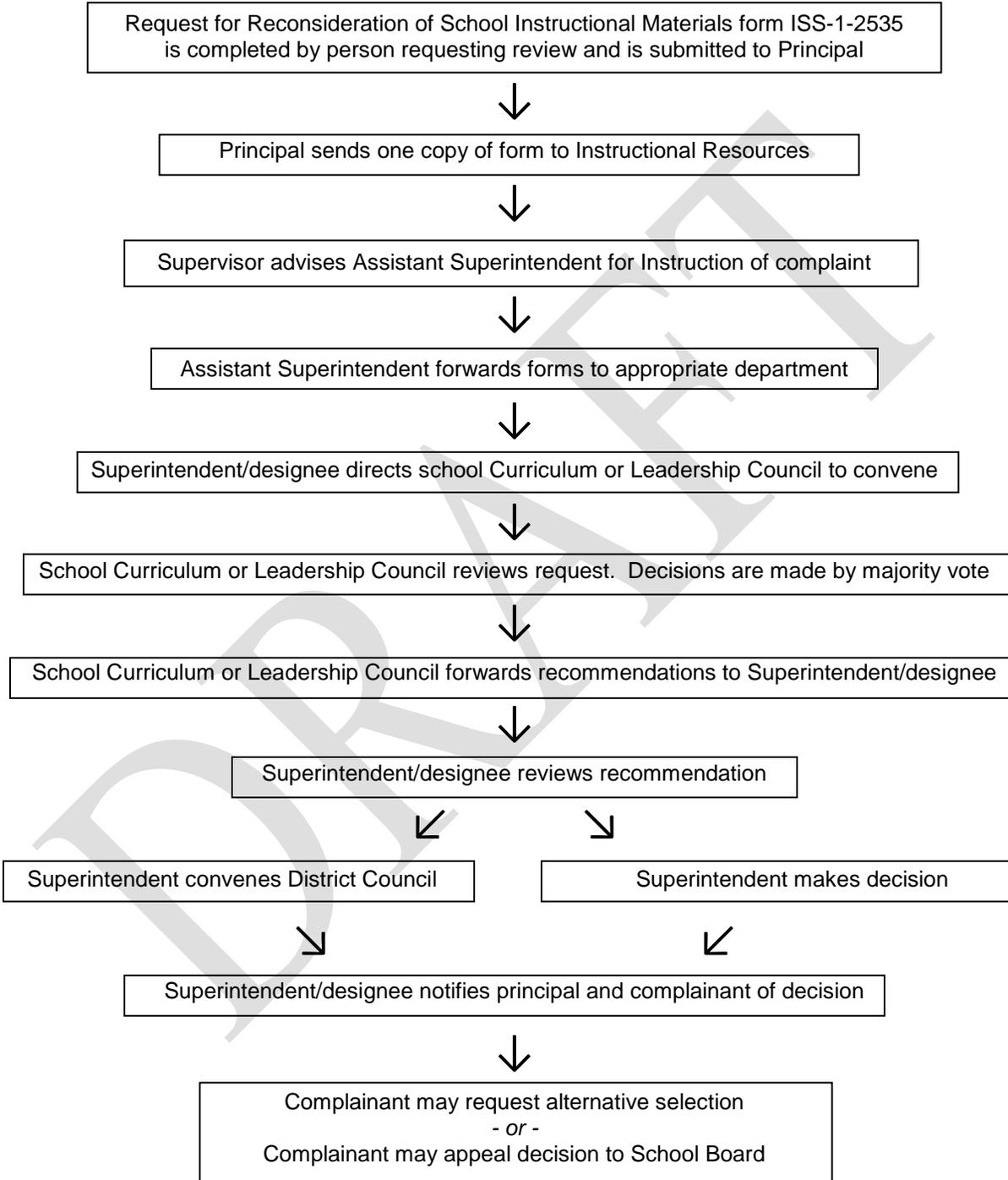
Prior to review, lay citizens must complete MIS Form ISS-2-2501 and submit it to the school principal.

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 Resources who will advise the Assistant Superintendent for Instruction of the request.
3. The Superintendent/designee directs the school/district Curriculum or Leadership 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 or Leadership 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 or Leadership Council makes decisions by a majority vote. The Council forwards the completed MIS Form ISS-1-2535 to Instructional Resources 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 or Leadership 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 or Leadership 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 OR LEADERSHIP 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 OR LEADERSHIP COUNCIL

Membership:

The school councils in 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 assistant principal will serve as Chairman of the council. 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 Education, as appropriate, within five (5) working days of the council meeting. The summary will be distributed to all schools and 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, 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 FUNDS

1. The Administrator of Instructional Resources, according to the annual comprehensive plan, will allocate funds from the state appropriation to schools and provide funds for newly adopted materials or district initiatives in accordance with state statutes.
2. In order to meet the requirement that library media materials be given high priority, a specific amount per un-weighted 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 five-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; and
 - Materials for district-wide initiatives.
4. 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.
5. 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 2, 3 and 4 above have been satisfied. Items purchased must meet the definition of instructional materials.
6. 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.
7. All state adopted materials must be ordered through the district TERMS Textbook Management program. Non-state adopted materials must be ordered through the district TERMS Purchasing program.
8. 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.
9. 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.

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)

10. If supplies permit, the principal shall sell instructional material used by the students in the school to a parent/guardian. Monies collected from such sales will be included in the school's check for lost or damaged materials at the end of the year.
11. If the school has no copies available to sell, the principal shall give the parent/guardian the necessary information to enable them to purchase the materials from Florida School Book Depository (FSBD). The parent/guardian may pay for materials in cash or by check made payable to the school. The school then places 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 Resources.
12. 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, the school shall submit to the Administrator of Instructional Resources a check payable to the School District Clay County. This check will be deposited to the school's 0520 fund as an addition to their allocation for instructional materials for the next fiscal year.

INSTRUCTIONAL MATERIALS ASSESSMENT GUIDE

MIS Form ISS-1-2523
Notice of Textbook/Instructional Material Loss or Damage

A Destiny Textbook Manager report or MIS Form ISS-1-2523 is a required form for parental notice of textbook/instructional materials loss or damage. Use the following table to determine the condition of the instructional materials and the lost or damaged fees to be assessed:



Condition/Damage of Instructional Materials		
<i>Unusable</i>		
<u>Lost Items:</u>		100%
<u>Damaged Beyond Use:</u>		100%
<i>Usable</i>		
<u>Damaged Binding:</u>	Ripped, Broken	50%
<u>Damaged Cover:</u>	Torn but usable	50%
<u>Damaged Pages:</u>	Torn or Wet but usable	50%
<u>Defaced Items:</u>	Writing <i>For immoral writing that cannot be removed, book is considered unusable</i>	\$2.00/page
<u>Missing Barcode:</u>	Outside or Inside barcode	\$2.00 each

Each classroom teacher should regularly but not less than twice yearly, check student instructional materials and report lost and damaged items. Teachers should collect from each pupil, his parent or guardian, the purchase price of any instructional material(s) the pupil has lost, destroyed, or unnecessarily damaged. The sum collected shall be determined by the physical condition of the materials as stated above.

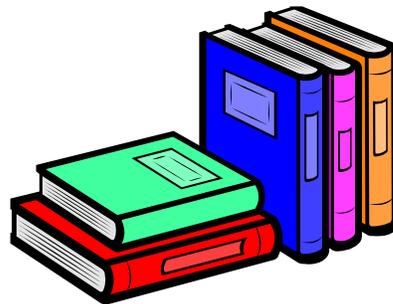
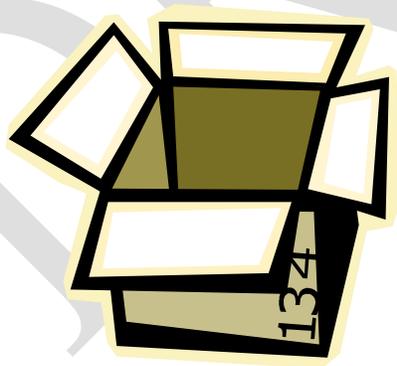
The failure to collect such sum upon reasonable effort by the principal may result in suspension of the pupil from participation in extracurricular activities or satisfaction of the debt by the pupil through community service activities at the school site as determined by the principal.
FS 1006.28 (3b)

Procedures for reporting monies collected for lost or damaged instructional materials should be in accordance with procedures outlined by each building principal.

Monies collected must be submitted to Instructional Resources 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 Resources and electronically sent to purchasing.
6. Orders will be processed at the district office on Tuesdays. Please have your orders on the system by Tuesdays at noon so that they may be transmitted to FSBD the same week. Orders not received by noon will not be processed until the next Tuesday.
7. You will receive your instructional materials order directly from FSBD. Immediately upon receipt, check your order for accuracy.
8. Any discrepancies should be reported to FSBD on their website, www.fsbd.com, within two weeks.
9. When order is complete:
 - a. Sign and date the GREEN copy of the PO and send it to Accounts Payable for payment.
 - b. Retain BLUE copy for your records.
 - c. Mark the order as received in the Textbook Management Program.



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

Remember – Regardless of budget code:

- **ALL FSBD purchase orders are keyed through the Textbook Management Program only.**
Selection 3 from the Main Menu, Screens A18 through A21.
Assistance for FSBD orders is available by calling county extension 5900953.
- **Purchases to other vendors are keyed through the Finance Purchase Order Program.**
Selection 2 from the Main Menu, Screens F804 and F805.
Assistance for regular purchase orders is available by calling county extension 5900508.

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

- STEP 1:** **FSBD orders can be entered at any time** using the A18-A21 screens to create FSBD textbook requests. Orders entered prior to 12 Noon on Tuesdays will be processed the same week. Those entered after 12 Noon will be processed the following week. For emergency approvals, contact Lennis DeBartolomeis in Instructional Resources.
- STEP 2:** **Approval of Requests** is made by Instructional Resources (IR) weekly, usually on Tuesday afternoons.
- STEP 3:** **Post to Finance:** Once orders are approved by IR, they are electronically batched to the Accounts Payable Department for assignment of PO numbers.
- STEP 4:** **Assignment of PO Number:** Accounts Payable assigns PO numbers to orders, usually on Wednesday afternoons.
- STEP 5:** **Retrieval of Orders with PO Number Assigned:** Once PO numbers have been assigned, IR electronically retrieves the FSBD textbook orders back to the Textbook Program (usually on Thursday afternoons). Each textbook request will now have three (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 PO's.
- STEP 6:** **Create State Files:** This process (done by IR) transmits a batch file of FSBD orders for the week. All FSBD orders are then electronically submitted for processing. Because FSBD can only accept orders electronically, all copies (white, green and blue) of FSBD POs are mailed to the cost center making the order.

NOTE: *The Purchasing Department mails white copies of other POs directly to the Vendor. Blue and green copies are sent to the cost center making the order.*

NOTE: ALL FSBD orders may only be entered through the Textbook Management Program, even those using Internal Funds. FSBD will not process any orders except those electronically transmitted by the above process.

ENTERING FSBD ORDERS USING TEXTBOOK MANAGEMENT SYSTEM SCREENS A18 - A21



NOTE:

ALL FSBD orders MUST be electronically entered and submitted through this system using Screens A18 through A21. See the Appendix for "QUICK GUIDES TO THE TERMS TEXTBOOK PROGRAM" for keying procedures.

Signing on to TERMS:

- Select the TERMS icon from your PC desktop screen. Double click this selection. The "SYSTEM SIGN ON" screen should appear.
- Key in your USER ID# and PASSWORD and press ENTER.
- Key in Selection 3 on the main menu, and press ENTER. The "SIGN ON" (Textbook) screen should appear.
- In the "Select Menu" blank, key the letter "A" and press ENTER.

You are now on the "A. Textbook" Screen which shows the choices available in the TERMS Textbook Management Program.

To place FSBD orders, use screens 18 through 21. It is suggested you start with the A18 screen.

- In the upper left-hand corner of the screen is the "Panel" blank. Key the number of the screen you wish to use and press ENTER. Descriptions of all screens are given below.

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
The F4 key allows you to see available choices to key in.
- **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. It will be located in the upper left-hand corner of the screen where you typed the word “ADD.” You may need to press the ENTER key twice for the number to appear.

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, change it to the correct accounting codes. The amount under the word “BALANCE” 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 of 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: Used to key in item purchased.

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

- 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 at this point to verify the accuracy of the budget line.

- 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 or Leadership Council and completing the required MIS 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 or Leadership Council approval, if needed. When ordering "PER ATTACHED", submit a copy of items ordered.
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 only. Orders to other vendors are mailed by the Purchasing Department via the US Postal Service. For emergency approvals, contact Lennis DeBartolomeis in Instructional Resources.
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.fsbdc.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 for payment.
 - Retain the BLUE copy for your records.
 - Keep the WHITE copy (for FSBD orders only) in your files. You will not have a white copy for other vendor purchases.

USING TERMS 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 and 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. 5900508.

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 Panel identifier 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 the F4 key to search for vendor.
- **Date:** Do not change this information - computer will fill in current date
- **Ship:** Enter the cost center code where items are to be shipped.
- **Buyr:** Enter NGR, which stands for Nancy Racine, Director of Purchasing.
- **Seq:** Computer will assign this number automatically.
- **Rf:** Leave this space blank.
- **Item:** Type the word INVENTORY as a reminder to enter these items on your school site inventory when they have been received.
- **Description:** The item(s) you are ordering
- **Qty:** Number of items you wish to order
- **Unit:** The F4 key 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 the 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.



RECEIVING AN ORDER AT YOUR SITE

IMMEDIATELY check all deliveries for accuracy and completeness!

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 instructional materials 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 that cost center of the report.

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

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.

SURPLUS AND DISCARD PROCEDURES FOR INSTRUCTIONAL MATERIALS

MIS Form ISS-2-2506
Request to Surplus Instructional Materials

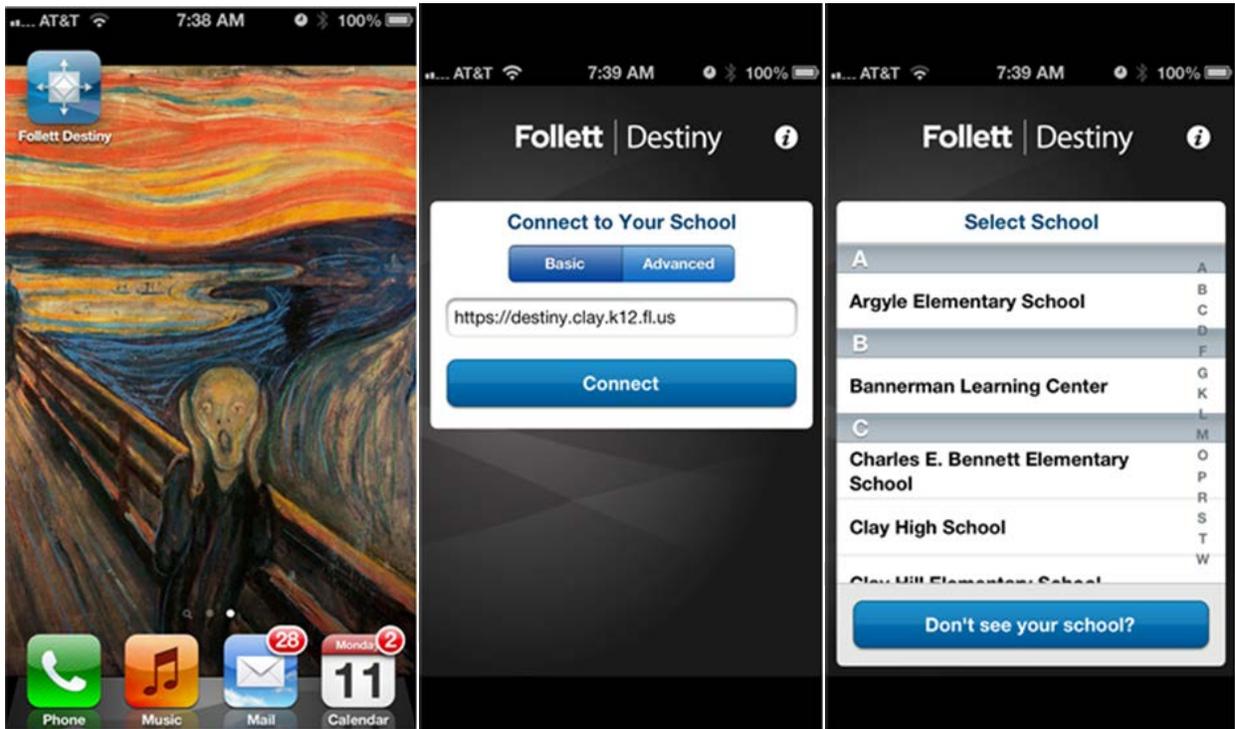
1. Instructional materials not being used at any given school can be declared surplus at the school level, taking into consideration the five-year adoption cycle for state approved materials.
2. It is the responsibility of the office of Instructional Resources (IR) to prepare a surplus materials by year-end of procedures to follow for surplus materials going off county adoption.
3. For other materials to be declared surplus, MIS form ISS-2-2506 must be completed and forwarded to IR. If any school has a need for the listed surplus items, the Instructional Resources administrator will initiate the transfer of said materials.
4. If the items are not needed by another school, the IR administrator declares the items as surplus.
5. If the materials are surplus, you will be notified by the IR administrator.
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 surplus materials available;
 - Have a student giveaway in your cafetorium or library;
 - Give four or less items of one title to your teachers.
7. After you have taken all steps outlined above, discard any instructional materials in poor condition or that are more than ten (10) years old.
8. Store any remaining materials for surplus pickup.
9. IR sells instructional materials to companies that buy obsolete materials..
10. The IR administrator will make the discarded materials available to private schools or governmental agencies and will dispose of the remainder of the discarded items.



DESTINY TEXTBOOK MANAGEMENT

Additional information is available online for Instructional Materials Administrators

There's an APP for Destiny - Destiny created an APP for iPhone, iPad, or Google Play for an Android phone. With this APP teachers can check in/out instructional materials without having to use the wand scanner.



DESTINY TEXTBOOK MANAGEMENT

For Department/Grade Chair

Department/Grade Chair: Assign Instructional Materials to Classroom Teachers

Open web browser and type Destiny if on the CCSB network
(Outside the network, type <https://destiny.clay.k12.fl.us>)

Log in with your network user name and password

Change the View at the top to **Textbook** View

Click the green **Circulation** tab

Select the **To Teacher** tab (on the right)

Type in the last name of the teacher in the Find box and select **Go** or **Find Teacher**

Click on the teacher's name in blue

Scan or type in the barcodes of the items to check out to the teacher

Print a copy of the items checked out to the teacher.

DESTINY TEXTBOOK MANAGEMENT

For Classroom Teachers

Classroom Teachers: Reassign Individual Materials to Students

Open web browser and type Destiny if on the CCSB network
(Outside the network, type <https://destiny.clay.k12.fl.us>)

Log in with your network user name and password

Change the View at the top to **Textbook** View

Click the green **Circulation** tab

Select the **By Class** tab (on the left)

Use the drop-down arrow beside Class to choose the section you need

Click on **Class List** to display the students in the class and their barcodes

Click on the barcode number to bring up the student's record

Scan or type in the barcodes of the instructional materials to check out to the student

If prompted that the item is checked out to you, click on **Yes** to reassign it to the student

If you have finished checking out items to student, go back to the class list and select the next student barcode and continue

Print a copy of the items checked out to the class.

DESTINY TEXTBOOK MANAGEMENT

For Classroom Teachers (Cont'd.)

Classroom Teachers: Reassign Instructional Materials to Students if Classes are not Available

Open web browser and type Destiny if on the CCSB network

(Outside the network, type <https://destiny.clay.k12.fl.us>)

Log in with your network user name and password

Change the View at the top to **Textbook** View

Click the green **Circulation** tab

Select the **To Teacher** tab (on the left)

Type in your last name in the Find box and select **Go** or **Find Teacher**

Click on the your name in blue

You will see the list of instructional materials checked out to you

Select the **Reassign** icon

Find the student by scanning his/her barcode from a class list or typing in his/her student ID (same as lunch code); or type in the student's last name and select his/her record from a list

Click on the **Assign** icon to the right of the item you're checking out to the student

VERY IMPORTANT! Click on the **Reset** button on the left before moving to the next student.

DESTINY TEXTBOOK MANAGEMENT

For Classroom Teachers (Cont'd.)

Classroom Teachers: Individually Assign Instructional Materials to Students

Open web browser and type Destiny if on the CCSB network
(Outside the network, type <https://destiny.clay.k12.fl.us>)

Log in with your network user name and password

Change the View at the top to **Textbook** View

Click the green **Circulation** tab

Select **To Patron** tab (on left) *This option will not allow printing a list of materials checked out to students by class.*

Find the student by scanning his/her barcode from a class list or typing in his/her student ID (same as lunch code); or type in the student's last name and select his/her record from a list

Scan or type in the barcodes of the materials you are issuing to the student

If prompted that an item is checked out to you, click on **Yes** to reassign it to the student

VERY IMPORTANT! Click on the **Reset** button on the left before moving to the next student.

DESTINY TEXTBOOK MANAGEMENT

For Classroom Teachers (Cont'd.)

Classroom Teacher: Report of Instructional Materials Assigned by Class

NOTE: This report only works if the teacher checked out items by class.

Open web browser and type Destiny if on the CCSB network
(Outside the network, type <https://destiny.clay.k12.fl.us>)

Log in with your network user name and password

Change the View at the top to **Textbook** View

Select the **Reports** tab

Select **Class List** to list class sections by teacher or student.

Under **Select and Sort by Teacher Name From**, enter your last name

Under **Show**, select Teachers, Students, and any checked out materials.

Then select **Run Report**.

The screenshot shows the Destiny Textbook Management interface for Oakleaf Junior High. The top navigation bar includes 'List All Sites', 'Dashboard', 'Catalog', 'Circulation', 'Reports', and 'Back Office'. The 'Reports' tab is active, and the 'Class List' report is selected. The main content area is titled 'List classes...' and contains the following configuration options:

- For:** Teachers
- Select & Sort by:** Teacher Name
- From:** your lastname to your lastname
- Start a new page for each teacher
- Additional options:** Include Current sections
- Only class periods from:** to
- Show:** Teachers and their classes only; Teachers, students and any checked out textbooks
-

DESTINY TEXTBOOK MANAGEMENT

For Classroom Teachers (Cont'd.)

Classroom Teachers: Book Check

Open Internet Explorer and type Destiny if on the CCSB network
(Outside the network, type <https://destiny.clay.k12.fl.us>)

Log in with your network user name and password

Change the View at the top to **Textbook** View

Click the green **Circulation** tab

Select **Copy Status** (on left side)

With your computer screen visible to the student, scan or type in the barcode number of the instructional material. It should show up as checked out to the student. If so, check the condition of the item and continue to the next student

Notes:

- If barcode is missing, check for the barcode inside the book (usually page 51)
Assess \$2.00 fine for missing barcode
- If inside barcode is also missing, keep the book with a note of the student's name. If all checked out items are located, assume this book was assigned to this student
Assess \$2.00 fine for each missing barcode - \$4.00 total
- If all checked out items are not located, there is no way to identify the book was assigned to the student.
Assess lost book fine at 100% replacement cost.
- If instructional material is damaged, assess appropriate fine. Refer to Instructional Materials Assessment Guide shown in the *Instructional Materials Management* section of this handbook.

DESTINY TEXTBOOK INVENTORY

Year-end Check-In: Teacher Information

Open Internet Explorer and type Destiny if on the CCSB network
(Outside the network, type <https://destiny.clay.k12.fl.us>)

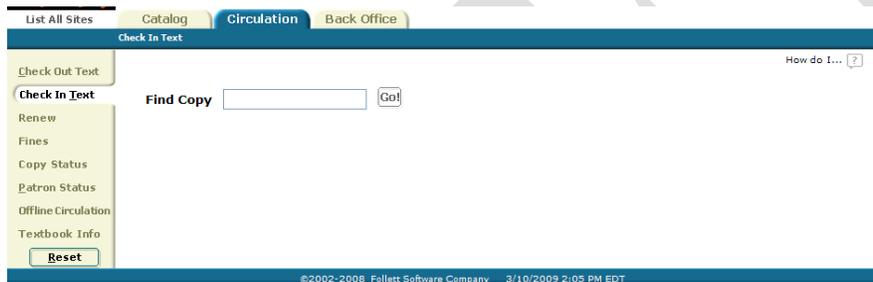
Log in with your network user name and password

Change the View at the top to **Textbook View**

Click the **Circulation** tab



Select **Check In Text** and scan barcode with computer screen facing student.



If the copy is checked out to the correct student and the condition does not need to be changed, proceed to the next student.

If the book does not have a barcode, check page 51. If the barcode is also missing from page 51, tell the student you will keep the book with his/her name. If all copies of the title are located, you will return the book to the student. If all copies are not located, it does not belong to the student and the student will be charged for a lost book.

If the item condition needs to be changed, use the drop down list to change the condition



If a fine needs to be charged, select Create Fine

Use the drop down list to select or enter a reason.

Enter amount to be charged.

You do not enter anything next to "Pay" unless the student is paying a fine.

You do not print a receipt unless a student pays a fine.

Then **SAVE!**

When you mark the item as lost, the fine will be assessed.

As students pay for lost materials, enter amount paid under Fines - Pay

Print a receipt for the student and bookkeeper.

Be sure to **SAVE** each time you enter an amount.

Turn in monies collected as usual along with the receipt you printed for the bookkeeper.

APPENDIX

FLORIDA STATUTES PERTAINING TO INSTRUCTIONAL MATERIALS

**Title XLVIII
K-20 EDUCATION Code
Chapter 1001
K-20 GOVERNANCE**

1001.10 Commissioner of Education; general powers and duties.—

(6) Additionally, the commissioner has the following general powers and duties:

(o) To develop criteria for use by department instructional materials reviewers in evaluating materials submitted for adoption consideration. The criteria shall, as appropriate, be based on instructional expectations reflected in course descriptions and student performance standards. The criteria for each subject or course shall be made available to publishers and manufacturers of instructional materials pursuant to the requirements of chapter 1006.

(p) To prescribe procedures for evaluating instructional materials submitted by publishers and manufacturers in each adoption.

1001.42 Powers and duties of district school board.—The district school board, acting as a board, shall exercise all powers and perform all duties listed below:

(9) COURSES OF STUDY AND OTHER INSTRUCTIONAL MATERIALS.—Provide adequate instructional materials for all students in accordance with the requirements of chapter 1006.

1001.43 Supplemental powers and duties of district school board.—The district school board may exercise the following supplemental powers and duties as authorized by this code or State Board of Education rule.

(3) INSTRUCTIONAL AIDS.—The district school board may adopt policies providing for innovative teaching techniques, teaching programs and methods, instructional aids and objectives, extracurricular and interscholastic activities, and supplemental programs including, but not limited to, policies providing for:

(b) Instructional priorities and objectives, pilot projects and evaluations, curriculum adoption and design, and lesson planning.

1001.51 Duties and responsibilities of district school superintendent.—

(8) COURSES OF STUDY AND OTHER INSTRUCTIONAL AIDS.—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 chapter 1006.

1001.54 Duties of school principals.—

(4) Each school principal is responsible for the management and care of instructional materials, in accordance with the provisions of chapter 1006.

**Title XLVIII
K-20 EDUCATION CODE
Chapter 1002**

STUDENT AND PARENTAL RIGHTS AND EDUCATIONAL CHOICES

1002.20 K-12 student and parent rights.—Parents of public school students must receive accurate and timely information regarding their child’s academic progress and must be informed of ways they can help their child to succeed in school. K-12 students and their parents are afforded numerous statutory rights including, but not limited to, the following:

(9) **BLIND STUDENTS.—**Blind students have the right to an individualized written education program and appropriate instructional materials to attain literacy, in accordance with provisions of s. 1003.55.

(19) **INSTRUCTIONAL MATERIALS.—**

(a) **Core courses.—**Each public school student is entitled to sufficient instructional materials in the core courses of mathematics, language arts, social studies, science, reading, and literature, in accordance with the provisions of ss. 1003.02(1)(d) and 1006.40(2).

(b) **Curricular objectives.—**The parent of each public school student has the right to receive effective communication from the school principal as to the manner in which instructional materials are used to implement the school’s curricular objectives, in accordance with the provisions of s. 1006.28(3)(a).

(c) **Sale of instructional materials.—**Upon request of the parent of a public school student, the school principal must sell to the parent any instructional materials used in the school, in accordance with the provisions of s. 1006.28(3)(c).

(d) **Dual enrollment students.—**Instructional materials purchased by a district school board or Florida College System institution board of trustees on behalf of public school dual enrollment students shall be made available to the dual enrollment students free of charge, in accordance with s. 1007.271(17).

1002.23 Family and School Partnership for Student Achievement Act.—

(2) To facilitate meaningful parent and family involvement, the Department of Education shall develop guidelines for a parent guide to successful student achievement which describes what parents need to know about their child’s educational progress and how they can help their child to succeed in school. The guidelines shall include, but need not be limited to:

(g) School board rules, policies, and procedures for student promotion and retention, academic standards, student assessment, courses of study, instructional materials, and contact information for school and district offices; and

1002.39 The John M. McKay Scholarships for Students with Disabilities Program.—There is established a program that is separate and distinct from the Opportunity Scholarship Program and is named the John M. McKay Scholarships for Students with Disabilities Program.

(10) JOHN M. MCKAY SCHOLARSHIP FUNDING AND PAYMENT.—

(a)1. The maximum scholarship granted for an eligible student with disabilities shall be equivalent to the base student allocation in the Florida Education Finance Program multiplied by the appropriate cost factor for the educational program that would have been provided for the student in the district school to which he or she was assigned, multiplied by the district cost differential.

2. In addition, a share of the guaranteed allocation for exceptional students shall be determined and added to the amount in subparagraph 1. The calculation shall be based on the methodology and the data used to calculate the guaranteed allocation for exceptional students for each district in chapter 2000-166, Laws of Florida. Except as provided in subparagraphs 3. and 4., the calculation shall be based on the student's grade, matrix level of services, and the difference between the 2000-2001 basic program and the appropriate level of services cost factor, multiplied by the 2000-2001 base student allocation and the 2000-2001 district cost differential for the sending district. The calculated amount shall include the per-student share of supplemental academic instruction funds, instructional materials funds, technology funds, and other categorical funds as provided in the General Appropriations Act.

1002.415 K-8 Virtual School Program.—Subject to annual legislative appropriation, a kindergarten through grade 8 virtual school program is established within the Department of Education for the purpose of making academic instruction available to full-time students in kindergarten through grade 8 using online and distance learning technology. The department shall use an application process to select schools to deliver program instruction.

(3) PARTICIPATING SCHOOLS.—

(c) A school approved to participate in the program must provide each student enrolled in the virtual school with:

1. All necessary instructional materials;

1002.42 Private schools.—

(10) INSTRUCTIONAL MATERIALS.—District school boards may dispose of instructional materials when they become unserviceable or surplus or are no longer on state contract by giving them to a private school in accordance with the provisions of s. 1006.41.

1002.45 Virtual instruction programs.—

(1) PROGRAM.—

(e) 2. Expend the difference in funds provided for a student participating in the school district virtual instruction program pursuant to subsection (7) and the price paid for contracted services procured pursuant to subparagraphs (c)1. and 2. for the district's local instructional improvement system pursuant to s. 1006.281 or other technological tools that are required to access electronic and digital instructional materials.

3. At the end of each fiscal year, but no later than September 1, report to the department an itemized list of the technological tools purchased with these funds.

(3) VIRTUAL INSTRUCTION PROGRAM REQUIREMENTS.—Each virtual instruction program under this section must:

(c) Provide each student enrolled in the program with all the necessary instructional materials.

Title XLVIII
K-20 EDUCATION CODE
Chapter 1003
DISTRICT SCHOOL BOARD OPERATION AND CONTROL OF PUBLIC K-12 EDUCATION
WITHIN THE SCHOOL DISTRICT

1003.02 District school board operation and control of public K-12 education within the school district.—As provided in part II of chapter 1001, district school boards are constitutionally and statutorily charged with the operation and control of public K-12 education within their school district. The district school boards must establish, organize, and operate their public K-12 schools and educational programs, employees, and facilities. Their responsibilities include staff development, public K-12 school student education including education for exceptional students and students in juvenile justice programs, special programs, adult education programs, and career education programs. Additionally, district school boards must:

(1) Provide for the proper accounting for all students of school age, for the attendance and control of students at school, and for proper attention to health, safety, and other matters relating to the welfare of students in the following fields:

(d) *Courses of study and instructional materials.*—

1. Provide adequate instructional materials for all students as follows and in accordance with the requirements of chapter 1006, 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.

2. Adopt courses of study for use in the schools of the district.

3. Provide for proper requisitioning, distribution, accounting, storage, care, and use of all instructional materials as may be needed, and ensure that instructional materials used in the district are consistent with the district goals and objectives and the curriculum frameworks approved by the State Board of Education, as well as with the state and school district performance standards required by law and state board rule.

1003.4203 Digital materials, recognitions, certificates, and technical assistance.—

(1) Each district school board, in consultation with the district school superintendent, shall make available digital materials for students in prekindergarten through grade 12 in order to enable students to attain digital skills. The digital materials may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications, subject to available funding.

(2) Beginning with the 2013-2014 school year, each district school board, in consultation with the district school superintendent, shall make available digital and instructional materials, including software applications, to students with disabilities who are in prekindergarten through grade 12.

(5) The Department of Education or a company contracted with under subsection (4) shall provide technical assistance to district school boards in the implementation of this section. Technical assistance to districts shall include, but is not limited to, identification of digital resources, primarily open-access resources, including digital curriculum, instructional materials, media assets, and other digital tools and applications; training mechanisms for teachers and others to facilitate integration of digital resources and technologies into instructional strategies; and model policies and procedures that support sustainable implementation practices.

1003.51 Other public educational services.—

(2) The State Board of Education shall adopt and maintain an administrative rule articulating expectations for effective education programs for youth in Department of Juvenile Justice programs, including, but not limited to, education programs in juvenile justice commitment and detention facilities. The rule shall articulate policies and standards for education programs for youth in Department of Juvenile Justice programs and shall include the following:

1003.55 Instructional programs for blind or visually impaired students and deaf or hard-of-hearing students.—

(1) The Department of Education may establish a coordinating unit and instructional materials center for visually impaired students and deaf or hard-of-hearing students to provide staff and resources for the coordination, cataloging, standardizing, producing, procuring, storing, and distributing of braille, large print, tangible apparatus, captioned films and video tapes, and other specialized educational materials needed by these students and other exceptional students. The coordinating unit shall have as its major purpose the improvement of instructional programs for visually impaired students and deaf or hard-of-hearing students and may, as a second priority, extend appropriate services to other exceptional students, consistent with provisions and criteria established, to the extent that resources are available.

(2) The unit shall be operated under rules adopted by the State Board of Education.

(3) As used in this section, the term:

(a) "Blind student" means a student who is eligible for special education services and who:

1. Has a visual acuity of 20/200 or less in the better eye with correcting lenses or has a limited field of vision such that the widest diameter subtends an angular distance of no greater than 20 degrees; or

2. Has a medically indicated expectation of visual deterioration.

(b) "Braille" means the system of reading and writing through touch commonly known as standard English braille.

(c) "Individualized education program" means a written statement developed for a student eligible for special education services pursuant to s. 602(a)(20), Part A of the Individuals with Disabilities Education Act, 20 U.S.C. s. 1401(a).

(4) In developing an individualized written education program for each blind student, the presumption shall be that blind students can communicate effectively and efficiently with the same level of proficiency expected of the students' peers of comparable ability and grade level. Accordingly, proficiency in reading and writing braille shall be considered during the individualized planning and assessment processes in this context.

(5) Any publisher of a textbook adopted pursuant to the state instructional materials adoption process shall furnish the Department of Education with a computer file in an electronic format specified by the department at least 2 years in advance that is readily translatable to braille and can be used for large print or speech access. Any textbook reproduced pursuant to the provisions of this subsection shall be purchased at a price equal to the price paid for the textbook as adopted. The Department of Education shall not reproduce textbooks obtained pursuant to this subsection in any manner that would generate revenues for the department from the use of such computer files or that would preclude the rightful payment of fees to the publisher for use of all or some portion of the textbook.

History.—s. 149, ch. 2002-387; s. 1, ch. 2013-84.

1003.621 Academically high-performing school districts.—It is the intent of the Legislature to recognize and reward school districts that demonstrate the ability to consistently maintain or improve their high-performing status. The purpose of this section is to provide high-performing school districts with flexibility in meeting the specific requirements in statute and rules of the State Board of Education.

(2) COMPLIANCE WITH STATUTES AND RULES.—Each academically high-performing school district shall comply with all of the provisions in chapters 1000-1013, and rules of the State Board of Education which implement these provisions, pertaining to the following:

(j) Those statutes relating to instructional materials, except that s. 1006.37, relating to the requisition of state-adopted materials from the depository under contract with the publisher, and s. 1006.40(3)(a), relating to the use of 50 percent of the instructional materials allocation, shall be eligible for exemption.

**Title XLVIII
K-20 EDUCATION CODE
Chapter 1006
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.—

(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 student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or

software that serve as the basis for instruction for each student in the core courses of mathematics, language arts, social studies, science, reading, and literature. 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) Instructional materials.—Provide for proper requisitioning, distribution, accounting, storage, care, and use of all instructional materials and furnish such other instructional materials as may be needed. The district school board shall ensure that instructional materials used in the district are consistent with the district goals and objectives and the course descriptions established in rule of the State Board of Education, as well as with the 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 instructional materials and other instructional aids as will result in general improvement of the district school system, as prescribed in this part, in accordance with adopted district school board rules prescribing the duties and responsibilities of the district school superintendent regarding the requisition, purchase, receipt, storage, distribution, use, conservation, records, and reports of, and management practices and property accountability concerning, instructional materials, and providing for an evaluation of any instructional materials to be requisitioned that have not been used previously in the district's schools. The district school superintendent must keep adequate records and accounts for all financial transactions for funds collected pursuant to subsection (3), 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 instructional materials; enforcement.—The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the money collected to the district school superintendent. The failure to collect such sum upon reasonable effort by the school principal may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school principal, pursuant to policies adopted by district school board rule.

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

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

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

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

1006.281 Local instructional improvement systems.—

(1) The term “local instructional improvement system” means a system that uses electronic and digital tools that provide teachers, administrators, students, and parents with data and resources to systematically manage continuous instructional improvement. The system supports relevant activities such as instructional planning, information gathering and analysis, rapid-time reporting, decision making on appropriate instructional sequence, and evaluating the effectiveness of instruction. The system shall integrate instructional information with student-level data to provide predictions of future student achievement.

(2) Each school district shall provide teachers, administrators, students, and parents access to a local instructional improvement system. The system must provide access to electronic and digital instructional materials and teaching and learning tools and resources, including the ability for teachers and administrators to manage, assess, and track student learning.

1006.282 Pilot program for the transition to electronic and digital instructional materials.—

1) A district school board may designate pilot program schools to implement the transition to instructional materials that are in an electronic or a digital format as defined in s. 1006.29(3).

(2) A district school board may designate pilot program schools if the school district:

(a) Implements a local instructional improvement system pursuant to s. 1006.281 which enables district staff to plan, create, and manage professional development and to connect

professional development with staff information and student performance, provides the ability to seamlessly connect the system to electronic and digital instructional materials and the instructional materials to student assessment data, and includes the minimum standards published by the Department of Education.

(b) Requests only the electronic or digital format of the sample copies of instructional materials submitted pursuant to s. 1006.33.

(c) Uses at least 50 percent of the pilot program school's annual allocation from the district for the purchase of electronic or digital instructional materials included on the state-adopted list.

(3) A school designated as a pilot program school by the school board is exempt from:

(a) Section 1006.40(2), if the school provides comprehensive electronic or digital instructional materials to all students; and

(b) Section 1006.37.

(4) By August 1 of each year, beginning in 2011, the school board must report to the Department of Education the school or schools in its district which have been designated as pilot program schools. The department shall publish the list of pilot program schools on the department's Internet website. The report must include:

(b) A description of the type of technological tool or tools that will be used to access the electronic or digital instructional materials included in the pilot program school, whether district-owned or student-owned.

1006.283 District school board instructional materials review process.—

(1) A school board or consortium of school districts may implement an instructional materials program that includes the review, approval, adoption, and purchase of instructional materials. Beginning in the 2013-2014 school year, the district school superintendent shall certify to the department by March 31 of each year that all instructional materials for core courses used by the district are aligned with applicable state standards. Included in the certification shall be a list of the core instructional materials that will be used or purchased for use by the school district.

(2) The school board shall adopt rules implementing the district's instructional materials program which must include, but need not be limited to:

(a) Its review and purchase process.

(b) Identification of a review cycle for instructional materials.

(c) The duties and qualifications of the instructional materials reviewers.

(d) The requirements for an affidavit made by a district instructional materials reviewer which substantially includes the requirements of s. 1006.30.

(e) Compliance with s. 1006.32, relating to prohibited acts.

(f) A process that certifies the accuracy of instructional materials.

(g) The incorporation of applicable requirements of s. 1006.31, which relates to the duties of instructional materials reviewers.

(h) The incorporation of applicable requirements of s. 1006.38, relating to the duties, responsibilities, and requirements of publishers of instructional materials.

(i) The process by which instructional materials will be purchased, including advertising, bidding, and purchasing requirements.

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

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

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

(5) A publisher that offers instructional materials to a district school board must provide such materials at a price that, including all costs of electronic transmission, does not exceed the lowest price at which the publisher offers such instructional materials for approval or sale to any state or school district in the United States.

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

History.—s. 2, ch. 2013-237.

1006.29 State instructional materials reviewers.—

(1)(a) 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.

(b) By April 15 of each school year, the commissioner shall appoint three state or national experts in the content areas submitted for adoption to review the instructional materials and evaluate the content for alignment with the applicable Next Generation Sunshine State Standards. These reviewers shall be designated as state instructional materials reviewers and shall review the materials for the level of instructional support and the accuracy and appropriateness of progression of introduced content. Instructional materials shall be made

electronically available to the reviewers. The initial review of the materials shall be made by only two of the three reviewers. If the two reviewers reach different results, the third reviewer shall break the tie. The reviewers shall independently make recommendations to the commissioner regarding materials that should be placed on the list of adopted materials through an electronic feedback review system.

(c) The commissioner shall request each district school superintendent to nominate one classroom teacher or district-level content supervisor to review two or three of the submissions recommended by the state instructional materials reviewers. School districts shall ensure that these district reviewers are provided with the support and time necessary to accomplish a thorough review of the instructional materials. District reviewers shall independently rate the recommended submissions on the instructional usability of the resources.

(2) For purposes of state adoption, the term "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, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. A publisher or manufacturer providing instructional materials as a single bundle shall also make the instructional materials available as separate and unbundled items, each priced individually. A publisher may also offer sections of state-adopted instructional materials in digital or electronic versions at reduced rates to districts, schools, and teachers.

(3) Beginning in the 2015-2016 academic year, all adopted instructional materials for students in kindergarten through grade 12 must be provided in an electronic or digital format. For purposes of this section, the term:

(a) "Electronic format" means text-based or image-based content in a form that is produced on, published by, and readable on computers or other digital devices and is an electronic version of a printed book, whether or not any printed equivalent exists.

(b) "Digital format" means text-based or image-based content in a form that provides the student with various interactive functions; that can be searched, tagged, distributed, and used for individualized and group learning; that includes multimedia content such as video clips, animations, and virtual reality; and that has the ability to be accessed at any time and anywhere.

The terms do 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.

(4) By October 1, 2013, the department shall publish minimum and recommended technology requirements that include specifications for hardware, software, networking, security, and guidelines on the number of students per device necessary to ensure that students can access all electronic and digital instructional materials.

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

History.—s. 304, ch. 2002-387; s. 1950, ch. 2003-261; s. 19, ch. 2010-154; s. 21, ch. 2011-55; s. 11, ch. 2013-45.

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

- (1) The reviewer will faithfully discharge the duties imposed upon him or her.
- (2) The reviewer has no interest in any publishing or manufacturing organization that produces or sells instructional materials.
- (3) The reviewer is in no way connected with the distribution of the instructional materials.
- (4) The reviewer does not have any direct or indirect pecuniary interest in the business or profits of any person engaged in manufacturing, publishing, or selling instructional materials designed for use in the public schools.
- (5) The reviewer will not accept any emolument or promise of future reward of any kind from any publisher or manufacturer of instructional materials or his or her agent or anyone interested in, or intending to bias his or her judgment in any way in, the selection of any materials to be adopted.
- (6) The reviewer understands that it is unlawful to discuss matters relating to instructional materials submitted for adoption with any agent of a publisher or manufacturer of instructional materials, either directly or indirectly, except during the period when the publisher or manufacturer is providing a presentation for the reviewer during his or her review of the instructional materials submitted for adoption.

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

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

- (1) PROCEDURES.—To adhere to procedures prescribed by the department or the district for evaluating instructional materials submitted by publishers and manufacturers in each adoption. This section applies to both the state and district approval processes.
- (2) EVALUATION OF INSTRUCTIONAL MATERIALS.—To evaluate carefully all instructional materials submitted, in order to ascertain which instructional materials, if any, submitted for consideration implement the selection criteria developed by the department 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 reviewer 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 reviewer shall include only materials that accurately portray, whenever appropriate, humankind's place in ecological systems, including the necessity for the protection of our environment and

conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances.

(c) When recommending instructional materials for use in the schools, each reviewer shall require such materials as he or she 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 reviewer 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. A reviewer may not recommend any instructional materials 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) Any instructional material recommended by each reviewer for use in the schools shall be, to the satisfaction of each reviewer, accurate, objective, and current and suited to the needs and comprehension of students at their respective grade levels. Reviewers shall consider for adoption materials developed for academically talented students such as those enrolled in advanced placement courses.

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

History.—s. 306, ch. 2002-387; s. 103, ch. 2004-357; s. 23, ch. 2011-55; s. 3, ch. 2013-237.

1006.32 Prohibited acts.—

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

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

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

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

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

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

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

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

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

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 Register 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, beginning in 2010-2011, each bidder shall furnish electronic sample copies of all instructional materials submitted, at a time designated by the department, which copies shall be identical with the copies approved and accepted by state instructional materials reviewers, as prescribed in this section, and with the copies furnished to the department and district school superintendents, as provided in this part. A school district may not request samples in addition to the electronic sample copies.

(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 regarding digital specifications that have been adopted by the department, including minimum format requirements that will enable electronic and digital content to be accessed through the district's local instructional improvement system and a variety of mobile, electronic, and digital devices. Beginning with specifications released in 2014, the digital specifications shall include requiring the capability for searching by state standards and site and student-level licensing. Such digital format specifications shall be appropriate for the interoperability of the content. The department may not adopt specifications that require the instructional materials to include specific references to FCAT and Next Generation Sunshine State Standards and benchmarks at the point of student use.

(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.

(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) Sample 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.

History.—s. 308, ch. 2002-387; s. 1951, ch. 2003-261; s. 20, ch. 2010-154; s. 25, ch. 2011-55; s. 60, ch. 2013-14.

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

(1) PROCEDURES FOR EVALUATING INSTRUCTIONAL MATERIALS.—The State Board of Education shall adopt rules prescribing 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 affording each publisher or manufacturer or his or her representative an opportunity to provide a virtual presentation to state instructional materials reviewers on 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 reviewers, 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 reviewers 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 department 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 reviewers. When the commissioner has finished with the report of the state instructional materials reviewers, 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 media, 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.

Any instructional material containing pornography or otherwise prohibited by s. 847.012 may not be used or made available within any public school.

(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 shall prepare a contract in proper form with every bidder awarded the adoption of any instructional materials. Each contract shall be executed by the commissioner, one copy to be kept by the contractor 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 department 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. At the discretion of the department, 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.

(7) FORFEITURE OF CONTRACT AND BOND.—If any publisher or manufacturer of instructional materials fails or refuses to furnish instructional materials as provided in the contract, the publisher's or manufacturer's bond is forfeited and the commissioner must make another contract.

History.—s. 309, ch. 2002-387; s. 1952, ch. 2003-261; s. 26, ch. 2011-55.

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 department.

(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's education goals.

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

1006.36 Term of adoption for instructional materials.—

(1) The term of adoption of any instructional materials must be a 5-year period beginning on April 1 following the adoption, except that the commissioner may approve terms of

adoption of less than 5 years for materials in content areas which require more frequent revision. Any contract for instructional materials may be extended as prescribed in s. 1006.34(3).

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

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

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

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

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

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

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

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

(1) Comply with all provisions of this part.

(2) Electronically deliver fully developed sample copies of all instructional materials upon which bids are based to the department pursuant to procedures adopted by the State Board of Education.

- (3) Submit, at a time designated in s. 1006.33, the following information:
- (a) Detailed specifications of the physical characteristics of the instructional materials, including any software or technological tools required for use by the district, school, teachers, or students. The publisher or manufacturer shall comply with these specifications if the instructional materials are adopted and purchased in completed form.
 - (b) Evidence that the publisher or manufacturer has provided materials that address the performance standards provided for in s. 1001.03(1) and that can be accessed through the district's local instructional improvement system and a variety of electronic, digital, and mobile devices.
 - (c) Evidence that the instructional materials include specific references to statewide standards in the teacher's manual and incorporate such standards into chapter tests or the assessments.
- (4) Make available for purchase by any district school board any diagnostic, criterion-referenced, or other tests that they may develop.
- (5) Furnish the instructional materials offered by them at a price in the state which, including all costs of electronic transmission, may not exceed the lowest price at which they offer such instructional materials for adoption or sale to any state or school district in the United States.
- (6) Reduce automatically the price of the instructional materials to any district school board to the extent that reductions are made elsewhere in the United States.
- (7) Provide any instructional materials free of charge in the state to the same extent as they are provided free of charge to any state or school district in the United States.
- (8) Guarantee that all copies of any instructional materials sold in this state will be at least equal in quality to the copies of such instructional materials that are sold elsewhere in the United States and will be kept revised, free from all errors, and up-to-date as may be required by the department.
- (9) Agree that any supplementary material developed at the district or state level does not violate the author's or publisher's copyright, provided such material is developed in accordance with the doctrine of fair use.
- (10) Not in any way, directly or indirectly, become associated or connected with any combination in restraint of trade in instructional materials, nor enter into any understanding, agreement, or combination to control prices or restrict competition in the sale of instructional materials for use in the state.
- (11) Maintain or contract with a depository in the state.
- (12) For the core subject areas specified in s. 1006.40(2), maintain in the depository for the first 3 years of the contract an inventory of instructional materials sufficient to receive and fill orders.
- (13) For the core subject areas specified in s. 1006.40(2), ensure the availability of an inventory sufficient to receive and fill orders for instructional materials for growth, including the opening of a new school, and replacement during the 3rd and subsequent years of the original contract period.

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

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

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

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

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

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

(2) Each district school board must purchase current instructional materials to provide each student with a major tool of instruction in core courses of the 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 3 years after the effective date of the adoption cycle. For the 2012-2013 mathematics adoption, a district using a comprehensive mathematics instructional materials program adopted in the 2009-2010 adoption shall be deemed in compliance with this subsection if it provides each student with such additional state-adopted materials as may be necessary to align the previously adopted comprehensive program to common core standards and the other criteria of the 2012-2013 mathematics adoption.

(3)(a) By the 2015-2016 fiscal year, each district school board shall use at least 50 percent of the annual allocation for the purchase of digital or electronic instructional materials that align with state standards included on the state-adopted list, except as otherwise authorized in paragraphs (b) and (c). This section does not apply to a district school board or a consortium of school districts which implements an instructional materials program pursuant to s. 1006.283, except that by the 2015-2016 fiscal year, each district school board shall use at least 50 percent of the annual allocation for the purchase of digital or electronic instructional materials that align with state standards.

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

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

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

(5) Each district school board 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.

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

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

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

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

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

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.

**Title XLVIII
K-20 EDUCATION CODE
Chapter 1008
ASSESSMENT AND ACCOUNTABILITY**

1008.22 Student assessment program for public schools.—

(4) SCHOOL ASSESSMENT PROGRAMS.—Each public school shall participate in the statewide, standardized assessment program in accordance with the assessment and reporting schedules and the minimum and recommended technology requirements published by the Commissioner of Education. District school boards shall not establish school calendars that conflict with or jeopardize implementation of the assessment program. All district school boards shall report assessment results as required by the state management information system. Performance data shall be analyzed and reported to parents, the community, and the state. Student performance data shall be used by districts in developing objectives for the school improvement plan, evaluating instructional personnel and administrative personnel, assigning staff, allocating resources, acquiring instructional materials and technology, implementing performance-based budgeting, and promoting and

assigning students to educational programs. The analysis of student performance data must also identify strengths and needs in the educational program and trends over time. The analysis must be used in conjunction with the budgetary planning processes developed pursuant to s. 1008.385 and the development of remediation programs.

1008.35 Best financial management practices for school districts; standards; reviews; designation of school districts.—

(2) The best financial management practices adopted by the Commissioner of Education may be updated periodically after consultation with the Legislature, the Governor, the Department of Education, school districts, and the Auditor General. OPPAGA shall submit to the Commissioner of Education for review and adoption proposed revisions to the best financial management practices adopted by the commissioner. The best financial management practices, at a minimum, must instill public confidence by addressing the school district's use of resources, identifying ways that the district could save funds, and improving districts' performance accountability systems, including public accountability. To achieve these objectives, best practices shall be developed for, but need not be limited to, the following areas:

(c) Efficient delivery of educational services, including instructional materials.

**Title XLVIII
K-20 EDUCATION CODE
Chapter 1010
FINANCIAL MATTERS**

1010.215 Educational funding accountability.—

(5) The annual school public accountability report required by ss. 1001.42(18) and 1008.345 must include a school financial report. The purpose of the school financial report is to better inform parents and the public concerning how funds were spent to operate the school during the prior fiscal year. Each school's financial report must follow a uniform, districtwide format that is easy to read and understand.

(b) Expenditures must be reported as the total expenditures per unweighted full-time equivalent student at the school level and the average expenditures per full-time equivalent student at the district and state levels in each of the following categories and subcategories:

6. The following materials, supplies, and operating capital outlay:

- a. Textbooks;
 - b. Computer hardware and software;
 - c. Other instructional materials;
 - d. Other materials and supplies; and
 - e. Library media materials.
7. Food services.
 8. Other support services.
 9. Operation and maintenance of the school plant.

Title XLVIII
K-20 EDUCATION CODE
Chapter 1011
PLANNING AND BUDGETING

1011.62 Funds for operation of schools.—If the annual allocation from the Florida Education Finance Program to each district for operation of schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:

(1) **COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR OPERATION.**—The following procedure shall be followed in determining the annual allocation to each district for operation:

(i) Calculation of full-time equivalent membership with respect to dual enrollment instruction.—Students enrolled in dual enrollment instruction pursuant to s. 1007.271 may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. Instructional time for dual enrollment may vary from 900 hours; however, the full-time equivalent student membership value shall be subject to the provisions in s. 1011.61(4). Dual enrollment full-time equivalent student membership shall be calculated in an amount equal to the hours of instruction that would be necessary to earn the full-time equivalent student membership for an equivalent course if it were taught in the school district. Students in dual enrollment courses may also be calculated as the proportional shares of full-time equivalent enrollments they generate for a Florida College System institution or university conducting the dual enrollment instruction. Early admission students shall be considered dual enrollments for funding purposes. Students may be enrolled in dual enrollment instruction provided by an eligible independent college or university and may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. However, those provisions of law which exempt dual enrolled and early admission students from payment of instructional materials and tuition and fees, including laboratory fees, shall not apply to students who select the option of enrolling in an eligible independent institution. An independent college or university which is located and chartered in Florida, is not for profit, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools or the Accrediting Council for Independent Colleges and Schools, and confers degrees as defined in s. 1005.02 shall be eligible for inclusion in the dual enrollment or early admission program. Students enrolled in dual enrollment instruction shall be exempt from the payment of tuition and fees, including laboratory fees. No student enrolled in college credit mathematics or English dual enrollment instruction shall be funded as a dual enrollment unless the student has successfully completed the relevant section of the entry-level examination required pursuant to s. 1008.30.

(l) Calculation of additional full-time equivalent membership based on International Baccalaureate examination scores of students.—A value of 0.16 full-time equivalent student membership shall be calculated for each student enrolled in an International Baccalaureate course who receives a score of 4 or higher on a subject examination. A value of 0.3 full-time equivalent student membership shall be calculated for each student who receives an International Baccalaureate diploma. Such value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. Each school district shall allocate 80 percent of the funds received from International Baccalaureate bonus FTE funding to the school program whose students generate the funds and to school programs that prepare prospective students to enroll in International Baccalaureate courses. Funds shall be expended solely for the payment of

allowable costs associated with the International Baccalaureate program. Allowable costs include International Baccalaureate annual school fees; International Baccalaureate examination fees; salary, benefits, and bonuses for teachers and program coordinators for the International Baccalaureate program and teachers and coordinators who prepare prospective students for the International Baccalaureate program; supplemental books; instructional supplies; instructional equipment or instructional materials for International Baccalaureate courses; other activities that identify prospective International Baccalaureate students or prepare prospective students to enroll in International Baccalaureate courses; and training or professional development for International Baccalaureate teachers. School districts shall allocate the remaining 20 percent of the funds received from International Baccalaureate bonus FTE funding for programs that assist academically disadvantaged students to prepare for more rigorous courses. The school district shall distribute to each classroom teacher who provided International Baccalaureate instruction:

(6) CATEGORICAL FUNDS.—

(a) In addition to the basic amount for current operations for the FEFP as determined in subsection (1), the Legislature may appropriate categorical funding for specified programs, activities, or purposes.

(b) If a district school board finds and declares in a resolution adopted at a regular meeting of the school board that the funds received for any of the following categorical appropriations are urgently needed to maintain school board specified academic classroom instruction, the school board may consider and approve an amendment to the school district operating budget transferring the identified amount of the categorical funds to the appropriate account for expenditure:

1. Funds for student transportation.
2. Funds for safe schools.
3. Funds for supplemental academic instruction if the required additional hour of instruction beyond the normal school day for each day of the entire school year has been provided for the students in each low-performing elementary school in the district pursuant to paragraph (1)(f).
4. Funds for research-based reading instruction if the required additional hour of instruction beyond the normal school day for each day of the entire school year has been provided for the students in
5. Funds for instructional materials if all instructional material purchases necessary to provide updated materials that are aligned with applicable state standards and course descriptions and that meet statutory requirements of content and learning have been completed for that fiscal year, but no sooner than March 1. Funds available after March 1 may be used to purchase hardware for student instruction.

(9) RESEARCH-BASED READING INSTRUCTION ALLOCATION.—

(a) The research-based reading instruction allocation is created to provide comprehensive reading instruction to students in kindergarten through grade 12.

(b) Funds for comprehensive, research-based reading instruction shall be allocated annually to each school district in the amount provided in the General Appropriations Act. Each eligible school district shall receive the same minimum amount as specified in the

General Appropriations Act, and any remaining funds shall be distributed to eligible school districts based on each school district's proportionate share of K-12 base funding.

(c) Funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

1. The provision of an additional hour per day of intensive reading instruction to students in the 100 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading.
2. Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency.
3. The provision of highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data, and improve teacher delivery of effective reading instruction, intervention, and reading in the content areas based on student need.
4. Professional development for school district teachers in scientifically based reading instruction, including strategies to teach reading in content areas and with an emphasis on technical and informational text.
5. The provision of summer reading camps for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on FCAT Reading.
6. The provision of supplemental instructional materials that are grounded in scientifically based reading research.
7. The provision of intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the FCAT.

(d) Annually, by a date determined by the Department of Education but before May 1, school districts shall submit a K-12 comprehensive reading plan for the specific use of the research-based reading instruction allocation in the format prescribed by the department for review and approval by the Just Read, Florida! Office created pursuant to s. 1001.215. The plan annually submitted by school districts shall be deemed approved unless the department rejects the plan on or before June 1. If a school district and the Just Read, Florida! Office cannot reach agreement on the contents of the plan, the school district may appeal to the State Board of Education for resolution. School districts shall be allowed reasonable flexibility in designing their plans and shall be encouraged to offer reading intervention through innovative methods, including career academies. The plan format shall be developed with input from school district personnel, including teachers and principals, and shall allow courses in core, career, and alternative programs that deliver intensive reading remediation through integrated curricula, provided that the teacher is deemed highly qualified to teach reading or working toward that status. No later than July 1 annually, the department shall release the school district's allocation of appropriated funds to those districts having approved plans. A school district that spends 100 percent of this allocation on its approved plan shall be deemed to have been in compliance with the plan. The department may withhold funds upon a determination that reading instruction allocation funds are not being used to implement the approved plan. The department shall monitor and track the implementation of each district plan, including conducting site visits and

collecting specific data on expenditures and reading improvement results. By February 1 of each year, the department shall report its findings to the Legislature.

1011.67 Funds for instructional materials.—

(1) The department is authorized to allocate and distribute to each district an amount as prescribed annually by the Legislature for instructional materials for student membership in basic and special programs in grades K-12, which will provide for growth and maintenance needs. For purposes of this subsection, unweighted full-time equivalent students enrolled in the lab schools in state universities are to be included as school district students and reported as such to the department. The annual allocation shall be determined as follows:

(a) The growth allocation for each school district shall be calculated as follows:

1. Subtract from that district's projected full-time equivalent membership of students in basic and special programs in grades K-12 used in determining the initial allocation of the Florida Education Finance Program, the prior year's full-time equivalent membership of students in basic and special programs in grades K-12 for that district.
2. Multiply any such increase in full-time equivalent student membership by the allocation for a set of instructional materials, as determined by the department, or as provided for in the General Appropriations Act.
3. The amount thus determined shall be that district's initial allocation for growth for the school year. However, the department shall recompute and adjust the initial allocation based on actual full-time equivalent student membership data for that year.

(b) The maintenance of the instructional materials allocation for each school district shall be calculated by multiplying each district's prior year full-time equivalent membership of students in basic and special programs in grades K-12 by the allocation for maintenance of a set of instructional materials as provided for in the General Appropriations Act. The amount thus determined shall be that district's initial allocation for maintenance for the school year; however, the department shall recompute and adjust the initial allocation based on such actual full-time equivalent student membership data for that year.

(c) In the event the funds appropriated are not sufficient for the purpose of implementing this subsection in full, the department shall prorate the funds available for instructional materials after first funding in full each district's growth allocation.

(2) Annually by July 1 and prior to the release of instructional materials funds, each district school superintendent shall certify to the Commissioner of Education that the district school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs. The report shall include verification that training was provided and that the materials are being implemented as designed.

History.—s. 659, ch. 2002-387; s. 11, ch. 2004-271; s. 52, ch. 2006-74; s. 28, ch. 2010-154.

**Title XLVIII
K-20 EDUCATION CODE
Chapter 1012
PERSONNEL**

1012.585 Process for renewal of professional certificates.—

(3) For the renewal of a professional certificate, the following requirements must be met:

(a) The applicant must earn a minimum of 6 college credits or 120 inservice points or a combination thereof. For each area of specialization to be retained on a certificate, the applicant must earn at least 3 of the required credit hours or equivalent inservice points in the specialization area. Education in "clinical educator" training pursuant to s. 1004.04(5)(b) and credits or points that provide training in the area of scientifically researched, knowledge-based reading literacy and computational skills acquisition, exceptional student education, normal child development, and the disorders of development may be applied toward any specialization area. Credits or points that provide training in the areas of drug abuse, child abuse and neglect, strategies in teaching students having limited proficiency in English, or dropout prevention, or training in areas identified in the educational goals and performance standards adopted pursuant to ss. 1000.03(5) and 1008.345 may be applied toward any specialization area. Credits or points earned through approved summer institutes may be applied toward the fulfillment of these requirements. Inservice points may also be earned by participation in professional growth components approved by the State Board of Education and specified pursuant to s. 1012.98 in the district's approved master plan for inservice educational training, including, but not limited to, serving as a trainer in an approved teacher training activity, serving on an instructional materials committee or a state board or commission that deals with educational issues, or serving on an advisory council created pursuant to s. 1001.452.

QUICK GUIDES TO THE TERMS TEXTBOOK PROGRAM

ORDERING FOR FLORIDA SCHOOL BOOK DEPOSITORY

Sign on to TERMS

What the Screen Says: What You Key or Do:

Selection or command: 3, Enter
Select Menu: A, Enter
Panel: A18, Enter *This will take you to the A18 Screen*

A18 SCREEN: BUDGET ENTRY

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

A19 SCREEN: ORDER REGULAR ITEMS

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

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!



WOO HOO!

**You're
GOOD!**



QUICK GUIDES TO THE TERMS TEXTBOOK PROGRAM

ORDERING INSTRUCTIONAL MATERIALS FROM OTHER VENDORS

Procedures are the same as keying any regular purchase order in the TERMS Finance System

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" a Requisition for PO*
Rqst: School Code *if it is not already showing*
Enter
Rqst: *Automatically assigned by computer.*
Vndr: V and the 10-digit vendor code -OR - Hit F4 key
(F4 key enables search for Vendor by name.)
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.



Congratulations!

All
Done!

**TERMS
FLORIDA SCHOOL BOOK DEPOSITORY
TEXTBOOK ORDERING**

Sign on to TERMS
Selection or Command: 3 (Textbooks), Enter
Select Menu: A, Enter
Panel: A18, Enter
Put in your Location: <u>School Code</u>
Tab
Tab
Request: <u>ADD</u>
Enter
Should default to your budget line: <u>0100.5100.0520.</u> <u>.0000</u>
Enter
<i>This will show your Balance</i>
Ship to: <u>School Code</u>
Comments: i.e. <u>Ordered by Patti for RHS AP Biology (example)</u>
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-Adopted Materials)
<u>V</u> (Ordered from another Vendor)
Third line: <u>Item Number</u>
<u>Qty</u> _____ (Number Needed) Enter
This will show you the: <u>Title</u> <u>Unit Price</u> <u>Extended Price</u>
F9
This will take you to the A20 Screen: Order Free Items
Base Item _____ Free Item _____
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 <u>.00</u>
Order is complete
Print Screens A18, A19 and A20 for your records

(FSBDQuickSheetTERMSOrderGuide)