

INSTRUCTIONAL MATERIALS MANUAL

NASSAU COUNTY SCHOOL BOARD



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Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

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PURPOSE OF MANUAL

The purpose of this manual is to provide standardization of procedures for school and district level staff responsible for instructional materials management. Content of this document is based on current regulations, state and county policies, and standardized procedures throughout the district. Every effort shall be made by the Nassau County District Schools to provide textbooks, library books, supplementary materials, digital materials and other educational media essentials to an effective instructional program.

It is also intended as a reference for the school administrator in organizing and administering the school textbook program. This publication is a key to standard procedures for requisitioning new books, for accounting for existing textbooks, for processing books to be issued to teachers and to pupils; for transferring books between schools, and for discarding worn out or obsolete textbooks.

The material presented herein is designed to permit some degree of flexibility in operation. At the same time, it stresses consistency in the procedures where standardization is desirable. The efforts of each person assigned to the monumental task of textbook functions are appreciated. Each person contributes to the success of us all.

PARENTS RIGHTS RELATED TO INSTRUCTIONAL MATERIAL

Procedures, pursuant to s. 1006.28(2)(a)2., for a parent to object to instructional materials and other materials used in the classroom. Such objections may be based on beliefs regarding morality, sex, and religion or the belief that such materials are harmful. For purposes of this section, the term "instructional materials" has the same meaning as in s. 1006.29(2) and may include other materials used in the classroom, including workbooks and worksheets, handouts, software, applications, and any digital media made available to students.

I. DEFINITION OF INSTRUCTIONAL MATERIALS

Instructional materials are defined as items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound kit or package form and may consist of hard-backed or soft-backed textbooks, consumables, learning laboratories, slides, films and filmstrips, recordings, manipulatives, computer course work, video discs, or other such electronic media, and other commonly accepted instructional tools. This includes state-adopted textbooks and ancillary materials, non-adopted related materials that accompany state-adopted texts, books, library and reference books not included on the state adopted list; documents, photographs, maps, charts, globes, recordings, slides, transparencies, pre-recorded audio and videotapes, laser disc, CD-ROM discs, computer software, films, filmstrips or science laboratory materials; including an allocation for the repair and renovation of textbooks and library books; but shall not include furniture, calculators, audio-visual, office and/or other equipment or teaching supplies.

A quick summary is offered below:

1. On-Adoption Instructional Materials: Those instructional materials that are currently under contract on the state adopted list.
2. County Adopted Instructional Materials: Those instructional materials that are approved for use by the district in specific subject areas.
3. Off-Adoption Instructional Materials: Instructional materials that were under contract on the state adopted list for a specific period of time and whose contract has expired.
4. Surplus Instructional Materials: Instructional materials on adoption that are no longer in use in a school.
5. Discarded Instructional Materials: Instructional materials that are off adoption and are no longer being used or any instructional materials that are damaged beyond repair.

II. SELECTION OF INSTRUCTIONAL MATERIALS

- A. Section s.1006.34, Florida Statutes, describes the standards for selection of instructional materials, library books, and other reading material used in the public school system. The statute directs that the standards used to determine the propriety of the material include:
- 1) The age of the children who normally could be expected to have access to the material;
 - 2) The educational purpose of the material;
 - 3) The degree to which 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 children of the state; and
 - 5) No books or other material containing hard-core pornography or otherwise prohibited by Sec. 847.012, Florida Statutes, shall be used in the public school system of the state.
- B. It is the intent of the Nassau County School Board that textbooks be selected from the list of state approved adoptions. It is also the intent of the Board that textbooks be selected for district-wide use by course/grade/level to assure continuity and economy throughout the district. Media materials should be selected to provide enrichment and curriculum support taking into consideration the varied needs, interests, and abilities of the school population.
1. Schools shall use the following resources to evaluate instructional materials:
- a. Textbooks
 1. Florida Standards – NGSSS and B.E.S.T.
 2. Grade Level Expectations
 3. Curriculum Frameworks or Course Descriptions
 4. District Strategic Plan Objectives
 5. Instructional Materials Evaluation Form (Appendix B)
 - * 6. DOE Instructional Materials Specifications
 - * 7. DOE District Pre-Adoption Instructional Materials Evaluation Form
 - * 8. DOE District Committee Evaluation Report
 - * If available
 - b. Media Materials
 1. Overall purpose

2. Timeliness, permanence, or authoritativeness
3. Subject matter
4. Quality of the writing or production
5. Readability and popular appeal
6. Reputation of the author, publisher, producer, artist, or composer
7. Diversity of the student population
8. Format and price
9. Age of the intended audience
10. No material shall be purchased which contains hardcore pornography or is otherwise prohibited. s. 847.012

C. School Textbook Selection Committees should include representatives of faculty and parents. Each school media specialist is encouraged to form a Media Committee, which is responsible for identifying curriculum needs as well as teacher and student requests. This committee should be representative of the individual school community.

D. District Adoption Process: The School Board shall be legally responsible for all materials relating to the operation of District Schools.

1. Selection of State-adopted Textbooks and Instructional Materials – A District Review Committee shall be appointed to review textbooks and instructional materials which are being considered for state adoption.
 - a. Committee members shall complete a training program developed by the Florida Department of Education prior to involvement with the review and selection process. The training shall develop skills to assist ~~council~~ Committee members in making valid and objective decisions regarding the content and rigor of instructional materials.
 - b. The District Committee may not be composed of fewer than three persons and will include content area teachers, one or more parents of children at content grade level and district personnel.
 - c. Meetings of the District Review Committee convened for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the School Board must be noticed and open to the public in accordance with s. 286.011 F.S.
 - d. The staff involved in this process shall recommend to the Superintendent the instructional materials that address the goals and objectives for adopted courses of study and the course descriptions established by State Board Rule as well as the state and district performance standards for submission to the Board for adoption
 - e. The instructional materials shall be from the State-adopted instructional materials list if there has been a State adoption or from publishers and other resources if there has not been a State adoption.
2. Adoption of Instructional Materials: The following procedures for the adoption of instructional materials apply only to those instructional materials that serve as the major content tool and basis for instruction for each student in the core subject areas of Mathematics, Language Arts, Social Studies, and Science, as well as Career and Technical Education, World Languages, Art, Music, Health, PE, and Computer Science.

- a. Prior to final adoption, student editions of the recommended instructional materials will be made

- accessible for review online for at least twenty (20) calendar days before consideration by the School Board.
- b. Public notice of the materials being considered for adoption shall specifically list the materials and how they can be accessed.
 - c. The School Board shall conduct an open noticed public hearing to receive comment on recommended materials prior to adoption.
 - d. The School Board shall conduct an open, noticed public meeting to approve an annual instructional materials plan to identify core adopted instructional materials that will be purchased. The public meeting will take place on a different date after the public hearing.
 - e. The School Board shall receive comment at the public hearing and meeting as prescribed by policy.
 - f. The School Board must select, approve, adopt, or purchase all materials as a separate line item on the action agenda.
 - g. The following procedures shall apply to all objections to instructional materials adopted by the School Board.
 - i. The parent or a resident of the County, as defined by Florida Statutes, may contest the district school board's adoption of a specific instructional material by filing a written objection using the form that is available on the District website.
 - ii. The form must be signed by the parent or resident of the county, include the required contact information, and state the objection to the instructional material based on the criteria stated in Florida Statutes s. 1006.31(2) or 1006.40(3)(d).
 - iii. The written objection must be filed within thirty (30) calendar days of the adoption of the material. A complainant who does not complete and return the form within the required time shall receive no consideration. The statement shall include the following information:
 1. Author, compiler, or editor;
 2. Publisher;
 3. Title;
 4. Reason for objection;
 5. Page number of each item challenge; and
 6. Signature, address and telephone number of person making the complaint.
 - iv. Within thirty (30) days after the initial thirty-day period has expired, the School Board shall conduct at least one public hearing before an unbiased and qualified hearing officer on all petitions timely received during the thirty-day time period. The petitioner(s) shall be notified in writing of the date and time of the hearing at least seven (7) days prior to the hearing. The hearing must provide sufficient procedural protections to allow each petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer.
 - v. The contested material shall be made available to the public online at least seven (7) days before the hearing.
 - vi. The decision of the School Board, after convening a hearing, shall be final and not subject to further review or petition.
 - h. The Superintendent shall annually submit to the Commissioner of Education a report identifying each material the District received an objection to pursuant to s. 1006.40(3)(d) and the specific objections raised; the material that was removed or discontinued as a result of an objection; and the grade level and course for which the removed or discontinued material was used.

E. Duties of the School Principal (F.S. 1006.28 (3))

1. School Principal- The school principal has the following duties for the management and care of instructional materials at the school.

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.

2. 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.
3. The school principal upon request of a parent of a student in the school, shall sell to the parent any instructional materials used in the school.
4. 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.
5. Principals shall see that all books are fully and properly accounted for as prescribed by adopted rules of the district school board, (8.16 Nassau School Board Administrative Rules)

III. EXCEPTIONS TO INSTRUCTIONAL MATERIALS GUIDELINES

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

- A. Dual Enrollment Materials: Dual Enrollment materials are issued to high school students who are also enrolled in post-secondary courses creditable toward a high school diploma, a career certificate, or an associate or baccalaureate degree.
 1. Dual enrollment students must understand the differences between high school and the college's curriculum course structure, and student body. The depth, breadth, rigor, and pace of college courses will be at the college level and will not be "brought down" to the high school level to accommodate variations in student age and maturity. The course material in these classes may reflect topics not typically included in secondary courses, which some parents/guardians may object to for "minors."
 2. The curriculum, content, evaluation (grading practices), and selection of appropriate instructional materials are the right of the college instructor and will not differ for dual enrollment students. The same material will be presented to regular college students and dual enrollment students. College grading policy will be used for all dual enrollment courses. Instructors will not adapt their course for dual enrollment students.
 3. Dual enrollment at the high school site will follow the same standards as courses offered on college campuses.
 4. Colleges are an open campus, and classes (face to face and online) will have students of various ages and backgrounds enrolled in these courses.
 5. Students enrolled at FSCJ – Florida State College of Jacksonville and attending on the college campus, will receive their textbooks from the FSCJ North Campus Bookstore. If the course is taught on the high school campus, the textbooks are provided by the campus.
 - i. All dual enrollment materials are considered non-consumable; therefore, they should not be written in, highlighted, or altered in any way. This includes but is not limited to textbooks, lab manuals, and workbooks. If the student defaces the material, they are required to purchase the materials at the full purchase price. For courses that require an access code, codes will be paid for by the NCSD.
 - ii. All dual enrollment materials are due to the FSCJ North Campus Bookstore at the end of each semester. Students are made aware of the due date information at the time of pickup.
 - iii. Dual Enrollment classes taught at the high school coordinate dual enrollment materials through the school Instructional Materials Administrator and Instructional Resources Department
- B. Advanced Placement (AP) Materials: Advanced Placement (AP) programs provide college-bound students with more rigorous and challenging courses than those that are general or core. AP courses are mandated to follow a strict curriculum governed by the College Board. The College Board also prepares the exams that AP students are given in May. These exams are based on a scale of one to five, with five being the highest. Scores are generally released mid-July. The District is awarded .16 full-time equivalent (FTE) student membership every time an AP student scores a three or higher on an AP Exam. This amount is added and funded to the total FTE

amount for the following year. The District is required to allocate 80% of the funds to the high school who generated the extra FTE dollars. These are the funds used to purchase instructional materials for all AP classes on the campus.

1. The AP instructional materials do not follow the state adoption cycle. Instead, they are adopted by the College Board and selected by the individual campus.
2. The funds for these materials come from AP funds distributed to each campus by the District once per calendar year. Providing the instructional materials for all AP classes is the responsibility of each campus.
3. The following web site is a provides information on state policies and programs for AP:
<http://ecs.force.com/mbdata/mbprofgroupall?Rep=APA>

IV. PURCHASING STATE ADOPTED INSTRUCTIONAL MATERIALS

- A. Each Principal shall receive notice of his/her annual allocation for the purchase of instructional materials.
- B. State adopted instructional materials requests are completed on printed forms or electronically entered and forwarded to the appropriate district director for processing before items are ordered from the Florida School Book Depository. Appendix C must accompany any purchase order for consideration.
- C. Current and adequate instructional materials will be purchased in the first two years of an adoption for the core subject areas of Language Arts, Social Studies, Science, Mathematics, Literature and Reading, 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. Each student will be provided with a textbook or other materials as a major tool of instruction in the core subject areas listed above. (s. 1006.28)
- D. The preliminary plans for the purchase of state adopted materials must be submitted by March 15 of each year. This information will also be used to complete the Florida Instructional Materials Report (FIMWEB) by April 1st, which is used to monitor the districts compliance with III.C, above.

V. PURCHASING INSTRUCTIONAL MATERIALS WITH FLEXIBILITY FUNDS:

- A. Materials to be considered for flexibility fund purchasing are to be evaluated to determine if they are suitable for student use. A completed Instructional Materials Checklist (Appendix C) must be attached to each requisition submitted.
- B. If the principal determines to use the flexibility funds for non-state adopted materials, a purchase requisition shall be used. The requisition shall be addressed to the vendor with at least 10 percent allowance for shipping charges. Any charges in excess of the flexibility funds shall be charged to the individual school budget.
- C. Each requisition shall be forwarded to the appropriate district director for review and approval. Upon approval, the requisition shall be forwarded to the purchasing department, where procedures for purchasing, receiving and payment shall be followed.

VI. OBJECTION TO OTHER CLASSROOM INSTRUCTIONAL AIDS AND MATERIALS

The following policies apply to additional instructional aids for classroom use that have not been adopted by the State Board of Education, and approved for use:

- A. A parent or resident of the county, as defined by Florida Statutes, may contest to the use of a specific instructional material or an adult student may object to the use of a specific material in his/her instructional program. The parent, county resident, or adult student may request a conference with the principal or principal's designee to discuss the use of the material.
- B. The complainant will be provided with the District's policies and procedures for the selection of instructional materials. The principal or designee will explain the use of the material in the instructional program and answer questions from the individual.
- C. If the issue is not resolved at the conference, the complainant will be provided with the form to file a written objection and explanation of the process that will be followed.
- D. School-level Instructional Appeals Committee. The Appeals Committee shall consist of four (4) teachers selected by the principal from that particular school and three (3) parents who reside in the particular school

zone to evaluate the challenged materials and to make recommendations of any changes. The principal shall notify the appropriate Curriculum Director and the Executive Director of Curriculum and Instruction, when a committee is convened. The Executive Director of Curriculum and Instruction will also notify the school board.

- E. Challenged materials shall be reviewed by the committee, considering the specific objections raised. The committee shall report its decision within fifteen (15) working days. The committee recommendations shall address whether the challenged material is consistent with the selection criteria outlined in 1006.31 F.S. and 1006.40(3)(d) F.S. The Committee will have no authority to determine curriculum. Within ten (10) working days of the Committee's decision, the complainant shall be informed by the principal or designee, in writing, concerning the committee's decision.
 - 1. The Complainant shall be given a copy of the Committee's decision and a copy of the procedures for filing an appeal.
- F. District Level Appeals. An appeal of a school committee's determination to retain challenged materials must be filed with the principal within five (5) working days of notification of that determination and shall include a specific statement of the complainant's grounds for disagreement with the committee's determination. The appeal should then be sent to the Executive Director of Curriculum and Instruction.
- G. The Executive Director shall designate the appropriate Curriculum Director as being responsible for the organization of this appeal review committee. The committee's recommendations shall be submitted to the Executive Director within fifteen (15) working days. A committee member shall not be selected from the school where the challenged materials originated. The district level committee will include:
 - 1. District Level Staff Members: Two staff members from the level or special area where the material has been challenged.
 - 2. School Based Administrator. One School Based Administrator shall be selected by the appropriate Curriculum Director from the same level as the school at which the challenge originates and shall serve on the review panel for the particular material.
 - 3. Teachers. Three teachers from the same level at which the challenge originates shall be selected by the appropriate Curriculum Director.
 - 4. Parents. Four parents will be selected. Two shall be parents from the level where the challenge originated, and one shall be from each remaining level.
 - 5. The committee's review shall be treated objectively, unemotionally, and in a businesslike manner and shall be conducted in the best interest of the students, the school, and the community.
- H. The complainant shall be informed, in writing, within fifteen (15) working days after the committee's recommendation is received by the Executive Director.
- I. A School Board appeal may be requested by the complainant when the school and district-level appeals do not satisfactorily resolve the concerns. The School Board shall review recommendations from the school and district-level committees and shall render the final decision on the complainant's concern.
- J. The decision to remove challenged material from use shall, unless otherwise determined by the School Board, be effective at the grade level at which the material is in use and all lower grades.

VII. SALE OF INSTRUCTIONAL MATERIALS TO PARENTS

The principal, when requested by the parent of a pupil in the school where he is employed, shall sell to such parent any instructional materials used in the schools. (s. 1006.28 (3) (c))

- A. A parent desiring to purchase a textbook is expected to make payment in advance, all checks being made payable to the Nassau County School Board. The purchase price shall be the state contract price plus 15% for shipping.
- B. Upon receipt of the cash or check from the parent, the school shall forward the check and purchase requisition listing quantity, code number and title to the district textbook manager for processing.
- C. Upon receipt of the materials the parent will be notified to pick up the item(s) at the school.

VI. SURPLUS INSTRUCTIONAL MATERIALS:

- A. County adopted instructional materials, which exceed the needs of a particular school, may be declared surplus and made available for redistribution to other schools in the district. Such surplus may exist as a result of decreased enrollment or changes in course offerings.

- B. State adopted instructional materials which have been replaced with a new state or county adoption and which are no longer needed in the instructional program at a particular school shall be declared obsolete and packed for pick-up. The school textbook manager is responsible for following the disposal of obsolete and unusable instructional materials procedures. (section IX)
- C. Instructional materials that are deemed unserviceable or unfit for student use (i.e., loose or torn pages, water damage, missing pages or covers, obscenities, etc.) may be declared unusable by the principal, removed from the inventory and packed up for pick-up. The school textbook manager is responsible for following the disposal of obsolete and unusable instructional materials procedures. (section IX)
 - 1. To Discard Materials in Destiny Textbook Manager, delete the copies:
 - i. Catalog>Update Copies>Delete Copy
 - 1. Check Track as Weeded in order to run a report of weeded materials.
 - a. Reports>Textbook>Weeding Log
- D. County adopted instructional materials may become physically unusable prior to the expiration of the adopted contract period and/or before they have met the criteria to be declared eligible for discard.

VII. LOST, DESTROYED AND DAMAGED MATERIALS

- A. Responsibility for collecting monies for lost, destroyed, or damaged instructional materials rests with the individual school.

“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 such amounts so collected to the 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. s.1006.28(3)(b)
- B. Regardless of the condition of the book, the fees assessed for books lost or damaged shall be based on replacement purchase price.
- C. Under no circumstances shall the transfer of a student’s cumulative record be delayed or denied by the school for failure to pay any fine or fee.

VIII. DISPOSITION OF FUNDS

- A. Teachers and media specialists who collect monies from pupils for lost or damaged materials will use the approved Monies Collected Form to accompany monies for deposit into the school's internal account. Teachers and media specialists will retain a copy of each Monies Collected Form receipt for end of year reconciliation.
- B. Each student will receive an individual receipt and the teacher or media specialist retains a copy.
- C. All such funds will be transferred from the school's internal account to the appropriate district allocation for textbooks or media materials. These funds will be re-allocated to the school's instructional materials or media funds, as appropriate, for the following year.
- D. Pupils who, having paid for lost materials, locate and return the materials prior to the end of the school year shall be reimbursed the total amount paid.
- E. These records will be requested at the end of each school year and will become a component of the district's best financial management practices review under. ss. 11.513

IX. DISPOSAL OF OBSOLETE, UNUSABLE , AND/OR SURPLUS INSTRUCTIONAL MATERIALS

- A. Instructional materials declared to be of no further value may be disposed of as follows:
 - 1. Offered to the Adult Education Program, Exceptional Student Education Program, or other public

education programs in the district or state;

2. Given to teachers to cut up or otherwise used as resource materials;
3. Offered free to Nassau students;
4. Offered to private and parochial schools in Nassau County;
5. Made available to any governmental agency, charitable organization or any individual;
6. Sold to used book dealers, recycling plants, pulp mills or other persons or firms, at the discretion of the Superintendent, or designee. Funds received will be added to the school's instructional materials appropriation.
7. Materials that cannot be disposed of through one of the above methods will be disposed of with commercial or public disposal methods.

B. Arrangements will be made by the district textbook manager to have surplus and/or obsolete books picked up from schools on an annual basis.

1. Schools will be notified in advance of pickup dates.
2. Books must be placed in boxes approximately 18"(L) X 12"(W) X 12"(D), (about the size of a case of paper).
3. Textbook Disposal Form (Appendix D) should be completed and sent to the appropriate director.
4. As a means of notification, the school textbook manager shall complete Appendix G in order to notify the district of quantity for discard. Books should be centralized in one location for pickup.

C. To Discard Materials in Destiny Textbook Manager, delete the copies:

1. Catalog>Update Copies>Delete Copy

Check Track as Weeded in order to run a report of weeded materials.

Reports>Textbook>Weeding Log

X. RESPONSIBILITIES FOR INSTRUCTIONAL MATERIALS (1006.28)

A. District

1. Allocate funds for purchase of sufficient and appropriate instructional materials for all students in the district.
2. Provide a procedure for evaluation and approval of any instructional materials to be requisitioned for use in the district. The District School Board shall assure that instructional materials used in the district are consistent with the district goals and objectives and the curriculum frameworks adopted by rule of the State Board of Education, as well as with the state and district performance standards provided in s. 1001.03 (1)
3. Establish and maintain a program of school library media services for all public schools in the district.

B. Principals

1. Coordinate school level instructional materials selection activities with teachers and School Advisory Council.
2. Requisition instructional materials needed for the school.
3. Distribute books received to the pupils of the school.
4. Assure that instructional materials are used to provide instruction to students enrolled in the grade or course for which the materials are designed.
5. Collect money for lost, destroyed or damaged instructional materials based on the condition of the material at the time of issue to pupil and report this to the office of the superintendent.
6. Require proper care and conservation of all books issued to the school.
7. Account for instructional materials on proper forms. (inventory, transfer, disposal)
8. Prepare and transmit such records and reports as may be required.
9. Facilitate smooth transfer of textbooks via Destiny Textbook Manager.
 - a. Contact the district Textbook Manager to identify and facilitate the transfer of textbooks.
 - b. Catalog>Transfer Textbooks
10. Conduct an annual inventory in Destiny Textbook Manager.
 - a. Back Office>Inventory>Account For Each Barcode
 - b. Back Office>Inventory>Details provides the total number of copies and a breakdown of those accounted for and unaccounted for.

C. Teachers

1. Serve on state and local textbook selection committees
2. Request needed instructional materials from administration.
3. Keep accurate records of instructional materials received.
4. Keep accurate records of instructional materials issued and returned.
5. Determine condition of instructional materials as issued and returned.
6. MAKE PERIODIC INSTRUCTIONAL MATERIALS CHECKS DURING THE YEAR.
7. Return instructional materials to administration at the end of the year.
8. Keep surplus instructional materials in a safe place where students do not have access to them.

D. Students

1. Make sure the instructional materials issued to them are utilized.
2. Be aware that it is the responsibility of the students to take proper care of books issued to them by the district.
3. Be aware that student or parents must pay for lost, damaged or destroyed instructional materials.

E. Parents

1. Teach proper care of instructional materials.

2. Be acquainted with the materials that are being required in each course.
3. Check occasionally to see that students have all books assigned to them.
4. Be aware that it is the parents' responsibility to pay for lost, damaged or destroyed instructional materials.
5. Serve on textbook selection committees.

IMPORTANT REMINDERS AND TIPS:

1. Use the current Florida School Book Depository Catalogue for accurate code numbers and prices of available instructional materials.
2. Do not order extra teacher editions. Extra Teacher Editions must be purchased by the district and are not factored into the teacher/student ratio as noted in the FSBD Catalogue.
3. All Teacher Editions/supplementary materials are the property of the school district, not the individual teacher. Teachers are responsible for the safekeeping and return of all district materials.
4. Be aware when textbooks are delivered. Reconcile the delivery slip with your order to immediately identify a back order or possibly a mistake in delivery. It is much easier to catch an error early in the process than later when school has already begun and books have been disseminated.
5. Any imperfections in the textbooks should be noted immediately upon discovery and replacement arrangements made with FSBD.

APPENDICES

APPENDIX A	Nassau School District Administrative Rule
APPENDIX B	Suggested rubric for evaluation of instructional materials (others may be provided depending upon content of adoption)
APPENDIX C	Instructional Materials Checklist (must accompany all purchase order requisitions)
APPENDIX D	Instructional Materials Disposal Form
APPENDIX E	Textbook Transfer Form (Elementary)
APPENDIX F	Textbook Transfer Form (Secondary)
APPENDIX G	Textbook Disposal Form

APPENDIX A

School Board Policy on Instructional Materials

8.16 Management of textbooks and Instructional Materials

The Superintendent shall develop procedures based on Florida Statutes for purchasing, managing, selling, and discarding textbooks and other instructional materials. The procedures will be outlined in the Instructional Material Manual of Regulations and Procedures and are adopted as part of this policy by reference.

Authority: 1001.42 (2) 1001.42 (17)

APPENDIX B

EVALUATION FORM

	Excellent	Good	Fair	Poor		
CONTENT						
1. The content is accurate	5	4	3	2	1	NA
a. Information is factually stated.						
b. Information distinguishes between fact and interpretation.						
2. The content is up-to-date	5	4	3	2	1	NA
a. Content includes events occurring within the past five years.						
b. Illustrations and photographs, other than historical, are within the past five years.						
c. Copyright date is within the last three years.						
3. The content is comprehensive	5	4	3	2	1	NA
a. Content is congruent with curriculum framework or course description.						
b. Performance Standards of Excellence are addressed in the content.						
c. Minimum Student Performance standards are addressed in the content.						
4. The content treats social issues according to legal regulations	5	4	3	2	1	NA
a. Ethnic groups, males and females are shown in non-stereotyped roles through pictures and words.						
b. Content represents a variety of cultures.						

B. PRESENTATION

5. The content is presented at the appropriate grade level for the intended learners.	5	4	3	2	1	NA
a. Vocabulary and symbols match grade levels.						
b. Content is at the appropriate readability level.						
6. The writing style facilitates learning	5	4	3	2	1	NA
a. Tone is appropriate for intended learners.						
b. Paragraphs include details explicating topic sentences.						

Excellent

Good

Fair

Poor

Unsatisfactory

7. The text format facilitates learning	5	4	3	2	1	NA
a. Print size and type ensure legibility for grade level of student.						
b. Illustrations are on the same or adjoining page as the matching content.						

C. INSTRUCTIONAL DESIGN

8. The instructional components are congruent. Content matches the objectives.	5	4	3	2	1	NA
a. Test items match the objectives.						
b. Test items match the content.						
9. The design of the materials facilitates learning	5	4	3	2	1	NA
a. Information is presented in an instructional sequence from simple to to complex.						
b. Practice opportunities are located throughout each unit/chapter.						
10. The supplementary materials facilitate learning	5	4	3	2	1	NA
a. Teacher's edition includes clearly stated directions on how to implement materials with student.						
b. Workbook activities are congruent with the content of the text.						

D. CLASSROOM USE

11. Use of the instructional materials is compatible with the teaching conditions	5	4	3	2	1	NA
a. Preferred settings for conducting instructional activities are available in user schools.						
b. Staff development services are available from the publisher.						
12. The materials are effective with students	5	4	3	2	1	NA
a. Other users state that students learn from the materials.						
b. Students indicate a positive attitude toward materials.						

_____	+	_____	+	_____	+	_____	=
Content		Presentation		Instructional Design Use		Classroom	Sum

APPENDIX C

P.O. # _____

INSTRUCTIONAL MATERIALS CHECKLIST

NASSAU COUNTY

School

Principal's signature

Date

The following have been considered for the selection and purchase of instructional materials. Check all that apply to this purchase.

_____ 1. State adoption

_____ 2. District adoption

_____ 3. Flexibility (up to 50% of allocation)

_____ 4. Approval by

_____ a. teachers

_____ b. other school site staff

_____ c. SAC

_____ 5. Instructional materials guidelines established by the school and district.

_____ 6. Propriety (Refer to Instructional Materials Management Manual, part A, page 4, and Section 1006.34)

_____ a. age of intended users

_____ b. educational purpose to be served

_____ c. degree to which material would be supplemented and explained as
part of normal instructional program

_____ d. no hard core pornography or otherwise prohibited by s. 847.012.

APPENDIX D

Page ____ of ____

Nassau County School Board INSTRUCTIONAL MATERIALS DISPOSAL FORM

Date: _____

School: _____
Signature of Principal or Designee

DIRECTIONS AND EXPLANATIONS ARE ON THE BACK OF THIS FORM.

Type of material for disposal: (Column 7)

- | | | |
|-----------------------------|---|--------------------|
| A. Student Text | F. Audio-Visual | I. Other (specify) |
| B. Student Workbook | G. Samples | |
| C. Teacher Edition (T.E.) | H. Library Books | |
| D. Teacher Edition Workbook | (May be totaled by box. Titles not necessary) | |
| E. Basal Ancillary | | |

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Line	Subject	Cat. Code or ISBN #	Publisher	Title	Gr./Lv.	Edition Year	Type	No. Usable	No. Unusable	No. Boxes	Disposition Categories*
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											

DIRECTIONS FOR COMPLETING INSTRUCTIONAL MATERIALS DISPOSAL FORM:

1. Use only **Appendix D Forms** to list materials to be disposed of and submit to the appropriate director. (Elem. or Sec.)
2. Boxes used to pack books **must not** exceed the dimensions of a box of duplication paper (**18" long x 12" wide x 10" high**).
3. To dispose of samples, write **SAMPLES** across the sheet and the total number of boxes. **NO** identification is required.
4. Number sheets consecutively in upper left corner.
5. Forms and boxes of materials from separate departments or grade levels may be grouped and numbered separately, (i.e., Math 1-5, Science 1-10, Grade two 1-3).
6. **A new line is required only if the title, type, edition, grade level OR year is different.**
7. Principal or designee must sign each form
8. Columns:
 - (1) Subject (math, science, etc.)
 - (2) Cat./code (number from School Book Depository Catalog, district inventory, or ISBN)
 - (3) Publisher
 - (4) Title
 - (5) Indicate "level" only if book is not grade specific.
 - (7) Type (indicate the **letter** from top of form, i.e., A-I)
 - (8) Usable (number of books in this condition)
 - (9) Unusable (number of books in this condition)
 - (10) Box number (Number you write on the box or boxes. If there is more than one box per line item, show as a series, i.e., 2-5 or 1-10).
 - (11) Disposition categories (surplus or redistribution to another program)

REMEMBER:

- A. Prior to packing the books, you must scan the barcodes to delete the copies from Destiny Textbook Manager.
- B. Following these instructions will enable us to locate for shipment, any books which are requested by other districts. Incomplete or incorrectly filled out forms will be returned for revisions.

APPENDIX E

NASSAU COUNTY SCHOOL BOARD

TEXTBOOK TRANSFER FORM
ELEMENTARY EDUCATION OFFICE

DIRECTIONS: 1. Sending school completes PART I and sends textbook transfer form, completed in triplicate to the receiving school.

2. Receiving school completes PART II and forward completed copies to sending school and Elementary education Office, retaining third copy for their records.
3. Upon receipt of completed form, textbooks will be removed from the sending school's inventory and added to the receiving school's inventory by the Elementary Education Office.

PART I

The books listed below were transferred from to _____ to _____
(School) (School)

By: _____ Date: _____
(Signature)

Code #	Subject	Publisher	Title	Grade/Level	Number

PART II I acknowledge receipt of the book(s) listed above and understand they will be added to my school's inventory.

_____/_____/_____
(Signature) (Title) (Date)

APPENDIX F
NASSAU COUNTY SCHOOL BOARD
TEXTBOOK TRANSFER FORM
SECONDARY EDUCATION OFFICE

- DIRECTIONS:** 1. Sending school completes PART I and sends textbook transfer form, completed in triplicate to the receiving school.
2. Receiving school completes PART II and forwards completed copies to sending school and Director of High Schools and Support Services, retaining third copy for their records.
3. Upon receipt of completed form, textbooks will be removed from the sending school's inventory and added to the receiving school's inventory by the Director of High Schools and Support Services Office.

PART I

The books listed below were transferred from _____ to _____
 (School) (School)

By: _____ Date: _____
 (Signature)

Code #	Subject	Publisher	Title	Grade/Level	Number

PART II I acknowledge receipt of the book(s) listed above and understand they will be added to my school's inventory.

_____/_____/_____
 (Signature) (Title) (Date)

APPENDIX G
TEXTBOOK DISPOSAL FACT SHEET

School Name _____

Textbook Manager or Person Responsible: _____

Location (FISH Number) of boxes to be discarded:

Building number _____ room number _____

Approximate number of boxes: _____

When packing boxes, please remember that someone has to pick them up and load them. Please also make sure that boxes are secured on both the top and bottom. It is NOT necessary to tape the Appendix D to each box.

The designated pick up dates for Nassau will be in mid June. We will designate pick up sites in each community based upon the total number of discard boxes that must be moved. You will be notified of this site identification as soon as every school has submitted this form.

Elementary text book chairs should complete Appendix D completely. Attach Appendix D to this form and return to Director of PK-5 Ed by June 1.

Secondary textbook chairs should complete Appendix D completely. Attach Appendix D to this form and return to the Director of High Schools and Support Services by June 1.