



INSTRUCTIONAL MATERIALS AND MEDIA HANDBOOK 2023-24

Office of Curriculum & Instruction
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INTRODUCTION

The purpose of this guidebook is to provide information relative to the administration of the Instructional Materials for grades K-12 in Franklin County Schools. It is important that all administrative personnel and their textbook managers become thoroughly familiar with the policies, procedures, and guidelines applicable to instructional materials. Contents of this document are based upon: current statute, district policies, and procedures adopted by the district.

“The district school board has the constitutional duty and responsibility to select and provide adequate instructional materials for all students in accordance with the requirements of this part. The term ‘adequate instructional materials’ means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serve as the basis for instruction for each student in the core courses of mathematics, language arts, social studies, science, reading, and literature.” FS 1006.28(1)

“Each district school board must purchase current instructional materials to provide each student in kindergarten through grade 12 with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading and literature. Such purchase must be made within the first 3 years after the effective date of the adoption cycle” FS 1006.40(2)

Instructional materials at use in classrooms are rapidly changing as the district incorporates digital texts and instructional software. All instructional materials used in the classroom are the responsibility of the school district and must meet the guidelines for research-base and standards alignment. No instructional material shall be implemented without review by appropriate personnel. Ref. FS 1006.283. The expenditure of the Instructional Materials allocation shall conform to the requirements noted in FS 1006.40 (3).

INSTRUCTIONAL MATERIALS DEFINITIONS

On-Adoption Instructional Materials:

Those instructional materials that are currently on district adoption. These materials can be state adopted or non-state adopted. Materials are typically adopted for a five or six year period, but some titles may remain on adoption for several years longer. These are the materials that must be reported on the Textbook Inventory each June.

Extended Adoption Instructional Materials:

Instructional materials that continue to be used in the district even though they may not be under current state adoption. These materials may still be available from the School Book Depository or publisher, but they are no longer under a state bid price.

School Textbook Manager:

The person designated by the principal to handle instructional materials in the school, typically the library staff.

Textbook Inventory Report:

This report form lists all of the instructional materials for which a school or department is responsible and accountable. The district updates it each school year and with each adoption.

Dual Enrollment Materials:

Those materials that are issued to high school students who are also enrolled in post-secondary courses creditable toward a vocational certificate or an associate or baccalaureate degree.

Back Orders:

These are materials that have been ordered by schools, but that have not been received from the publisher or Florida School Book Depository. It is the school's responsibility to follow up on backordered materials.

Florida School Book Depository (FSBD):

The depository that carries all state-adopted instructional materials in the state of Florida, and from which the district orders all state adopted materials used in district schools. FSBD is a private business that is located in Jacksonville, Florida. The Instructional Services Office issues elementary and secondary FSBD catalogs each year. Prices listed in the catalog are the state contract prices for the adopted materials.

Consumable Instructional Materials:

Materials listed on the Textbook Inventory intended to be written in and consumed by students. Textbook Managers will need to maintain a count of any consumable materials on hand and order replacements as needed.

Non-consumable Instructional Materials:

Materials listed on the Textbook Inventory, which are not meant to be written in or consumed by students. These materials are reissued to students year after year and are intended to last the length of the adoption without replacement.

Ancillary Materials:

These are supplemental or ancillary materials that publishers offer "free with order" during the first year of

adoption and purchase. In subsequent years, these items must be purchased at the price listed in the FSBD Catalog. These items are meant to last the length of the adoption and the count per teacher should be reconciled at the school each year.

Computer-Assisted-Instruction (CAI) Materials:

Software used for instruction or intervention. This software is district purchased and/or approved.

Textbook Allocations:

Instructional materials are purchased through categorical funding from the state of Florida. The funding is based on the FEFP, and may fluctuate from year to year. The district allocates the funds to schools in accordance with the adoption needs for the year. Media funding and dollars for science lab materials are a part of this funding.

TEXTBOOK MANAGER

Each school principal shall appoint a textbook manager for his/her school. This position is normally in conjunction with the library inventory system.

The duties of the Textbook Manager include

- Maintaining a working knowledge of the information located in the *Instructional Materials Handbook*.
- Assisting the principal with the annual textbook inventory.
- Maintaining a current list of textbooks used in the school.
- Communicating with the Director of Curriculum and Instruction concerning damaged textbooks or textbooks received in error.
- Facilitating the textbook adoption process by assuring that sample texts are distributed as requested by the district office. Records should be kept noting this distribution, so that samples can be located as necessary.
- Communicating with the Director of Curriculum and Instruction to assure that school textbook needs are supplied. The principal should be aware of needs prior to their communication to the District.

INSTRUCTIONAL MATERIALS ADOPTION GUIDELINES

Franklin County is a closed district. This means that all initial calls from companies and sales representatives regarding textbook purchase should be directed through the district office. The Director of Curriculum and Instruction should be contacted if sales representatives contact the school without going through the district office. A sales representative will not be sent to a school from the district office without prior notification from the district to the school. All vendor presentations during an adoption year are coordinated through the Director of Curriculum and Instruction.

INSTRUCTIONAL MATERIALS ADOPTION PROCEDURES

1. The District adoption cycle for instructional materials shall align with the State cycle except where a separate District adoption is considered necessary. Subject areas to be reviewed will be posted on the district web site and published in the Instructional Materials Handbook. Adopted materials shall be used during the adoption cycle until they are physically unusable, they are replaced with newly-adopted materials, or until the course is no longer offered.

2. The District review will focus on evaluating materials that are submitted by publishers for State adoption or other materials available at the time from appropriate publishers.
3. In the selection of instructional materials to be used in the District, the criteria used to determine the propriety of the materials shall include: alignment with course state standards provided for in FS 1001.03(1), the educational purpose to be served by the materials, the degree to which the materials encompass the instruction required by the State Board of Education and the District School Board, and a consideration of the racial, ethnic, socioeconomic, and cultural diversity of the students of the District. "Any instructional material containing pornography or otherwise prohibited by s. 847.012 may not be used or made available within any public school." (FS 1006.34(2)(b)4)
4. For District-wide adoption in core subject areas, teachers who teach the subject at the appropriate grade level will be afforded opportunities to review samples of the publishers' programs and give input. Teachers' comments will be reviewed at district level and weighed as a factor in the final decision-making process. The decision for recommendation will be based on a majority vote by teachers of the courses for which the materials are being adopted. This recommendation will be submitted to the School Board for approval.
5. Members of any District instructional materials adoption team are prohibited from accepting gifts, money, emoluments, or other valuables which shall directly or indirectly influence the adoption or purchase of any instructional materials.
6. Each District adoption team member will receive an overview of the evaluation techniques to be used, characteristics of effective instructional materials and the skills necessary to make valid, culturally sensitive, and objective decisions regarding the content and rigor of instructional materials. In addition to conducting topic comparisons, horizontal traces, and vertical traces where appropriate, the review process will include scrutiny of each program's alignment to the state standards and the assessments that are based on those standards. ***Our district participates with PAEC in their adoption platform, EdCredible.***
7. The adoption calendar specific to the current adoption shall be established during the fall of each school year and shared with district and school personnel.
8. All adoption decisions are to be completed by May 1st of the school year in order to ensure that orders may be placed and materials received in sufficient time for the beginning of the subsequent school year. Based upon this information the district decision will be made with final approval by the School Board.

INSTRUCTIONAL MATERIALS REVIEW COMMITTEE

For each subject to be reviewed, an Instructional Materials Review Committee will be convened. The Instructional Materials Review Committee will have representatives from the following groups:

- One or more parents who currently have children in the Franklin County School System
- One or more teachers who are certified in and/or currently teach the subject for which materials are being considered for adoption - At least two-thirds of the committee will be comprised from this group. ESE personnel will be included in the committee.
- One or more district-level instructional personnel with expertise in the area for which materials are being considered for adoption – This may be a school-level administrator.
- Community representation on the Instructional Materials Review Committee is encouraged.
- The selected district committee members will carefully review the newly state-adopted instructional materials according to the identified needs of the school, students, and community and the required standards for the course(s).

Activities of the committee may include, but are not limited to:

- designing a criteria sheet appropriate to the subject area.
- utilizing the criteria to review the new materials.
- narrowing the selection to three top choices.
- listening to presentations by representatives of the publisher(s).
- developing a strengths/weaknesses document for each choice.
- presenting review information to each school’s staff/department.
- facilitating grade level/subject area evaluation of the materials at the school level.

Once the committee has met, open review by all teachers of the subject or course will begin. Teachers will have a specified length of time to review and evaluate the materials with the assistance of the information provided by the committee. Horizontal and vertical team meetings will be held at the school level to discuss the strengths of each text as they relate to the specific needs of each group of students. Teachers will be encouraged to teach lessons from the sample texts during the review period. Teachers at each grade level at each school will come to consensus on their first and second choices. These votes will be submitted to the school administration. The compilation of school votes will be submitted to the Director of Curriculum and Instruction. Based upon this information the district decision will be made with final approval by the School Board. Prior to final approval, an advertised 30-day period must be provided during which the parent of a public-school student or a resident of the County, as defined by Florida Statutes, may contest the district school board’s adoption of a specific instructional material. The parent or resident must file a petition, on the form provided by the school board (see Form in Appendix D), within 30 calendar days after the initial adoption of the material by the school board. The form will also be available on the district website. Within 30 days after the 30-day period has expired, the school board will conduct at least one open public hearing on all petitions timely received and provide the petitioner written notification of the date and time of the hearing at least 7 days before the hearing. All instructional materials contested must be made accessible online to the public at least 7 days before the public hearing. The school board’s decision after convening a hearing is final and not subject to further petition or review. FS 1006.28 (1)(a)3 Upon final approval by the School Board, the district curriculum will be correlated to the new materials and schools will be ready to order textbooks for the following year. It is anticipated that textbooks will be ordered during the first year of each adoption cycle.

GENERAL TIMELINE FOR THE ADOPTION PROCESS

TIME FRAME	TASK	RESPONSIBILITY
July	Review of the state adoption cycle with specific plans for the upcoming adoption	District Instructional Services Department
October	Review of the state bid list will occur in the absence of the state adoption list. District review of curriculum begins in alignment with PAEC consortium and any new state requirements.	Instructional Services Department

November	<p>Samples of all texts on the state-adopted lists are ordered for schools. <i>This will be modified as needed to align with the state’s requirement that the samples be provided in digital format.</i></p> <p>The exception will be when multiple non-core areas are up for adoption at the middle and high school levels. The schools will be requested to review the list and determine which books they need to see.</p> <p>Determination of the need for publisher presentations.</p> <p>Schools appoint teachers for District Committee and district solicits parent/community representatives.</p>	Samples are ordered by the Instructional Services Department and shipped directly to schools.
December / Early January	<p>Textbook samples arrive in schools by the first week in December. Textbook Managers and principals are responsible for contacting the Instructional Services Department if they fail to receive requested samples.</p> <p>Instructional Materials review committees meet.</p>	Instructional Services Department, Textbook Managers, Principals
January-March	<p>Ongoing review of texts in schools.</p> <p>Links to all samples available on the district website for public review. Public input portal active.</p> <p>Representatives from district review committees are given time to share information. Grade levels meet to reach consensus</p> <p>Recommendation for adoption is finalized.</p>	<p>Textbook Managers, Principals</p> <p>Coordinated at the school level. School administrator collects all review sheets making sure that each grade level and/or department has clearly indicated a first and second choice. Review sheets and school compilation of votes is submitted to the Instructional Services Department.</p>
April	<p>Open Board Meeting for considering the materials to be adopted is advertised. Board Meeting held according to required timeline. Thirty-day period open for any contest to adoption. Materials and form for contest available online.</p>	Instructional Services Department
April/May	<p>Open public hearing to hear any submitted objections to the adoption. Adoption decision finalized.</p> <p>Anticipated number of new student books to be ordered for the upcoming school year due to the Instructional Services Department no later than March 30th.</p> <p>Report of anticipated number of books to be ordered due to state no later than April 1st.</p>	Instructional Services Department/ School Board Principal or designee (Textbook Manager)
May/June	<p>Orders completed.</p>	Director of Instructional Services

[OBTAINING SPECIMEN \(SAMPLE\) BOOKS](#)

During an adoption year, Sample copies of newly adopted texts for core subjects will automatically be ordered by the district coordinator for direct shipment to schools. Textbook Managers, in cooperation with school administrators, should assure that the samples are appropriately displayed and/or circulated so that all teachers have opportunity to review the texts.

A specimen set of selected materials should remain available at the school for review of parents and other interested citizens for the duration of the adoptive cycle. Specimen sets for books that are not part of uniform district adoptions for core subjects must be requested by the principal from the District.

SELECTING NON-STATE ADOPTED INSTRUCTIONAL MATERIALS

Non-state adopted instructional materials may be recommended for purchase by staff members once an evaluation of such items has been completed. The district's evaluation process must still be followed. The school administrators will review the recommendation and if approved, a purchase order will be prepared. The purchase order will indicate the materials are not state adopted and will be processed normally.

SCHOOL/TEACHER CONTACT WITH SALES REPRESENTATIVES

Contact with publishers' sales representatives should be coordinated through the district office. Especially during an adoption cycle, no sales representative should visit a school without prior notification from the District Curriculum and Instruction Office. If a sales representative fails to follow this directive the school administrator should notify the District of the violation.

All orders of materials should follow the process as outlined in this manual. No materials should be requested directly from sales representatives without the knowledge of the District Curriculum and Instruction Director.

It is imperative that the district monitor and control free and/or sample materials received directly from publishers. The district is required by state law to maintain a fair and equitable process that does not favor one publisher over another. Any trial or pilot of a material (book, software, etc.) prior to an adoption may be construed as giving an unfair advantage to a company. For this reason all such activity must be coordinated through the district office.

UNIFORM TEXTBOOK ADOPTIONS

The Franklin County School District maintains uniform texts for the core subjects for grades K-5, 6-8 and 9-12. Anytime the same subject/course is taught by multiple teachers a uniform text is used.

Uniform adoptions are district coordinated and monitored. Selections are made after thorough teacher examination and public review. At each school, teachers reach consensus by grade level and/or subject area, the Instructional Materials Review Committee reviews texts and teacher votes, and recommendation to the School Board is based on the consensus with heavy weight being given to teacher votes.

MANAGEMENT OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS

State textbook funds will be budgeted in a district account and will be used on a need basis to supply each school with necessary textbooks. The Principal shall be responsible for the proper handling of textbooks. In the discharge of this responsibility the following shall be observed.

- 1) **The Principal** shall be responsible for an accurate and complete account of all district-owned textbooks. This includes textbooks purchased as part of a district adoption or any instructional material purchased through school or district funds. Monies collected for lost and damaged textbooks will be forwarded to the district office with the annual textbook inventory –due no later than June 30 of each year.
- 2) **The Textbook Manager** shall work with faculty to establish an expectation and procedural guidance for assuring that textbooks, including trade books and other instructional materials, are maintained appropriately and without undue loss.
- 3) **Each teacher** shall be responsible for seeing that the students take care of textbooks.
- 4) There shall be collected from each student or his parent the purchase price of each book lost, destroyed, or unnecessarily damaged and such amount shall be transmitted to the Superintendent together with the student's name and address. If the textbook is destroyed, lost, or substantially damaged, the full purchase price of the lost textbook shall be collected from the student regardless of the age of the text. If a book is unnecessarily damaged but still usable, a \$5.00 fine shall be charged to the student.
- 5) When a student has lost or damaged a library or textbook and failed to pay the assessed amount, the principal may direct the transfer of the permanent record even though the assessed amount has not been paid.
- 6) Under no conditions may a report card or progress report be delayed or may grades be withheld from the permanent record for failure to pay an assessment for destroyed, lost or damaged books or for any cause. (Rule 6A-1.955, SBER) However, 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 the satisfaction of the debt by the student through community service activities at the school site as determined by the school principal, pursuant to policies adopted by district school board rule.
- 7) The responsibility for installing a new series of adopted textbooks rests with the principal after consultation with the Instructional Services Department. Careful planning and forethought shall precede the introduction of new textbooks. **ALL** instructional materials must be evaluated using an approved form prior to purchase. All evaluation forms must be forwarded to the district Instructional Services Department prior to ordering. Professional development on the use of new core materials will be provided.
- 8) All teachers are required to use current district-adopted textbooks as their main tool(s) of instruction. Other texts may be used as supplemental materials only.
- 9) It is the principal's responsibility to effectively communicate to parents the manner in which instructional materials are used to implement the curriculum objectives of the school.
- 10) Each principal shall be responsible for cooperating with the district personnel to provide to the superintendent in a timely manner a plan for instructional materials use.
- 11) Each principal shall be familiar with the laws and policies as they relate to instructional materials.

SIGNIFICANT DEADLINES FOR PRINCIPALS AND TEXTBOOK MANAGERS

End of Preplanning	School procedures for maintaining the textbook inventory communicated to teachers
End of August	All class sets of textbooks distributed to teachers or textbook check out to students completed.
End of September	Communication from Director of Curriculum and Instruction concerning current adoption cycle
End of May	Annual Textbook Inventory with monies collected for lost/damaged textbooks due to District.

DISPOSING OF SURPLUS, OBSOLETE AND UNUSABLE TEXTBOOKS AND INSTRUCTIONAL MATERIALS

With the written approval of the Director of Curriculum and Instruction, instructional materials which become unserviceable or surplus or are no longer on state contract shall be disposed of as provided herein.

- 1) Usable surplus and obsolete instructional materials no longer under contract to the state shall be made available to other schools in the district prior to disposal. Any material which is not requested by another school in the district may be disposed of by giving or lending the materials to other public education programs within the district or state, to teachers to use in developing supplementary teaching materials, to students or others, or to any charitable organization, governmental agency, private school, or state.
- 2) Instructional materials that cannot be disposed of as provided above may be destroyed or discarded.
- 3) State Board of Education Rules shall prevail whenever any provision of these rules conflict.

PROCEDURES FOR RECEIVING MATERIALS FROM THE DEPOSITORY

A. DISTRICT PROCESS

The PO for the FSBD will be forwarded to designated school personnel at the receiving school from the District.

B. SCHOOL PROCESS

The designated school personnel upon receipt of the original invoice will notify the school textbook manager. Once ALL items have been received and accounted for:

- Indicate the material received on the invoice.
- Sign and date the invoice after ALL materials have been received and give to the designated school personnel, who will forward to District.
- Note: In the case of partial shipment from the School Book Depository, note on the invoice "Partial Delivery".

CHECKING IN INSTRUCTIONAL MATERIALS

The following procedures should be followed when checking in your textbook order.

- 1) Unauthorized personnel should NOT sign for receipt of shipment.
- 2) Always check the number of cartons received against the number of cartons listed on the Bill of Lading. Further, check to make sure all cartons are stenciled/addressed to your school.
- 3) If there is a difference in the number of cartons being delivered against what is listed on the Bill of Lading **Be Sure To:**
 - a) Sign the trucker's copy as to the difference.
 - b) Have the trucker sign your copy as to the difference.
- 4) The trucking firms will not normally deliver more cartons to you than are listed on the Bill of Lading.
- 5) If there is a delivery shortage, immediately notify the District so they can make corrections.
- 6) If your cartons are noticeably damaged refuse to sign the Bill of Lading noting the damage. If a quantity or title error is noted when checking the order, **notify the District immediately giving:** Depository invoice number, account number, and purchase order number. Any additional information to help identify errors noted.
- 7) **DO NOT STAMP OR MARK ANY BOOK THAT MAY NEED TO BE RETURNED TO THE DEPOSITORY FOR CREDIT!**

PRINCIPAL'S ANNUAL TEXTBOOK INVENTORY

Each year, the principal is required to submit to the district office an inventory of textbooks. The inventory includes instructional materials purchased with textbook funds. In addition, the Report of Unserviceable and Surplus books should be attached. The form is available electronically upon request from the Instructional Services Department. The Annual Textbook Inventory should list all texts and instructional materials (see definition on page 1) used as a regular part of classroom instruction.

At the beginning of May each year an updated Textbook Inventory Form (see explanation in Forms section of this handbook) will be forwarded to the school Textbook Manager and to the Principal.

The Textbook Manager shall:

- coordinate the verification of the inventory numbers,
- note discarded titles,
- note purchased items,
- identify lost texts

The principal shall:

- review the textbook inventory,
- instruct staff to report textbook numbers to the Textbook Manager,
- review the final inventory with the Textbook Manager for accuracy,
- sign the textbook inventory,
- direct the bookkeeper to prepare a check for all textbook monies collected – this should match

- what is reported on the textbook inventory,
- forward the inventory with the attached check to the District Office no later than May 31st of each year.

RESPONSIBILITIES AND RIGHTS OF STUDENTS AND PARENTS

All instructional materials purchased under the provisions of this part are the property of the district school board. When distributed to the students, these instructional materials are on loan to the students while they are pursuing their courses of study and are to be returned at the direction of the school principal or the teacher in charge. Each parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials when directed by the school principal or the teacher in charge, and shall pay for such loss, destruction, or unnecessary damage as provided under s. [1006.28\(4\)](#).

A parent has the right to object to his or her child's use of a specific instructional material. FS 1006.28(1)(a)2

- The parent must submit his/her objection to the teacher and school principal. The form to facilitate this is located in Appendix D and on the district website.
- The principal will ensure that the contested instructional material has been appropriately reviewed and approved prior to its use in the classroom.
- The principal will ensure that the teacher provides an alternate assignment that is equivalent but not punitive in nature.
- The completion and quality of the alternate assignment is the responsibility of the student, and the teacher will evaluate the assignment upon the same merits as the rest of the class is judged.

LIBRARY MEDIA MANAGEMENT PROCEDURES AND CONSIDERATIONS:

Selection Guidelines:

- A. The primary objective of the school library media program is to implement, enrich, and support the educational program of the school. It is the duty of the media specialist to provide a wide range of materials on different levels of difficulty, with diversity of appeal, and representing different points of view. The inclusion of any item in a collection does not necessarily mean that the School Board or the school advocates or endorses the contents of that item.
- B. In accordance to HB 1467, each school library media specialist shall:
 1. Provide an up-to-date (within 10 year) collection of instructional and supplemental materials that will enrich and support the curriculum, taking into account the varied interests, abilities, and maturity levels of the students being served.
 2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
 3. Provide a background of information which will enable students to make intelligent and informed judgments in their daily lives.

4. Provide materials from different points of view on controversial issues in order that young citizens may develop under guidance, the practice of critical analysis of all media.
5. Provide materials representative of the many religious, ethnic and cultural groups, and of their contribution to the heritage and culture of America and the world.
6. Place principle above personal opinion and reason above prejudice in the selection of materials and information resources of high quality in order to assure a comprehensive collection appropriate for the users of the library media center.

Care should be given to include input from all teachers and curriculum requirements when determining media collection needs for the school.

C. Legal Responsibility for Selection – The Franklin County School Board is legally responsible for the operation of schools. The responsibility for the selection of school library media center materials is delegated by the Board to the professional school media specialists with approval for purchase by the principals. Final approval is required from the Superintendent of Schools for Franklin County. “Any instructional material containing pornography or otherwise prohibited by s. 847.012 may not be used or made available within any public school.” (FS 1006.34(2)(b)4)

Purchasing Guidelines for School Media Specialists:

A. Fund Sources:

District: The district allocates funds for media purchases to each school based on the allocations in the state FEPF funding. The allocation of funds for media center use is a school-based decision with consideration of district curriculum requirements. Ideally, the media specialist should meet with the school administrator prior to budgeting deadlines for each fiscal year, present media program needs, and help determine the allocation of the media program budget.

Other: Additional funds for the media program may be provided from a variety of sources, such as, school fundraisers, parent groups, special grants, one time allocations, etc.

B. Procedures: Since the purchasing procedures may vary from site to site, the media specialist should meet with the school principal and bookkeeper to become familiar with school procedures and expectations.

C. Guidelines:

- Compare prices to assure the best use of limited resources.
- Call the vendor to verify the current price, model numbers and to determine any additional costs (shipping, processing, etc.)
- If purchasing equipment, check on warranty availability and compatibility requirements. All technology equipment and software must be pre-approved through the district Technology Department and the Instructional Services Department to assure infrastructure and curricular compatibility.
- Check received shipments immediately, and notify the school bookkeeper of shipment status. Verify receipt of materials with the school bookkeeper to assure proper processing of invoices.
- Maintain a purchasing file containing necessary receipts and documentation and a running balance on the budget.
- Maintain a wish list of items to be purchased as funding becomes available. Teachers should have

input into the wish list.

“Weeding” Guidelines:

The process of carefully weeding the collection in a school media center is an ongoing process intended to ensure a quality, current, and usable collection. The media specialist should enlist the aid of teachers in the various subject areas when deciding which media to withdraw.

A. Factors to Consider in Deciding to Withdraw Media

1. Physical Qualities – Media too badly worn to be repaired, books with extremely fine print, yellowed paper, and media with an overall unattractive appearance should be withdrawn.
2. Suitability of Subject Matter – Media that is either too mature or too juvenile for the students served by the collection should be removed and offered elsewhere.
3. Date Range – Factual media, particularly in the sciences and social sciences, which have outdated information or inaccurate information should be withdrawn. It is not the purpose of the school media center to collect outdated materials for historical preservation.
4. Reliability of Information – Media may be of recent date and still not be authentic. Checking the collection against standard lists and having teachers in special fields screen materials which are not on the lists will aid in detecting inferior titles.
5. Circulation of Media – Materials which remain inactive on the shelves for a period of time, tend to deteriorate physically almost as much as if they were used. Every effort should be made to circulate the material before weeding it from the collection.
6. Availability – It is not always desirable to withdraw worn materials which are out-of-print and no longer available. The curricular necessity for the material will help determine when to maintain older materials.
7. Textbooks – The media center is not a depository for textbooks. Old sets of readers, science books, etc., should be withdrawn unless they are of use for reference material. State textbooks furnished to the students should not be stored in the media center. The media specialist does not assume the responsibility of the Textbook Manager for distribution of instructional materials.

B. Guidelines for Discard

- Unused, inactive
- Out dated (recommended if 15 years or older, except for history books)
- Does not align with the curriculum
- Worn out
- Inaccurate, misleading
- Inappropriate for the school population

C. Multiple guides for collection age limits exist. Examples include the following, which may be consulted when determining which materials should be weeded.

1. <http://www.tsl.state.tx.us/ld/pubs/crew>
2. *Follett Titlewave's Collection Management*

D. Weeding Follow-up

Once materials have been identified for removal, they must be made unaccessible and physically

removed from the collection.

1. Remove records from the computerized catalog and track as 'weeded'.
2. Refer to page 10 of this handbook for guidelines regarding disposal of instructional materials. The same guidelines apply to media materials. Options include: directing them to teachers for classroom use; cannibalizing the materials for various instructional activities; giving them to students for individual use; recycling the materials.

Copyright Guidelines:

It is the ethical responsibility of all school employees to strictly adhere to copyright guidelines.

1. **Definition:** Copyright is protection given by law to authors of original works, regardless of format.
2. **Law:** Federal law makes it illegal to duplicate copyrighted materials by electronic or other means, in whole or in part, without the express authorization of the holder of the copyright, except for certain exempt purposes. With the amendments to the copyright law, all materials are protected by copyright from their inception unless specifically labeled as being in the public domain.
3. **Employee Responsibility:** While employees are encouraged to enrich the learning process by making proper use of supplementary materials, it is the responsibility of each employee to abide by the requirements of the copyright laws. In no circumstance shall it be necessary for employees to violate copyright requirements in order to perform their duties properly. The district cannot be responsible for violations of the copyright law by its employees. The district requires that all employees remain accountable in practice to the copyright laws.
4. **Penalties:** Severe penalties may be imposed for unauthorized copying or use of audio visual or printed materials and software, unless the copying or use conforms to the 'fair use' (<http://www.copyright.gov/fls/fl102.html>) doctrine. Willful infringement of the laws could result in legal and/or disciplinary action.
5. **Liability:** Liability may include fines and/or imprisonment.
6. **Help:** Any employee who is uncertain as to whether reproducing or using materials is permissible under the law should contact the school media specialist.

FAIR USE Guidelines:

One of the rights accorded to the owner of copyright is the right to reproduce or to authorize others to reproduce the work in copies or recordings. This right is subject to certain limitations found in sections 107 through 118 of the copyright law ([title 17, U. S. Code](#)). One of the more important limitations is the doctrine of "fair use." The doctrine of fair use has developed through a substantial number of court decisions over the years and has been codified in section 107 of the copyright law.

Section 107 contains a list of the various purposes for which the reproduction of a particular work may be considered fair, such as criticism, comment, news reporting, teaching, scholarship, and research. Section 107 also sets out four factors to be considered in determining whether or not a particular use is fair.

- The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes
- The nature of the copyrighted work
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole
- The effect of the use upon the potential market for, or value of, the copyrighted work

The distinction between what is fair use and what is infringement in a particular case will not always be

clear or easily defined. There is no specific number of words, lines, or notes that may safely be taken without permission. Acknowledging the source of the copyrighted material does not substitute for obtaining permission.

The 1961 *Report of the Register of Copyrights on the General Revision of the U.S. Copyright Law* cites examples of activities that courts have regarded as fair use: “quotation of excerpts in a review or criticism for purposes of illustration or comment; quotation of short passages in a scholarly or technical work, for illustration or clarification of the author’s observations; use in a parody of some of the content of the work parodied; summary of an address or article, with brief quotations, in a news report; reproduction by a library of a portion of a work to replace part of a damaged copy; reproduction by a teacher or student of a small part of a work to illustrate a lesson; reproduction of a work in legislative or judicial proceedings or reports; incidental and fortuitous reproduction, in a newsreel or broadcast, of a work located in the scene of an event being reported.”

Copyright protects the particular way authors have expressed themselves. It does not extend to any ideas, systems, or factual information conveyed in a work.

The safest course is to get permission from the copyright owner before using copyrighted material. The Copyright Office cannot give this permission.

When it is impracticable to obtain permission, you should consider avoiding the use of copyrighted material unless you are confident that the doctrine of fair use would apply to the situation. The Copyright Office can neither determine whether a particular use may be considered fair nor advise on possible copyright violations. If there is any doubt, it is advisable to consult an attorney.

FL-102, Reviewed June 2012 U.S. Copyright Office <http://www.copyright.gov/fls/fl102.html>

Note: The copying or use of videos for whole-group viewing is not allowed by copyright laws unless the video has been purchased for such viewing.

Fair use guidelines DO NOT preempt or supersede license agreements and contractual obligations.

All employees are required to err on the side of caution when in doubt about the use or copying of copyrighted materials.

[Elementary School Website Listing of Library Materials and Reading Lists](#)

Pursuant to Rule 6A-7.0713, all elementary schools must post, in a searchable format by author and title, any materials (books, ebooks, periodicals, videos) maintained in the school library media center or on a school or grade-level reading list. The link to our Destiny system is provided on the District Website. The school library media center, as defined by this rule, extends to any material accessible on the site including classrooms.

[Classroom Libraries](#)

Classroom libraries contain materials that are optional for students to choose from. They do not need approval, but teachers must ensure all materials follow the same guidelines for selecting school library material. However, if a set of books is pulled out to create a required/recommended reading list, this list must be reviewed and approved by a certified school media specialist. If this list will be used for classroom instruction, it must also be submitted for approval to the Director of Curriculum & Instruction.

Classroom library Inventory Lists are searchable through the Destiny link on the District Website.

The School Board does not discriminate on the basis of race, ethnicity, color, national origin, sex, disability, pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law in its programs and activities, including employment. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. Questions, complaints, or requests for additional information regarding discrimination or harassment may be directed to: Karen Peddie, Human Resources Officer, kpddie@franklincountyschools.org, 85 School Road, Eastpoint, FL 32328 or via phone at 850-670-2810.

Appendices

Appendix A - Florida Statute

Appendix B - School Board Policy – *This will be updated as policies are updated to align with current statute.*

Appendix C – FLDOE Instructional Materials Adoption Schedule

Appendix D – Forms

Form A – Instructional Materials Review Form

Form B – Request for Trade Book Review: *Mandatory Supplemental Reading Assignment or Book to be Used for Class Instruction*

Form C – Challenged Materials Form (to be used if a parent wishes to have an instructional material removed from use)

Form D – Parent Request for Alternate Assignment

Form E – Parent Petition to Contest an Instructional Material Being Adopted (to be used during the initial adoption period for each subject, prior to School Board final approval)

Appendix A: Florida Statute

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

(1) DISTRICT SCHOOL BOARD. The district school board has the constitutional duty and responsibility to select and provide adequate instructional materials for all students in accordance with the requirements of this part. The term “adequate instructional materials” means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serve as the basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature. The district school board has the following specific duties and responsibilities:

(a) Courses of study; adoption. Adopt courses of study, including instructional materials, for use in the schools of the district.

1. Each district school board is responsible for the content of all instructional materials used in a classroom, whether adopted and purchased from the state-adopted instructional materials list, adopted and purchased through a district instructional materials program under s. 1006.283, or otherwise purchased or made available in the classroom.

2. Each district school board must adopt a policy regarding a parent’s objection to his or her child’s use of a specific instructional material, which clearly describes a process to handle all objections and provides for resolution.

3. Each district school board must establish a process by which the parent of a public school student may contest the district school board’s adoption of a specific instructional material. The parent must file a petition, on a form provided by the school board, within 30 calendar days after the adoption of the material by the school board. The school board must make the form available to the public and publish the form on the school district’s website. The form must be signed by the parent, include the required contact information, and state the objection to the instructional material. Within 30 days after the 30-day period has expired, the school board must conduct at least one open public hearing on all petitions timely received and provide the petitioner written notification of the date and time of the hearing at least 7 days before the hearing. All instructional materials contested must be made accessible online to the public at least 7 days before a public hearing. The school board’s decision after convening a hearing is final and not subject to further petition or review.

(b) Instructional materials. Provide for proper requisitioning, distribution, accounting, storage, care, and use of all instructional materials and furnish such other instructional materials as may be needed. Instructional materials used must be consistent with the district goals and objectives and the course descriptions established in rule of the State Board of Education, as well as with the applicable Next Generation Sunshine State Standards provided for in s. 1003.41.

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

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

(2) DISTRICT SCHOOL SUPERINTENDENT.

(a) The district school superintendent has the duty to recommend such plans for improving, providing, distributing, accounting for, and caring for instructional materials and other instructional aids as will result in general improvement of the district school system, as prescribed in this part, in accordance with

adopted district school board rules prescribing the duties and responsibilities of the district school superintendent regarding the requisition, purchase, receipt, storage, distribution, use, conservation, records, and reports of, and management practices and property accountability concerning, instructional materials, and providing for an evaluation of any instructional materials to be requisitioned that have not been used previously in the district's schools. The district school superintendent must keep adequate records and accounts for all financial transactions for funds collected pursuant to subsection (3).

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

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

(a) Proper use of instructional materials. The principal shall assure that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed, pursuant to adopted district school board rule. The school principal shall communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school.

(b) Money collected for lost or damaged instructional materials; enforcement. The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the money collected to the district school superintendent. The failure to collect such sum upon reasonable effort by the school principal may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school principal, pursuant to policies adopted by district school board rule.

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

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

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

History.—s. 303, ch. 2002-387; s. 18, ch. 2009-59; s. 1, ch. 2009-222; s. 17, ch. 2010-154; s. 18, ch. 2011-55; s. 1, ch. 2013-237; s. 1, ch. 2014-15; s. 60, ch. 2014-39.

Note. Section 6, ch. 2014-15, provides that “[t]his act does not limit or remove the responsibility of each school district to include in its curriculum the required instruction specified in s. 1003.42, Florida Statutes, including, but not limited to, the following: the history of the United States; the history of the Holocaust; the history of African Americans; the study of Hispanic contributions to the United States; the study of women's contributions to the United States; the nature and importance of free enterprise to the United States economy; patriotism; the events surrounding the terrorist attacks occurring on September 11, 2001, and the impact of those events on the nation; the elementary principles of agriculture; and kindness to animals.”

1006.32 Prohibited acts.

(1) A publisher or manufacturer of instructional material, or any representative thereof, may not offer to give any emolument, money, or other valuable thing, or any inducement, to any district school board

official or state instructional materials reviewer to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional materials.

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

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

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

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

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

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

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

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

1006.35 Accuracy of instructional materials.

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

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

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

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

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

1006.36 Term of adoption for instructional materials.

(1) The term of adoption of any instructional materials must be a 5-year period beginning on April 1 following the adoption, except that the commissioner may approve terms of adoption of less than 5 years for materials in content areas which require more frequent revision. Any contract for instructional materials may be extended as prescribed in s. 1006.34(3).

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

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

1006.37 Requisition of instructional materials from publisher's depository.

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

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

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

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

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

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

(2) Each district school board must purchase current instructional materials to provide each student in kindergarten through grade 12 with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Such purchase must be made within the first 3 years after the effective date of the adoption cycle unless a district school board or a

consortium of school districts has implemented an instructional materials program pursuant to s. 1006.283.

(3)(a) Except for a school district or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283, each district school board shall use the annual allocation only for the purchase of instructional materials that align with state standards and are included on the state-adopted list, except as otherwise authorized in paragraphs (b) and (c).

(b) Up to 50 percent of the annual allocation may be used for:

1. The purchase of library and reference books and nonprint materials.
2. The purchase of other materials having intellectual content which assist in the instruction of a subject or course. These materials may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, novels, electronic content, consumables, learning laboratories, manipulatives, electronic media, computer courseware or software, and other commonly accepted instructional tools as prescribed by district school board rule.
3. The repair and renovation of textbooks and library books and replacements for items which were part of previously purchased instructional materials.

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

(d) Any materials purchased pursuant to this section must be:

1. Free of pornography and material prohibited under s. 847.012.
2. Suited to student needs and their ability to comprehend the material presented.
3. Appropriate for the grade level and age group for which the materials are used or made available.

(4) Each district school board is responsible for the content of all materials used in a classroom or otherwise made available to students. Each district school board shall adopt rules, and each district school superintendent shall implement procedures, that:

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

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

(5) District school boards may issue purchase orders subsequent to February 1 in an aggregate amount which does not exceed 20 percent of the current year's allocation, and subsequent to April 1 in an aggregate amount which does not exceed 90 percent of the current year's allocation, for the purpose of expediting the delivery of instructional materials which are to be paid for from the ensuing year's allocation. This subsection does not apply to a district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283.

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

(7) A district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283 may use the annual allocation to purchase instructional materials not on the state-adopted list. However, instructional materials purchased pursuant to this section which are not included on the state-adopted list must meet the criteria of s. 1006.31(2), align with state standards adopted by the State Board of Education pursuant to s. 1003.41, and be consistent with course expectations based on the district's comprehensive plan for student progression and course descriptions adopted in state board rule.

History. s. 315, ch. 2002-387; s. 10, ch. 2009-3; s. 19, ch. 2009-59; s. 21, ch. 2010-154; s. 31, ch. 2011-55; s. 14, ch. 2012-133; s. 6, ch. 2013-237; s. 5, ch. 2014-15; s. 63, ch. 2014-39; s. 62, ch. 2017-116; s. 5, ch. 2017-177.

1006.41 Disposal of instructional materials.

(1) Instructional materials that have become unserviceable or surplus or are no longer on state contract may be disposed of, under adopted rule of the district school board, by:

(a) Giving or lending the materials to other public education programs within the district or state, to the teachers to use in developing supplementary teaching materials, to students or others, or to any charitable organization, governmental agency, home education students, private school, or state.

(b) Selling the materials to used book dealers, recycling plants, pulp mills, or other persons, firms, or corporations upon such terms as are most economically advantageous to the district school board.

(2) The district school board may prescribe by rule the manner for destroying instructional materials that cannot be disposed of as provided in subsection (1).

(3) All moneys received for the sale, exchange, or other disposition of instructional materials shall be deposited in the district school fund and added to the district appropriation for instructional materials.

(4) Instructional materials which have been sold, exchanged, lost, destroyed, or damaged and for which proper charges have been assessed and collected, and instructional materials which have been destroyed by fire or storm damage or by order of a competent health officer or the district school superintendent, shall be dropped from the record of instructional materials for which, as provided by law, district school boards are held responsible.

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

1006.42 Responsibility of students and parents for instructional materials. All instructional materials purchased under the provisions of this part are the property of the district school board. When distributed to the students, these instructional materials are on loan to the students while they are pursuing their courses of study and are to be returned at the direction of the school principal or the teacher in charge. Each parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials when directed by the school principal or the teacher in charge, and shall pay for such loss, destruction, or unnecessary damage as provided under s. [1006.28](#)(4).

History. s. 317, ch. 2002-387; s. 64, ch. 2014-39; s. 6, ch. 2017-177.

Appendix B – Related School Board Policies

Additional policies will be added pending revision based on changes in legislation.

Board Policy 9130- Challenges to Material Used in a Classroom, Made Available in a School Library, or Included on a Reading List (not Including Instructional Materials)

The Board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school library, or included on a reading list. Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The school principal shall arrange for a convenient time to provide such access.

The following individuals may file an objection to any material used in a classroom, made available in a school library, or included on a reading list:

- A. parents of students in the District
- B. residents of the county

For purposes of this policy, "resident" means a resident of the county who has maintained his/her residence in Florida for the preceding year, has purchased a home that is occupied by him/her as his/her residence or has established a domicile in Florida pursuant to F.S. 222.17.

All challenges under this policy shall be addressed as follows:

- A. The complaint is to be addressed to the Director of Curriculum and Instruction K-12, in writing, and shall include:
 - 1. author;
 - 2. title;
 - 3. publisher;
 - 4. the complainant's familiarity with the material challenged ;
 - 5. sections challenged, by page and item;
 - 6. whether the challenged material contains content that is pornographic or prohibited under F.S. 847.012, is not suited to student needs and their ability to comprehend the material presented or is inappropriate for the grade level and age group for which the material is used.
- B. Upon receipt of the information, the Director of Curriculum/Federal Programs may, after advising the Superintendent of the complaint and upon the Superintendent's approval, appoint a review committee.
- C. The committee, in evaluating the questioned material, shall be guided by the following criteria:
 - 1. the appropriateness of the material for the age and maturity level of the students with whom it is being used
 - 2. the accuracy of the material
 - 3. the objectivity of the material
 - 4. the use being made of the material
- D. The material in question may be withdrawn from use pending the committee's recommendation to the Superintendent.

- E. The committee's recommendation shall be reported to the Superintendent in writing within ten (10) business days following the formation of the committee. The Superintendent will advise the complainant, in writing, of the committee's recommendation and advise the Board of the action taken or recommended.
 - F. The complainant may appeal this decision, within ten (10) business days, to the Board through a written request to the Superintendent, who shall forward the request and all written material relating to the matter to the Board.
 - G. The Board shall review the case and advise the complainant, in writing.
- No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

The Board shall discontinue use of any material challenged under this policy if it contains content that is pornographic or prohibited under F.S. 847.012, is not suited to student needs and their ability to comprehend the material presented or is inappropriate for the grade level and age group for which the material is used.

For challenges to or complaints regarding instructional materials, please see Policy 2520 - *Selection and Adoption of Instructional Materials*.

Appendix C – Instructional Materials Adoption Schedule

**FLORIDA INSTRUCTIONAL MATERIALS ADOPTION SCHEDULE
FOR ADOPTION YEARS 2021-2022 THROUGH 2025-2026**

Adoption Year	Subject Area	Specifications and Criteria Available	State Adoption Process	Effective Date of Contract April 1 - March 31
2021-2022	Mathematics, <i>K-12</i>	Nov. 2020	April 2021-2022	2022-2027
2022-2023	Social Studies, <i>K-12</i>	Nov. 2021	April 2022-2023	2023-2028
2023-2024	Science, <i>K-12</i>	Nov. 2022	April 2023-2024	2024-2029
2024-2025	Career and Technical Education, World Languages, Art, Music, Dance, Health and Computer Science, <i>K-12</i>	Nov. 2023	April 2024-2025	2025-2030
2025-2026	English Language Arts, <i>K-12</i>	Nov. 2024	April 2025-2026	2026-2031

Appendix D – Forms to be used in the Instructional Materials Management

Form A – Instructional Materials Review Form

Form B – Request for Trade Book Review: *Mandatory Supplemental Reading Assignment or Book to be Used for Class Instruction*

Form C – Challenged Materials Form (to be used if a parent wishes to have an instructional material removed from use)

Form D – Parent Request for Alternate Assignment

Form E – Parent Petition to Contest an Instructional Material Being Adopted (to be used during the initial adoption period for each subject, prior to School Board final approval)

Form F – Textbook Adoption Review Committee Report

Instructional Material Evaluation Rubric (6 pages)

Textbook Title: _____ Content Area: _____

Publisher: _____ Copyright: _____

Grade: _____ School: _____ Reviewer(s): _____

Section A: Organization/Layout

Descriptor	3 Fully Evident	2 Mostly Evident	1 Partially Evident	0 Little or no Evidence	Evidence/Comment
A1. Material is presented in an order that makes sense for instruction. New material is based on previously taught skills or already defined/discussed information.					
A2. Textbook provides a useful table of contents, glossary, and/or other helpful features.					
A3. Size and format of print and textbook is appropriate.					
A4. Non-text content (maps, graphs, pictures) are accurate and well integrated into the text.					
A5. Lessons clearly state the aligned standard/learning goal.					
A6. Ancillary products seem easy to integrate into the lessons. Clear directions of which additional resources (technology, homework, practice, extension...) are related to each lesson are provided.					

Section A Total: _____/18

Section B: Content

Descriptor	3 Fully Evident	2 Mostly Evident	1 Partially Evident	0 Little or no Evidence	Evidence/Comment
B1. The content of the text is closely aligned and fully supportive of the required state standards for the course.					
B2. Content is accurate and comprehensive in scope.					
B3. Materials support the acquisition of academic vocabulary and content area reading skills.					
B4. Content and teacher support materials provide support for a variety of learning styles and needs.					
B5. Content is respectful of and representative of multicultural populations. Refrains from gender or income-related biases.					
B6. Content instruction provides for the differentiated needs of learners.					

B7. Scaffolded support is evident; could include enrichment and/or reteaching activities.					
B8. Readability and content is age and grade level appropriate.					

Section B Total: _____/24

Section C: Assessment

Descriptor	3 Fully Evident	2 Mostly Evident	1 Partially Evident	0 Little or no Evidence	Evidence/Comment
C1. Both formative and summative assessments are provided.					
C2. Assessments allow for a variety of formats (observation checklists, portfolios, reflections, journals, select response, text-based tasks, quizzes, projects, essays, etc.)					
C3. Assessments include a variety of question formats, including those similar to the standardized assessment required at the grade level.					
C4. Assessment questions reflect a balance between low, moderate, and high cognitive complexity.					
C5. Technology options for assessments exist.					

Section C Total: _____/15

Section D: Technology

Descriptor	3 Fully Evident	2 Mostly Evident	1 Partially Evident	0 Little or no Evidence	Evidence/Comment
D1. Technology enhances and complements instruction.					
D2. Online access to text is available and easy to navigate.					
D3. Lessons for use with interactive whiteboards are available.					
D4. Technology portions are fully developed (not draft versions).					
D5. Teaching support is available online and is easy to navigate.					

Section D Total: _____/12

Section E: Professional Development and Support

Descriptor	3 Fully Evident	2 Mostly Evident	1 Partially Evident	0 Little or no Evidence	Evidence/Comment
E1. The teacher materials include full explanations and support for presentation.					
E2. Parent communication documents are provided.					
E3. Online modules are provided for additional support.					
E4. Research-based practice, including the use of questioning, are supported and modeled for teacher use throughout lessons.					

Section E Total: _____/12

Section F: Teacher’s Guide and Ancillary Materials

Descriptor	3 Fully Evident	2 Mostly Evident	1 Partially Evident	0 Little or no Evidence	Evidence/Comment
F1. The teacher’s guide has clearly stated goals and objectives.					

F2. Program/additional materials meet the needs of individuals by addressing the variety of learning needs and styles.					
F3. Program/additional materials meet the needs of individuals who require enrichment or extension.					
F4. Program/additional materials meet the needs of individuals who require remediation and re-teaching.					
F5. Options are available for ELL students.					
F6. Resources support a variety of presentation styles.					
F7. Support is provided for RtI.					

Section F Total: ___/21

Summary:

Overall Impression: ___Positive ___Neutral ___Negative

Total Points:

Section A	___/18
Section B	___/24
Section C	___/15
Section D	___/15
Section E	___/12
Section F	___/21
Total	___/105

Additional Comments:

Please choose one as the recommendation of the reviewer(s):

- Recommended without reservation for district adoption.
- Recommended with reservation for district adoption.
- Not recommended for district adoption.

Upon completion, this form is submitted to the School Textbook Manager. When all school reviews are collected, the Textbook Manager shares them with the principal and then forwards them to District Curriculum Coordinator by the determined deadline.

REQUEST FOR TRADE BOOK REVIEW

Used for Approval of Mandatory Supplemental Reading Assignment or Book to be Used for Class Instruction

Teacher Requesting Review: _____ Date: _____

Title of Book: _____

Author: _____ Publisher: _____

Grade or Course: _____

Have you read this book in its entirety? _____

Way(s) in which this book is especially appropriate or critical to effective instruction in this class:

Objectives/Standards to which this book is especially pertinent: _____

Please note any problem that might arise with the use of this book (controversial subject matter) and how you plan to address such issues. If there are none, please write N/A.

Some other appropriate books an individual student might read in place of this book.

Teacher's Signature

Principal's Signature

****Signatures indicate approval.**

Franklin County Schools
CHALLENGED MATERIALS FORM

Author, Compiler, or Editor _____

Publisher _____

Title _____

How is this text used in the school? _____

Reason for Objection: _____

Page number of each item challenged: _____

Person Challenging Material: _____

Address: _____

Phone (home) _____ (work) _____

Signature of Person Challenging Material

OFFICE USE ONLY

Date Challenge Form Received in Instructional Services Office _____

Administrator Reviewing Challenge: _____

Comments from the Review Committee: _____

Decision of Review Committee: _____

Date Decision Finalized: _____ Decision Shared with Person(s) Who Initiated Challenge _____

PARENT REQUEST FOR ALTERNATE ASSIGNMENT

Directions for Use:

Parent submits this form to the student’s teacher as soon as the objection arises.

Teacher shares form with principal and determines an alternate assignment that is equivalent to the original assignment. Principal approves assignment.

A copy of the completed form is provided to the parent and principal. The teacher maintains the original.

The completion and quality of the alternate assignment is the responsibility of the student, and the teacher will evaluate the assignment upon the same merits as the rest of the class is judged.

Person (parent) Making Request: _____ Date _____

Student Impacted: _____ Teacher: _____

Title/Description of Instructional Material and Assignment: _____

Reason for Objection: _____

Date Received by Teacher/Principal: _____

Description of Alternate Assignment: _____

Due Date of Alternate Assignment (must allow same amount of time as original assignment) _____

Copy to parent, teacher, and principal. Teacher communicates and explains assignment to student.

FS 1006.28(1)(a)2

PARENT PETITION TO CONTEST AN INSTRUCTIONAL MATERIAL BEING ADOPTED

This form is used as necessary during the 20-day period prior to final approval of a new adoption by the School Board. Submission of this form begins the challenge process, which culminates in a public hearing during which the parent may voice his/her objections to the School Board. The form must be submitted within the 20-day advertised period noted on the district website to the District Curriculum Coordinator. FS 1006.28(1)(a)3

Parent Name: _____

Address: _____

Phone Number: _____ Email: _____

Instructional Material Being Contested –

Title: _____

Publisher: _____ Grade Level: _____

Reason for Objection(s): *Please be as specific as possible.*

Parent Signature: _____ Date Submitted: _____

District Coordinator's Signature: _____ Date Received: _____

Date of Public Hearing: _____ Advertised: _____

Parent Notified of Public Hearing by _____ on _____

Copy to: Director of Curriculum & Instruction, Superintendent, School Board Members

Resolution:

Instructional Material Adoption Approved Disapproved More Information Required Prior to Decision

Recorded in School Board Minutes from _____
Date

Form F

Franklin County School District
Textbook Adoption Review- Committee Report

Date of Committee Meeting: _____ Location: _____

Committee Members:

Name	Role	Signature
	Teacher	
	Teacher	
	Community Member	
	Parent	
	Administrator	

This committee held an open review of textbook samples for _____. In cooperation with PAEC, our district uses the *EdCredible* platform for review of textbooks. The following books were reviewed and documented in EdCredible:

Title	Author	Publisher	ISBN

After careful consideration of the student content, teacher resources, standards alignment, engagement and overall benefit of these instructional materials, the committee recommends the following:

1st Choice: _____

2nd Choice: _____

3rd Choice: _____