



*Writing Success Stories, One Student at a Time*

# **Duncanville ISD**

# **Instructional Materials**

# **Procedures Manual**

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## **Selection and Review of Instructional Materials**

The instructional materials used to support the curriculum of the District serve as valuable resources to promote student learning and quality teaching. Instructional materials shall be selected to assist students in attaining the state and district learning goals and standards. Materials shall be selected in accordance with Board Policy [EF Local](#) and [EFA Legal](#) of Duncanville ISD.

### **DEFINITION OF INSTRUCTIONAL MATERIALS**

- A. **Core** Print or non-print materials used by students as the principal learning resource to meet the learning standards of a course or curriculum area shall be considered core materials. These may include textbooks, multimedia, non-print materials, online programs and computer software. Core materials constitute the predominant mode of instruction or are materials that all students in the course are required to use.
- B. **Supplemental Materials** used by students to meet the learning standards of a course or curriculum and that support, enrich, and individualize core materials shall be considered supplemental materials. These may include various forms of instructional materials, in print or media formats.
- C. **Temporary Materials** of short term value and topical interest shall be considered temporary materials. Materials of this type are used because of their currency of topics and include materials such as websites, periodicals and newspapers.
- D. **Library Media Materials** accessible through the library media/resource center in each school shall be considered library media materials. Library media materials may be recommended by teachers, patrons, or the teacher-librarian. Library media materials provide support for any area of the curriculum, information for independent study, opportunity to improve reading skills and develop a love of reading, and sources for enrichment and recreational interests. Materials of this type include storybooks, novels, non-fiction books, information in a variety of print and media formats, and reference materials.
- E. **Special Programs Materials** for use in special programs, which include bilingual education/English as a second language, career and technical education, Title I, talented and gifted education and special education, shall be considered special program materials.
- F. **Field Test Materials** selected for field testing as part of the adoption process are considered field test materials. Trial use of field test materials may be authorized by the superintendent or designee for a period of no more than one school year prior to adoption through the formal process.
- G. **Free Materials** provided to schools free of charge from any source shall be considered free materials. Any requests from organizations which provide instructional materials and/or aids must be examined by IMOC committee to ensure that such materials promote students' interests rather than the special interests of any particular group. All free materials shall adhere to the criteria for instructional materials selection.
- H. **Online Resources Materials** available on the Internet that are used to enhance instruction on an interim basis shall be considered online resources. Materials of this type include online lectures, films and videos; online games and simulations. Games and films must also meet the criteria for these formats as outlined in these guidelines.
- I. **Films** shown in any format (video, DVD, or other) must be approved following the guidelines above. For example, if a film is supplemental, it must be approved as a supplemental material; if a film is a library media material, it must be approved as such.
- J. **Computer, Internet and Video Games** must be approved following the guidelines for instructional materials.

## Steps for Requesting, Selecting and Approving Instructional Materials



<u>Process</u>	Core Instructional Materials	Instructional Materials (classroom materials-non core)	Instructional Materials (library media materials)
<b>Initiation</b>	Proclamation issued via TEA or course added to DISD handbook.	District Representative or principal completes <a href="#">Google Form</a>	District personnel, parents, or community members complete <a href="#">Google Form</a>
<b>Screening</b>	TEA Directed Process-Publisher Presentations to committee comprised of content stakeholders	IMOC receives request and evaluates request parameters	Lead Librarian Committee receives request and evaluates request parameters
<b>Review</b>	TEA rubric to identify choice of committee	IMOC uses a <a href="#">rubric</a> to determine quality and alignment of IM. SRT also reviews all digital resource requests.	Lead Librarian Committee uses <a href="#">ALA</a> and <a href="#">AASL</a> criteria to support and enrich the curriculum and support the TEKS of self-selected reading
<b>Notification of Approval or Denial</b>	Requires Board Approval of final selection	Chief Academic Officer approves or denies based on IMOC recommendation and securing of funding source	Lead Librarian Committee approves or denies request based on selection criteria and balances cost with need
<b>Notification of Approval or Denial</b>		If purchase is over \$50,000, Board approval is also required	If purchase is over \$50,000, Board approval is also required

## 1. Initiation

- a. All requests for instructional materials are initiated at either the campus, district or state level.
- b. Campus and district level requests must be entered in Google Form with **all** fields completed prior to resource being considered by the IMOC or Library media committee.
- c. All requests for campus library resources are initiated at the campus level.

## 2. Screening and Review

- a. Core Instructional Materials will be selected from the TEA approved list of vendors by district committee members related to the content adoption.
- b. Instructional Materials that are requested from the campus or district level will be evaluated based on rubric which measures organization, content, inclusivity and alignment.
  - IMOC and Library committees evaluate instructional material and information submitted by campus or district requestors.
  - All persons submitting requests should be notified within 2 weeks of committee meeting on the decision regarding the request. Note: if a large number of requests are submitted at a given time, the 2 week window may be exceeded. However, if this occurs, campus requests will be evaluated prior to district requests.
  - All digital resources will include a vetting process by technology to ensure capability of use with Duncanville ISD network and usage requirements. This could lengthen the amount of time that an approval or denial could be given.

## 3. Notification of Approval or Denial

- a. Core Instructional Materials require board approval before final
- b. Instructional materials requested by campus or district
  - i. If committee approves, request goes to Chief Academic Officer for final approval
  - ii. If amount requested exceeds \$50,000, final approval must come from the DISD Board of Trustees
- c. Lead Librarian Committee
  - i. approves or denies request based on selection criteria and balances cost with need
  - ii. If amount requested exceeds \$50,000, final approval must come from the DISD Board of Trustees

### Function and Responsibilities of IMOC and Library Selection Committee

The [Instructional Materials Oversight Committee \(IMOC\)](#) and the Library Selection Committee shall be established to monitor and implement the procedures necessary for selecting, adopting, and removing instructional materials owned and used by the District. In addition, the committee shall:

1. Examine, consider, and evaluate core and supplemental materials prior to adoption and use, and present recommendations to the Superintendent or designee.
2. Ensure that the process for review and selection of instructional materials is followed.
3. Facilitate the review by teachers, parents and other interested parties of existing and proposed instructional materials.
4. Evaluate materials and conduct reconsideration meetings when challenges of materials are not resolved at the school level.
5. Establish and maintain appropriate screening criteria designed to identify and eliminate bias pertaining to sex, race, creed, religion, color, national origin, honorably discharged veteran or military

status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental or physical disability, or the use of a trained service animal in all textbooks and instructional materials including reference materials and audio-visual materials.

## **Ordering and Distribution of Instructional Materials**

The Texas Education Agency (TEA) is ensuring that school districts are placing the proper emphasis on the inventory and the accountability for instructional materials at all levels of public education. TEA is conducting more and more audits each year and local accountability is becoming a greater issue and area of focus. The process for instructional materials and resource procurement is complex and relies on an enrollment allotment system through the TEA. Any additional funding for instructional materials or resources must be raised through local district or campus funds resulting in a need to ensure proper inventory, disbursement, and auditing procedures are in place. The goal of Duncanville Independent School District (DISD) is to ascertain that every student will have the instructional materials needed to be successful to achieve student academic excellence.

This manual will give you an idea of how the instructional materials and resource system works and will allow you to be able to adequately maneuver this complex process. Although this manual serves as a guide, with ongoing changes in TEA procedures, we urge you to contact the District's IM Coordinator with any questions or concerns you may have if you are in need of assistance.

## **Instructional Materials Receiving and Delivery Process from DISD Warehouse to Campuses**

The following principles of instructional materials and effective resource management offer rules and practices that should be implemented within the school textbook procedures.

- Effective instructional materials resource management involves clear precise communications between all parties involved. The communications must be based on factual, accurate, and objective information. Complete and accurate records of instructional materials, resource receipts, distributions, returns, payments, and damages are essential and must be maintained from year to year.
- The District Administration has the ultimate responsibility for the care of instructional materials and resources in the entire district and is accountable for their use. The responsibility is shared with campus administrators, curriculum supervisors, and teachers.
- The campus administration has the ultimate responsibility for the care of instructional materials and resources allocated to the campuses and are accountable for their use. This responsibility is shared with teachers and students (and their parents/guardians) to whom the instructional materials and resources are distributed.
- The authority to manage instructional materials and resources at the campus level is delegated to the Campus Instructional Materials Coordinator (CIMC) appointed by the school principal. The expectation is that well-defined policies and procedures will be consistently implemented.
- The Campus Instructional Materials Coordinator is responsible for ensuring all textbooks and resources are available in adequate quantities to meet the needs of students and teachers while maintaining accurate documentation.
- The Campus Instructional Materials Coordinator is ultimately responsible for all instructional materials received and issued to the campus. The campus is held responsible for the dollar value of the instructional materials, resources, and systems issued to that campus. If materials are lost or not returned by the student/teacher, it is the campus administrator's responsibility to collect the fees to replace the materials. If fees are not collected the campus budget will be used to replace the materials.

## Instructional Materials Responsibilities

**Texas Education Code 31.104 (d):** Each student, or the student's parent or guardian, is responsible for all instructional materials and technological equipment not returned in an acceptable condition and any student failing to return all instructional materials and technological equipment in an acceptable condition forfeit the right to free instructional materials and technological equipment until all instructional materials previously issued but not returned in an acceptable condition are paid for by the student, parent, or guardian.

### Students, Parents, or Guardians Responsibilities:

The student, parent, or guardian is responsible for the student's instructional materials once it has been issued to the student. This includes the return of the materials to the school district at the end of the semester, year, or when the student withdraws from the district.

This includes:

1. Proper use and care for all instructional materials.
2. Keeping instructional materials, textbooks, and resources issued to the student in good condition. Any misuse of issued items to the student due to carelessness, neglect, or theft, may be considered cause to charge the student a fine or replacement value for that item. For example writing in, or marking on a non-consumable textbook is not allowed.
3. Reimburse the school for any lost, destroyed, or damaged instructional materials and resources issued to that student. Any student failing to return all Instructional Materials and resources shall forfeit his right to free instructional materials until the instructional materials previously issued but not returned are paid for by the parent or guardian.

### Teacher Responsibilities:

- 1 Maintaining an accurate record of all instructional materials received and issued to each student. This includes all inventory tracking numbers and condition of materials issued and returned.
2. Conducting periodic instructional materials and resource checks (1 per 6 weeks suggested) as directed by your Campus Instructional Materials Coordinator and working with students to ensure instructional materials/resources are cared for properly.
3. Notifying the Campus Instructional Materials Coordinator when instructional materials (ie; textbooks, electronic devices and other student issued items) are lost or damaged. **Teachers cannot collect fines from students;** this is the responsibility of the Campus Instructional Materials Coordinator or bookkeeper.
4. Notifying your Campus Instructional Materials Coordinator when additional materials are needed.
5. Collecting and returning all instructional materials to the book room or location designated by the Campus Instructional Materials Coordinator at the end of the course or semester that are checked out to the teacher.
6. Keeping secure, and in good condition, all teacher materials checked out to them. Teachers may be held responsible for paying for any lost or severely damaged teacher materials or components of teacher resources.

## **Principal Responsibilities:**

1. Accountable for all instructional materials, teacher materials, and resources and assumes all responsibility for dollar values of materials issued to the campus.
2. Designates an Assistant Principal or other school employee to assume the duties of Campus Instructional Materials Coordinator.
3. Establishes campus procedures and maintains records for distributing instructional resources to teachers.

## **Campus Instructional Materials Coordinator Responsibilities (CIMC):**

1. Maintaining complete records of instructional materials with all communications, delivery tickets, and inventory counts. Utilize TIPWeb software to record all transactions (this does not apply for consumables).
2. Verifying all incoming and outgoing instructional materials, supplies, and resources to ensure accurate inventories. Document and report to District IM Coordinator any noted shortages or overages within ten calendar days of delivery. Failure to act within ten calendar days will result in confirmation of initial delivery and the campus will be held accountable for missing instructional materials, supplies, or resources.
3. Designating a storage location(s) in a controlled access area and conduct an annual physical inventory of all Instructional Materials and resources issued to the campus. Access shall be limited to Principal and Campus Instructional Materials Coordinator.
4. Distributing all instructional materials, resources, and supplies to students and staff including:
  - Developing a system to deliver and receive instructional materials from students and teachers.
  - Developing a system that has accurate inventory counts and can track materials. (Use of TIPWeb)
5. Collecting fines from students and staff for lost or damaged materials and issuing receipts to document transactions. The last day to issue a student refund is the last day of the current school year. Depositing all money collected from students and staff for lost or destroyed resources into your school's textbook activity fund and maintaining records of fees charged. (Fund 492)
  - A list needs to be generated and distributed to campus secretary/activity clerks. The list should include the name of the student and the amount owed for lost textbooks/instructional materials.
  - Any lost or damaged instructional materials, teacher materials, or other issued resources for which a fine has not been collected will become the responsibility of the campus.
6. Returning all issued supplies to the campus storage location(s) at the end of the school year or end of a semester, or if a class is no longer in session, and updating your campus inventories in TIPWeb.



7. Conducting annual inventory audits and depositing funds into the campus textbook account by May 28<sup>th</sup> of each school year for missing resources.
  - During the school year or during the annual inventory, all resources that require replacement due to wear, etc., should be set aside for exchange. Complete a campus adjustment in TIPWeb. Damaged instructional materials related to wear and tear will be replaced by the district. Damaged instructional materials related to student abuse or neglect will be charged to the campus. The campus will be in charge of collecting the funds from the student or responsible party.
8. Boxing up surplus textbooks, as well as braille and large print materials by June 5<sup>th</sup> of each school year for delivery back to the district warehouse if requested by the District IM Coordinator.
9. Central Administration will collect lost instructional materials funds from a campus 492 account that will be created to put collected money in on or before June 30<sup>th</sup>. If there is not enough money collected in that account the rest of the money will be taken from the campus general fund budget.
10. If your campus is adding a new course, which will require the use of instructional materials, you must inform the District IM Coordinator and Chief Academic Officer as soon as the final decision is made. Textbooks will not be supplied for programs or courses that have not been approved by the Chief Academic Officer. The final day to request a new course with possible IMA funding of resources is April 30<sup>th</sup> of the current school year.
11. Braille and Large print material for the upcoming school year must be submitted to the District IM Coordinator by April 30<sup>th</sup> of the current school year.

**District IM Coordinator Responsibilities:**

1. Coordinates instructional materials activity within the school district and with the State of Texas Instructional Materials Administration.
2. Trains Campus Instructional Materials Coordinators on policies and procedures regarding instructional materials, resource, and supplies administration. Trains coordinators on TIPWEB software.
3. Schedules and Facilitates quarterly instructional materials meetings. Provides assistance to Campus Instructional Materials Coordinators.
4. Maintains all textbook and supplies records including warehouse operations. Ensures that a barcode label is placed on all instructional materials, supplies, and resources prior to distribution to campuses.
5. Conducts an annual physical inventory of the district warehouse of all current adoption instructional materials, supplies, and resources which have been requisitioned and delivered to the district.
6. Conducts physical inventory audits of all campus instructional materials and documents results in the district files. District IM Coordinator will schedule inventories on an annual basis with campuses.
7. Reports all instructional materials and supply losses to the state and ensures payment is made after collecting monies from individual campuses.

8. Requisitions instructional materials and supplies through TEA on-line or other vendors.
9. Works with content facilitators to schedule instructional materials publisher hearings during adoption cycles including contacting publishers to set up events and procure instructional materials, supplies and resources.
10. Responsible for all shipments of instructional materials ensuring deliveries are accurate and received in a timely fashion, and following up on outstanding orders or publishers who fail to ship requisitioned materials.

### **Campus Instructional Materials Inventory Policies and Annual Audit**

The Principal and Campus Instructional Material Coordinator are responsible for collecting instructional materials at the end of each school year. Teachers will collect instructional materials from all students and clear their classroom account with the Campus Instructional Materials Coordinator. *The school is responsible for collecting monies for lost/damaged materials before the student leaves for summer break.*

In May, the District IM Coordinator will provide to each Campus Instructional Materials Coordinator the following:

- A list of expiring materials (out of adoption).
- A list of new materials adopted by Duncanville ISD.
- An audit set up in TIPWeb.

The Principal and Campus Instructional Materials Coordinator are responsible for gathering all instructional materials to a designated area for an inventory count. In addition, all instructional materials /resources must be in an open space (ie; textbooks will not be counted if materials are in disarray or in multiple areas arranged in a non-clear fashion).

Physical audits will be conducted by the Instructional Materials Coordinator and the District IM Coordinator. Audits will occur in May through the end of June. The assistance of the Campus Instructional Materials Coordinator will be needed to expedite the audit. Each campus needs to complete and submit the inventory count of all materials before the audit team arrives. Utilize the Campus Audit in TIPWeb. The audit team then will conduct an audit and confirm numbers in the presence of the Campus Instructional Materials Coordinator.

We strongly recommend that books be arranged by subject and grade and clustered in stacks of 5 in opposing directions (front to back). At the elementary level, books need to be arranged on the floor (not in desks or cubbies) by subject in minimal locations. There will be ONE inventory audit/visit. The count is conducted and a lost and paid for sheet is generated and sent to the Campus Instructional Materials Coordinator. If instructional materials are found or returned you must notify the District IM Coordinator so that adjustments can be made. The District will transfer money from your campus 492 instructional material account in order to cover the lost Instructional Materials fee no later than June 30<sup>th</sup>.

### **Distribution of Instructional Materials at the District level**

Instructional materials and resources arrive at the Warehouse and are counted and given a barcode with an accession number. Instructional materials and resources are then distributed to each campus based on enrollment numbers. The District IM Coordinator will work with each campus to accommodate delivery of items. The Campus Instructional Materials Coordinator, Principal or Secretary must be present during scheduled

delivery times to sign for the instructional materials being delivered. Signature will not be accepted by a teacher or custodian.

Newly adopted instructional materials are delivered in the summer prior to the start of school. The District IM Coordinator has little or no control over when textbooks will be shipped. After processing books upon delivery, the District IM Coordinator will schedule a time for campus delivery. At this time, the Campus Instructional Materials Coordinator will sign the pick ticket that indicates they have received the instructional materials. Any discrepancies in counts must be reported within ten calendar days. Original counts will be recorded if discrepancies are not reported within ten calendar days.

### **Campus to Teacher/Student**

Before instructional materials and teacher resources can be distributed there are three pieces of information that are required: the student/teacher ID, the ISBN (or title of the textbook), and the accession number. The accession number is a unique number given to every single textbook in your textbook inventory. You can run a copy of the student/teacher ID numbers from the TIPWeb program under the reports link. TIPWeb is a web based application that can be accessed from any computer with an internet connection. This allows for the distribution of textbooks by accessing the application from a computer in each classroom or from a laptop carried from room to room. Connecting a scanner greatly increases the speed of the distribution process. The student/teacher ID must be scanned first, then the ISBN of the textbook, and then the accession number.

### **Instructional Materials Request/Delivery Procedures:**

Reasons a campus might request materials from the Distribution Warehouse:

New student

New teacher

Lost or damaged materials in need of replacing

New adoption

Replacement of incorrect book sent to the campus

1. Go to TIPWeb and create a requisition.
2. The TIPWeb system will notify the District IM Coordinator that a requisition is in the cue for processing.
3. When the Distribution Warehouse receives the request, enrollment is verified for eligibility.
  4. Once eligibility is checked the District IM Coordinator will fill the order as completely and expediently as possible once this information is verified. The District IM Coordinator will also record the date of the requisition and its status on the delivery ticket.
5. If a part of the requisition cannot be filled due to lack of materials in the district, that part of the order will be placed on "Back Order". It may take 10 days or longer to order additional materials from publishers.
  6. If your campus receives an email asking for surplus materials, please respond within 48 hours to that email. If Surplus materials are available we ask that you prepare the materials within 5 days.
7. Campuses should put in an inventory adjustment through TIPWeb using the Textbook Return Procedure to expedite the process.

8. Always sign requisitions and delivery forms and keep a copy for your records
9. Upon delivery of instructional materials to a campus, the Campus Instructional Materials Coordinator or their designated staff member must sign the transaction form. Any discrepancy should be made to the District IM Coordinator within 5 days of delivery.
10. After receiving the materials, go into TIPWeb and receive the materials. This must be done within 10 days. After 10 days the district will automatically show received: as complete kits/sets/instructional material counts. If there is a discrepancy, it will not be changed. The campus is responsible to maintain accurate records.

## **Transfer of Textbooks and Consumable Textbooks**

### **Textbook process for students transferring out of district and damaged**

- books:**
1. Collect consumable textbook
  2. Collect instructional materials and instructional resources
  3. Keep a record of the following:
    - Student Name
    - Title of Book
    - Book Number
    - Date Received
    - Bill student based on damages (if needed)

## **Distribution and Collection of Instructional Materials at the Campus Level**

The following suggestions may be used when distributing and collecting instructional materials on your campus and we encourage you to have your own systems and procedures in place. However, the TIPWeb software is required of all campuses to ensure accurate inventory counts. The collection of student instructional materials using TIPWeb provides you with an electronic accounting of the instructional materials that should be in your physical possession (storage or textbook room). Since each instructional materials and resources utilizes a bar code labeling system, the program will enable you to accurately determine what is in your inventory and who has a specific instructional materials and resource.

It is suggested that the Campus Instructional Materials Coordinator meet with teachers and staff to communicate their processes at the beginning of each school year. This process should emphasize collection and distribution timeframes and ensuring inventories are accurate. Instructional materials should be distributed to students by the teacher or Campus Instructional Materials Coordinator utilizing the scanner to input the accession number of each textbook or resource. Collection of instructional materials should occur when a class is over, or at the end of a semester or school year. Student resources should also be collected when a student withdraws. Suggested procedures for collecting student's instructional materials include developing a process where teachers collect resources in the presence of students to review the condition of the textbooks and address possible fines if needed.

Further suggestions are outlined in the following:

1. The distribution location is centrally located (ie; bookroom) and the process makes the Campus Instructional Materials Coordinator distribute the instructional materials to either the student or teacher. The TIPWeb program would be utilized to scan each resource. This system would be used while issuing

class sets out to the teacher.

2. For students in middle and high school, the distribution location is centrally located (i.e.; bookroom) and the process makes students responsible for picking up their required instructional materials at designated times or instructional materials /resources can be delivered to individual classrooms for distribution utilizing the TIPWeb program and a scanner. This process would be continued until all textbooks have been distributed.
3. For collection of books the processes listed above would occur in reverse at the end of a semester, course, or school year.

### **Instructional Materials Damage and Fines:**

In order for a school district to require a student to pay for damage to instructional materials, it must first be determined that the student was at fault. Generally, a student who has damage to instructional materials due to an act of nature (fires, floods, etc.) or a third party misconduct (theft), would not be “at fault” and cannot be required to pay for damage. The law allows districts to waive or reduce payments for damaged textbooks if the student is from a low-income family. The local board of trustees determines these circumstances. If payment is waived or reduced, the campus is still accountable and must replace the book if needed. The highlighting of textbooks for students receiving special education services is allowed if the student’s individualized education plan (IEP) calls for such modification.

The following are procedures to be used when assessing a fine for a damaged textbook:

1. Teacher contacts the Campus Instructional Materials Coordinator about damage and turns book over to CIMC.
2. A fine can be assessed using the chart below. If the charges exceed 100% of the cost of the instructional materials, then the materials are considered destroyed and full price will be assessed for the instructional materials or resource.
3. The student and parent must be informed in writing of the title of the instructional material and the dollar amount of the fine that is owed and when payment is due by the Campus Instructional Materials Coordinator.
4. When the fine is paid to the campus office the money will be deposited in the campus 492 instructional material account. The campus is responsible to give the student or parent a receipt of payment. This receipt is required.
5. If full payment of the instructional material occurred, the CIMC must follow the procedures to have a replacement instructional material replaced. Remember to note on the request that it is to replace damaged materials. These funds will come out of your 492 account.
6. Any damaged instructional materials that have been PAID IN FULL by a student becomes the property of the student. Mark out the Duncanville ISD label and write PAID IN FULL and DATE on the inside cover.  
***The last day to issue a student refund is the last day of the current school year.***

Each school is required to have a receipt book dedicated to instructional materials/resource fines and losses. Students must always be issued a receipt for any instructional materials/resource(s) they pay for. The receipt should include the ISBN or serial number of the instructional materials/resource(s), the title of the instructional material or model of the resource, and the student's name, in case an instructional material/resource is found and a refund is issued. Receipts for instructional materials are auditable documents and should be kept for the life of the adoption plus two years or a minimum of eight years.

Use the following **Damages and Fines Table** when assessing the damage to a textbook or instructional material:

<b>DAMAGE</b>	<b>ELEM/MS</b>	<b>HS</b>
Pencil marks	.10 per page	.20 per page
Ink marks	.20 per page	\$1.00 per page
Torn page	\$1.00 per page	\$1.00 per page
Binding damage	\$1.00 to total	½ to total
Cover damage	\$1.00 to total	½ to total
Book damage	Total price	Total price
Lost book	Total price	Total price
Missing page	Total price	Total price
Inappropriate language	Total price	Total price

## **Return Procedures for Materials to the Warehouse**

### **Instructional Material Return Procedures**

The following are procedures to be used when returning instructional materials back to the warehouse.

Reasons a campus might return books to the Textbook Warehouse:

- Surplus

- Damaged books

- Wrong book sent to campus

- Return of Teacher Materials

1. The Campus Instructional Material Coordinator will go to TIPWeb and go to Inventory and Campus Adjustment.
2. When the Warehouse receives the TIPWeb notification the District IM Coordinator will coordinate a pick up date with the campus. These materials need to be properly boxed, labeled and taped closed by campus staff.

Labels include:

- Name of Campus
- Name/Title of textbook or material
- Quantity of instructional materials in box
- (Please do not exceed fifty pounds per box.)**

3. If you are returning an instructional material/resource that has components associated with it, all components must be returned for your campus to receive credit for the return (example: math has a textbook and two workbooks). The Campus Instructional Materials Coordinator will submit an adjustment form in TIPWEB. When the district IM Coordinator receives the adjustment, a time will be scheduled for pick up.
4. If a campus cannot provide a complete set for return, one of the following shall occur:
  - The campus must purchase the missing items
  - The campus must pay for a complete set
5. The campus name needs to be marked on each box. Contents must be listed (title and quantity). **Prior to materials that need to be sent to another campus the Campus Instructional Material Coordinator MUST inform the District IM Coordinator for approval before moving the materials. The District IM Coordinator will enter the changes to the campus inventory in TIPWeb. This is necessary for maintaining inventory accuracy and for documentation purposes.** Any surplus overages may be taken from campuses by the District IM Coordinator to serve the needs of other campuses who may have a shortage of inventory.

#### **Damaged Instructional Materials Return:**

If you return damaged books to the textbook warehouse, please follow the steps below:

1. The Campus Instructional Material Coordinator will go to TIPWeb and go to Inventory and Campus Adjustment.
2. When the Warehouse receives the TIPWeb notification, a Warehouse staff person will coordinate a pick up date with the campus. These materials need to be properly boxed, labeled and taped closed by campus staff.

Labels include:

- Name of Campus
- Name/Title of instructional materials
- Quantity of textbooks in box
- The box needs to be marked DAMAGED and placed in a box for pick up.

***(Please do not exceed fifty pounds per box.)***

3. If the campus is eligible for damaged materials to be replaced, the Campus Instructional Coordinator must put in a Textbook Request through TIPWeb for those replacements and the Textbook Warehouse staff will work quickly to have them replaced.

### **Return of Teacher Materials**

Reasons a campus might return books to the Textbook Warehouse:

- Surplus
- Wrong materials

All teacher editions and resource guides are to be used by campus staff while employed with DISD and are to be returned to the textbook warehouse as requested. When a teacher is leaving a campus, the Campus Instructional Materials Coordinator and the exiting teacher must verify that all items are returned and entered into the TIPWeb software. When returning teacher materials, all materials must be included.

The following are procedures each campus should use when returning teaching materials to the Textbook Warehouse:

1. If you are returning a resource that has components associated with it, all components must be returned for your campus to receive credit for the return. The Campus Instructional Materials Coordinator will enter an adjustment in TIPWeb and then proceed to forward the items to the Warehouse.
2. If an item is missing a notation must be made and the item will be deemed incomplete. The same applies for damaged materials.
3. If a campus cannot provide a complete set for return, one of the following shall occur:
  - The campus must purchase the missing items
  - The campus must pay for a complete set and contact the District IM Coordinator

Incomplete teaching materials cannot be returned to the textbook warehouse and credit cannot be given against the campus inventory for incomplete sets.

### **Out of Adoption Procedures**

The district provides guidelines for collection of out-of adoption instructional materials and resources. Campus Instructional Materials Coordinators do not need to count or complete adjustments for out-of-adoption textbooks or teacher materials. When instructional materials goes out-of-adoption so do all of the components and teacher materials associated with that textbook. Out-of-adoption textbooks can't be sold or thrown away.

The following are guidelines pertaining to out-of-adoption materials:

Out-of-adoption instructional materials may be:

- Given to the parents of a student
- Returned to the warehouse



Returning Out-of-adoption materials:

1. Review the out-of-adoption listing provided by the District IM Coordinator annually and ensures only the titles on the lists are set aside for the out-of-adoption returns. Once the textbook warehouse picks up the out-of-adoption titles, they cannot be returned to the campus.
2. Out-of-adoption materials will be picked up during the months of May, June, July and August and will be scheduled for pickup by creating an Incident IQ request under facilities/warehouse/pick & deliveries.
3. Materials such as video or cassette tapes, binders, and spirals cannot be recycled and will not be picked up. Please dispose of these items at your campus.

### **Overview of the Adoption Cycle Process:**

The State Board of Education (SBOE) creates an adoption cycle for subjects in the Foundation Curriculum to ensure that materials are reviewed once every eight years. Subjects in the Enrichment Curriculum may extend beyond eight years.

The foundation curriculum subject areas are as follows:

- English Language Arts and Reading
- Mathematics
- Science
- Social Studies

The enrichment curriculum subject areas are as follows:

- Career and Technical Education
- Fine Arts
- Health Education
- Languages other than English (LOTE)
- Physical Education (PE)
- Technology Applications

### **Proclamations and Instructional Materials Adoption Procedures**

#### **Proclamations:**

The SBOE uses a proclamation to call for new instructional materials. The proclamation lists the subject areas scheduled for review. It contains a schedule of adoption procedures, requirements, the Texas Essential Knowledge and Skills (TEKS), and instructions for providing electronic files for braille and large-type materials. Proclamations are named for the year the materials go into the classroom.

#### **Development and Submission:**

Once the proclamation is issued, publishers submit a Statement of Intent to Bid. This states their interest in participating in the review and adoption cycle. Publishers have one year to develop materials that meet the proclamation's requirements.

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

The commissioner of education recommends that the instructional materials be placed on the adopted or

rejected list, based on the percentage of TEKS covered. To be eligible for adoption, instructional materials must meet at least 100% of the TEKS and 100% of the ELPS in both the student version and teacher version of the instructional materials.

- During an adoption year, Content Area Coordinators encourage representatives from across the district to participate in an Instructional Materials Review Team to determine the selection of textbooks and educational resources. This team will consist of representatives whose grade levels are involved in the textbook/resource and instructional material adoption and who represent the district. The purpose of the Textbook Review Committee is to ensure that the textbooks align with the TEKS and Duncanville Independent School District curriculum. This process will include developing rubrics, allowing for representative input, providing textbook/resource presentations per approved publisher that are open to the public, and selecting a textbook/resource that best addresses the content area. Teacher input is highly encouraged and allotted times will be provided to ensure stakeholders have an opportunity to participate in the adoption process.
- For technology applications where electronic materials are being considered for adoption, the materials must be web-based and congruent with DISD's technology plan. Prior approval is needed from the Technology Department before recommending the materials for adoption.
- For areas in which the district does not currently offer the class/subject area up for adoption, the Director of Curriculum and Instruction will work with the Chief Academic Officer to develop a process to ensure the selection of instructional materials/resources.
- If both English and Spanish textbooks are up for adoption in a subject area, the decision cannot be split.
- When rubrics are complete and alignment is ensured with TEKS and the District Curriculum Coordinators, or District IM Coordinator will conduct a meeting allowing one representative from each campus the opportunity to vote on the proposed selection of textbooks or resources by the Instructional Materials Review Committee. Based on the majority vote, resources will then be recommended to the DISD Board of Educators for final approval. These results are approved by the Board no later than the May Board Meeting of the adoption year.
- In order for the recommendation to proceed, a representative of the publishing company must submit a signed letter to the District IM Coordinator or Content Area Coordinator(s) outlining the following:
  - Statement assuring the district will receive materials for new teachers for the life of the adoption.
  - A list of ancillary materials and how long these ancillary materials will continue to be provided to the district.
    - Price lists of any materials that the district will be expected to replace.
    - A detailed listing of training provided to teachers for the first year and for the continuing years of the adoption including any fees associated with any proposed training

**Please Note:** Duncanville ISD is a closed district. Instructional Material representatives may visit with the District IM Coordinator or Content Area Coordinator(s) at any point in the year. However, instructional materials representatives shall not contact any teacher, at any time during the adoption process. All communications between the instructional materials representatives and the DISD will be through the District IM Coordinator or the Content Area Coordinator(s).

### **Ordering and Fulfillment:**

Local authorities for each school district or open-enrollment charter school set their own policy for selecting instructional materials for their students. School districts and open-enrollment charter schools place their orders with TEA through the Educational Materials and Textbooks (EMAT) online system. This statewide electronic

instructional materials management tool processes all Texas public education instructional material requests, orders, payments, and deliveries. Adopted instructional materials are purchased with funds from the Instructional Materials Allotment and must follow the DISD's procedures.

## **Instructional Material Activity Calendar**

### **May, June, July, & August**

- **DISD Physical Inventory of Instructional Materials** - Payment is made to TEA for lost instructional materials, and/or instructional materials replaced.
- **Out of Adoption Instructional Materials** - Sent from districts to a paper recycle company or given to an authorized non-profit organization sending them to other countries for free distribution.
  - ◆◆ Annual shipments from TEA are being sent to districts.
  - ◆◆ Supplemental requests and shipments of instructional materials begins.
  - ◆◆ Verify summer delivery of instructional materials.
  - ◆◆ Submit supplemental requisitions for instructional materials.
  - ◆◆ New IM Coordinator orientation and instructional materials procedure training.

### **September & October**

- Submit supplemental requisitions for instructional materials.

### **November**

- State Board of Education meets on the second Saturday to adopt new textbooks.
- Local Textbook Committee established by the 1st.
- Districts begin receiving sample instructional materials.

### **December**

- Sample textbooks must be shipped from the publishers by the 1st.

### **January**

- Supplemental shipments continue.

### **February**

- Local Instructional Materials Committees meet to finalize their recommendations for local adoption and selection.
- The last day for district to submit a supplemental instructional materials requisition is around the 15<sup>th</sup> of the month.

### **March**

- Board of Trustees meets to ratify the selections of the Local Instructional Materials Committee and complete forms TEX-001, TEX-008, and TEX-040.
- Districts receive Information for shipment of expiring adoption titles from TEA
- Annual Requisition Preparation begins

### **April**

- April 1 is the deadline for districts to submit Annual Requisitions to TEA.
- TEX-008, Local Textbook Committee Report
- TEX-040, Annual Requisition for Textbooks for the Visually Handicapped
- **For upcoming school year needs, CONSUMABLE ORDERS must be entered and submitted into TIPWeb-IM using a Requisition by April 17th.**

### **May**

- Districts submit requests for Visually Handicapped Braille Books, (TEX-006B and TEX-035) •
- PHYSICAL INVENTORY OF INSTRUCTIONAL MATERIALS CONDUCTED BY EACH CAMPUS •**
- Instructional Materials AUDITS CONDUCTED** by District IM Coordinator yearly. • **Close out of current year**

#### **Board Certification of Textbook Results**

The Board certification of Instructional Materials results must be signed and returned to TEA by April of each year.