

Baker County School District  
Department of Teaching and Learning

2025-2026  
Instructional Materials Handbook



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This handbook includes descriptions of District and State policies and procedures in reference to the selection, adoption, and allocation of instructional materials.

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## State Statutes Associated with Instructional Materials

In Chapter 1006 of the Florida Statutes, District responsibilities associated with instructional materials are defined. Beginning with F.S. 1006.28, instructional materials are defined as, “materials that are available in bound, unbound, kit, or package form and may consist of hard backed or soft backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software.”

It is important to note that this definition exceeds what is typically referred to as “textbooks.”

## Funding

The amount of funding provided for the purchase of instructional materials to the Baker County School District varies significantly each year.

Funds may be used to purchase instructional materials from the Florida School Book Depository as well as from other vendors.

Under present legislation, funds may accumulate from year to year in order to facilitate the appropriate adoption of instructional materials.

## State Adoptions

The State of Florida has identified an adoption cycle for the proper replacement of instructional materials. This cycle is typically a five-year period. With the adoption of new content standards or other factors, the cycle is sometimes altered to meet the educational needs of students.

A copy of the current Florida adoption cycle may be found at:

<http://www.fl DOE.org/core/fileparse.php/5574/urlt/AdoptionCycle.pdf>

## Revised State Guidelines for the Adoption and Purchase of Instructional Materials

In Florida, school Districts must provide current instructional materials for the core subject areas of mathematics, language arts, social studies, science, reading, and literature. Legislation continues to provide the following:

- Each District School Board is responsible for the content of all instructional materials used in a classroom.
- 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.
- 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.
- Each District must provide for proper requisitioning, distribution, accounting, storage, care, and use of all instructional materials.
- Each District must provide other teaching accessories and aids as needed for the school District’s educational program.

- Each District must establish and maintain a program of school library media services for all public schools.
- The District 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.
- Each District 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 school 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, upon request of the parent of a student in the school, shall sell to the parent any instructional materials used in the school.
- All money collected from the sale, exchange, loss, or damage of instructional materials shall be transmitted to the District's instructional materials account.
- Principals shall see that all instructional materials are fully and properly accounted for as prescribed by adopted rules of the District School Board.

## State Instructional Materials Review Process

In Florida, specific courses within selected subject areas and grade levels are called for adoption on a rotating basis, usually for a period of five years. Florida adopts instructional materials for those specific courses. Subject areas for the current adoption year and the adoption schedule are posted on the Florida Department of Education Instructional Materials website. Approximately one year prior to each adoption, the Florida Department of Education publishes the Instructional Materials Specifications for the subjects to be adopted. These specifications outline the courses, as well as the standards that the materials are expected to meet. Specifications can be downloaded from the Florida Department of Education Instructional Materials website.

## State Instructional Materials Reviewers

The Commissioner of Education shall appoint three State instructional materials reviewers in the content areas submitted for adoption to review the instructional materials and evaluate the content for alignment with the applicable Florida Standards and Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. For the materials which the first two State instructional materials reviewers agree to recommend or not recommend for adoption, an evaluation by the third reviewer will not be required. An evaluation by the third reviewer will only be required for situations in which the first two reviewers disagree as to whether materials should be recommended for adoption. Instructional materials shall be made electronically available to the State instructional materials reviewers, who shall complete an electronic evaluation of the items to assess whether the materials align as Stated above.

The State instructional materials reviewers shall be State or national experts in the academic content area being reviewed for adoption. Generally, the Commissioner shall appoint State instructional materials reviewers who hold a graduate degree in the field or a related field. The Commissioner may appoint State instructional materials reviewers without a graduate degree in content areas in which a graduate degree may not be applicable or in instances in which the reviewer has a baccalaureate degree

and substantial experience and/or recognition as an expert in the field. Such recognition may include, but is not limited to, awards received or publications related to the academic content area.

## District Reviewers

The Commissioner of Education shall request each school District Superintendent to nominate one classroom teacher or District-level content supervisor to review two or three of the submissions recommended by the State instructional materials reviewers. The District reviewers should be experienced teachers or supervisors with expertise in the content area. Superintendents are encouraged to nominate individuals with a graduate degree in the content area and/or who have been recognized as a Teacher of the Year at any level (School, District, Regional, State, or National). The District reviewers will evaluate only those materials recommended by the State instructional materials reviewers. District reviewers shall be provided electronic access to two or three recommended submissions and shall complete an electronic evaluation of the instructional usability of the materials.

## Reviewer Training

Pursuant to Section 1006.29(4), Florida Statutes, the Department of Education developed a training program for the State instructional materials reviewers and District reviewers. Each adoption year, all State instructional materials reviewers must complete the training prior to evaluating the instructional materials. Details will be posted on the Florida Department of Education Instructional Materials website. Training includes content on the use of the online evaluation system and content directly related to the Florida Standards and B.E.S.T. Standards relevant to the current instructional materials adoption.

## Evaluation of Materials

To complete the evaluation process, reviewers will receive electronic access to the following materials:

**Instructional Materials Specifications** - The Specifications describe the courses for which materials are being sought, as well as cite the standards that the instructional materials are expected to meet. In addition, it contains the research base that outlines the components of effective instructional materials.

**Evaluation Forms** - The evaluation forms are developed from the research contained in the Instructional Materials Specifications document. The Office of Instructional Materials in the Florida Department of Education will provide each reviewer access to the online evaluation instrument. Each reviewer is responsible for completing and submitting an evaluation electronically for each assigned publisher's submission on or before the deadline established by the Department. Each submission shall be evaluated at the individual benchmark level for accuracy and completeness and holistically for overall value as an instructional tool. Access the online evaluation system at <https://www.flimadoption.org/>.

For submissions bid as a series, such as a K-5 series, the Department may, if necessitated by the amount of content required for review, divide a submission by grade level, or another appropriate manner, for reviewers to evaluate. In such cases, the reviewers will evaluate all materials which they are assigned and the Department will establish criteria for determining whether the submission as a whole meets the requirements for recommendation.

**Publishers' Evaluation Samples** - The deadline for the Department to receive access to electronic or digital samples is 5:00 p.m. Eastern Daylight Time (EDT) on the first Thursday of June. Only electronic or

digital sample copies of the major tool of instruction will be evaluated for adoption, except during adoptions in which ancillary materials are instrumental to the content area. For these adoptions the Department will instruct the publishers as to the number and types of ancillary materials allowable for review.

Reviewers are required to evaluate all applicable materials submitted for review in digital or electronic format. Only materials available in electronic or digital format as defined in Section 1006.29(3), Florida Statutes, will be evaluated for adoption.

After State instructional materials reviewers have reviewed the submitted materials, they will complete the electronic evaluation, which includes opportunities for reviewer comments. When the evaluation is complete the reviewer will make a recommendation of whether or not to adopt the instructional materials. Materials that have been recommended by the State instructional materials reviewers will then be made available for electronic review by the District reviewers. The District reviewers shall independently rate the recommended submissions on the instructional usability of the resources and provide an electronic evaluation to the Department. The Commissioner of Education shall review the evaluations of the State instructional materials reviewers and District reviewers, consider the costs of the materials, and then approve, reject, or amend the list of materials.

**Public Review** – The general public will be allowed electronic access to review instructional materials submitted for adoption. Access to the materials will be granted via the process outlined below.

- Materials which have been recommended for adoption by the State instructional materials reviewers will be made available electronically through the online evaluation system.
- Any member of the general public wishing to view the recommended materials may register as a guest user on the Department's online evaluation system.
- The guest user will then be notified that access to the requested materials has been granted.
- The evaluation instrument, which allows the user to complete an online evaluation with comments, will be available for submission on reviewed materials.
- Access to the requested materials will be available via the online evaluation system for two weeks (14 calendar days).

After the two-week (14 calendar days) period has ended, access to the materials will be blocked. Any subsequent access will require an additional request to the office of instructional materials at (850) 245-0425 or via e-mail at [imstaff@fldoe.org](mailto:imstaff@fldoe.org).

When all bids or proposals have been carefully considered, the Commissioner of Education shall select and adopt instructional materials from the list of suitable, usable, and desirable instructional materials recommended by the State instructional materials reviewers. Under law, due consideration is given to the prices which have been quoted and to the reports of the State instructional materials reviewers. The State reserves the right to reject any or all bids or proposals. It may also call for new bids or proposals.

Once all materials are evaluated at the State, each school district is advised of the current adoptions.

## Guidelines for Instructional Materials Adoption in Baker County

The process of textbook adoption requires that stakeholders remember the following:

- Sufficient time must be allowed for the proper review and evaluation of instructional materials.
- All administrators and teachers who will be affected by the adoption of new materials must have the opportunity to provide input in the decision-making process.
- Open communication is key to successful and timely adoption of instructional materials.

Once it has been decided that instructional materials should be adopted for a specific program or course, the school-level administrator in charge of curriculum should work in partnership with the school principal and director of teaching and learning to complete the following steps early in the adoption school year:

1.0 Discuss preliminary needs with the director of teaching and learning.

2.0 Thoroughly review the following:

2.1 District School Board Policies

- 2.1.1 4.110 – Distribution of Instructional Materials Funds
- 2.1.2 4.120 – Instructional Materials Selection
- 2.1.3 4.219 – Management of Instructional Materials

2.2 Florida Statutes

- 2.2.1 1006.28 – Duties of District School Board
- 2.2.2 1006.32 – Prohibited Acts
- 2.2.3 1006.34 – Standards for Selection
- 2.2.4 1006.35 – Accuracy of Instructional Materials
- 2.2.5 1006.40 – Use of Instructional Materials Allocation

3.0 Determine procedures and timelines to be followed.

3.1 Establish parameters for an adoption committee to serve as the decision-making group for the upcoming cycle.

- 3.1.1 Determine the composition and size of the committee so that it is large enough to provide adequate representation of those who will use the materials including:
  - 3.1.1.1 Teachers (subject, age/grade-span representatives)
  - 3.1.1.2 Lay Citizen (at least one citizen must participate)
  - 3.1.1.3 Representatives, as appropriate, from the following sub-groups:
    - 3.1.1.3.1 Non-classroom instructional staff
    - 3.1.1.3.2 School administrators
    - 3.1.1.3.3 Representatives from relevant District departments
- 3.1.2 Ensure that each school that offers the courses using materials to be considered has an opportunity for representation.
- 3.1.3 Review process, rubrics, provide feedback, and finalize evaluation tools.
- 3.1.4 Review materials on State bid list.
  - 3.1.4.1 Determine if narrowing the list to be considered is needed based on number of titles included on State bid list.
  - 3.1.4.2 Determine if it is necessary to review materials in addition to those on the State bid list if they meet District standards.

- 3.1.4.3 Review statutes regarding categorical allocation and purchasing procedures.
    - 3.1.4.4 Adoption committee determines selection and provides rationale for the final selection.
- 3.2 Determine processes and procedures for the committee action:
  - 3.2.1 Determine and communicate committee member selection process.
  - 3.2.2 Number of committee/subcommittee meetings needed
  - 3.2.3 Tentative dates/timelines
  - 3.2.4 Budget/in-service needs (follow instructions for budget requests under the appropriate curriculum development project or in-service component)
  - 3.2.5 Develop criteria and rubrics for evaluation of all considered materials (see sections 4.0 and 5.0).
  - 3.2.6 Determine process for capturing summary minutes or record of proceedings, including video recording of vendor presentations.
    - 3.2.6.1 Facilitator(s) are responsible for maintaining the original records of the proceedings and must provide Purchasing with copies of those records.
  - 3.2.7 Identify tool for obtaining confidential majority vote and communicate the process to Superintendent's staff.
  - 3.2.8 Identify and communicate process for providing all teachers the opportunity for input.
  - 3.2.9 Identify and communicate process for providing opportunity for public input from Baker County residents on materials under consideration and on the evaluation process.
- 3.3 Finalize adoption committee membership.
  - 3.3.1 Contact and invite committee members.
  - 3.3.2 Inform committee members of roles and responsibilities for serving.
  - 3.3.3 Obtain non-conflict of interest affidavit (Instructional Materials Committee Member Affidavit) from committee members. Members who do not sign will be disqualified.
  - 3.3.4 Inform committee members of anticipated process, attendance policies, and timelines.
  - 3.3.5 Members of the committee not in attendance for three or more meetings will be removed from the committee and notified in writing.
  - 3.3.6 Members of the committee may not contact publisher representatives about materials under consideration. Any questions should be addressed to the facilitator(s) who will contact the vendor.
- 3.4 Communicate process and details for current adoption.
  - 3.4.1 Provide list of publishers' representatives for materials being considered.
  - 3.4.2 Provide access to digital samples.
  - 3.4.3 Provide guidelines for vendor presentations by publishers.
  - 3.4.4 Explain all logistics and procedures.
  - 3.4.5 Provide forms for feedback from schools.

4.0 Develop rubric using prescribed numeric scale to evaluate instructional materials. Consideration should be given to the following criteria.

4.1 Consistency and adequacy of the instructional materials in relation to the curriculum/course description and other considerations including current research.

- 4.1.1 Goals
- 4.1.2 Content
- 4.1.3 Objectives (e.g., student performance standards, content area standards, graduate outcomes)
- 4.1.4 Current knowledge base
- 4.1.5 Evidence-based instructional strategies
- 4.1.6 Special needs of the program area
- 4.1.7 Vision of what instructional materials should accomplish

4.2 Richness of digital component

- 4.2.1 Aligned with print components
- 4.2.2 Interactivity
- 4.2.3 Embedded multimedia
- 4.2.4 Data collection on student performance
- 4.2.5 Ease of management of data and users
- 4.2.6 Web-based
- 4.2.7 Ease of enrollment of students and teachers
- 4.2.8 Remote access 24/7
- 4.2.9 Capability with current systems
- 4.2.10 Flexibility for use on mobile devices (iPads, smartphones, etc.)
- 4.2.11 Cyber safety precautions
- 4.2.12 Family Educational Rights and Privacy Act (FERPA) compliant
- 4.2.13 Meets interoperability standards

4.3 Appropriateness of the instructional materials to the characteristics of the intended learner.

- 4.3.1 Text complexity
- 4.3.2 Grade or grade span (primary, intermediate, middle school, high school)
- 4.3.3 Age or age span
- 4.3.4 Maturity
- 4.3.5 Ability
- 4.3.6 Differentiation for levels of support, from intervention to enrichment
- 4.3.7 Both religious and physical diversities are appropriately addressed.

4.4 The adequacy of the instructional material.

- 4.4.1 Promotes learner engagement
- 4.4.2 Presents multiple balanced points of view
- 4.4.3 Material is non-inflammatory
- 4.4.4 Promotes critical thinking
- 4.4.5 Provides adequate representation of diverse groups in an unbiased manner and without stereotypes

4.5 Physical characteristics of the instructional materials.

- 4.5.1 Durability (e.g., security of student and teacher data, cover, pages, binding)
- 4.5.2 Appropriateness of size, length, and weight

- 4.5.3 Organization/accessibility of contents
    - 4.5.3.1 table of contents
    - 4.5.3.2 chapter organizers, including headings, subheadings, summaries, footnotes, questions, bar codes
    - 4.5.3.3 illustrations, charts, maps, pictures
    - 4.5.3.4 reference and/or appendix materials
  - 4.6 Provisions for updating instructional materials.
    - 4.6.1 Need
    - 4.6.2 Feasibility
    - 4.6.3 Cost
  - 4.7 Price of the instructional materials and flexibility of purchasing models.
  - 4.8 Professional development opportunities and support
- 5.0 Create, if needed, more specific criteria for supplemental educational materials (e.g., videos, kits, testing materials, software programs, and online resources).
  - 5.1 Teacher's texts/guides/manuals.
    - 5.1.1 Adequacy of material to direct teachers to efficiently, easily and effectively use student materials
    - 5.1.2 Appropriateness of suggested lessons/activities
  - 5.2 Student practice materials.
    - 5.2.1 Consistency of activities to program content/objectives
    - 5.2.2 Rigor and relevance of activities
    - 5.2.3 Ease of use by students
    - 5.2.4 Price, both initial and ongoing
  - 5.3 Instructional management.
    - 5.3.1 Adaptability to existing (computer) management systems
    - 5.3.2 Ease of importing and updating students and teachers into the system
  - 5.4 Evaluation/testing materials.
    - 5.4.1 Appropriateness of assessment materials for level of students
    - 5.4.2 Alignment of assessment materials with curriculum standards
    - 5.4.3 Provision for assessments in multiple formative and summative formats
    - 5.4.4 Ability to analyze and report student data in a timely manner
- 6.0 Contact publishers or representatives and provide the following guidelines:
  - 6.1 Publishers may contribute funds for refreshments for meetings and events, but not provide directly to the committee or individuals
  - 6.2 Publisher may not invite District employees to self-sponsored events
  - 6.3 May not contact any teacher(s) including department heads in regards to their materials under consideration until after the adoption process is complete and approved by the School Board. If publishers are contacted they should refer them to the committee facilitator(s).
  - 6.4 Other prohibited acts include:
    - 6.4.1 Providing gifts or any other forms of gratuity to a committee member or District staff other than nominal promotional items of educational relevance only
    - 6.4.2 Invitations to a committee member for any type of private meal or social function during the adoption process

- 6.5 All publishers are advised that any infractions of the above Stated guidelines may result in their products being removed from consideration and must sign agreement to adhere to these guidelines.
- 7.0 Plan for sampling of instructional materials to be considered for District adoption.
  - 7.1 Ensure adherence to State statute.
  - 7.2 Communicate access information to schools and others as appropriate
  - 7.3 Arrange for regional publisher presentations
- 8.0 Assemble necessary materials to be used by adoption committee.
  - 8.1 Course/program descriptions
  - 8.2 Considerations for readability, gender equity, multicultural diversity, etc.
  - 8.3 Student performance standards, curriculum standards, and graduate outcomes
  - 8.4 Current research articles
  - 8.5 Evaluation instruments
- 9.0 Meet with instructional materials adoption committee.
  - 9.1 Present materials and procedures to be used.
  - 9.2 Establish or review committee (or subcommittee) assignments of members.
  - 9.3 Provide presentations from publishers, if needed.
  - 9.4 Conduct evaluation using rubric established for this adoption.
    - 9.4.1 Analyze all input data from school review.
    - 9.4.2 Analyze all data from committee review.
    - 9.4.3 Analyze all data gleaned from publishers' presentations.
    - 9.4.4 Review input from community members.
  - 9.5 Review process for majority vote ensuring confidentiality while maintaining record of votes for review if needed. A majority of members (50% +1) must be present for any meetings at which selections and recommendations are made.
  - 9.6 Report voting results to committee and identify the instructional materials selected for recommendation.
  - 9.7 Any member of the adoption committee that disagrees with the majority decision may submit a written report to the committee facilitator(s) detailing their position, not to exceed one page. This report will be submitted to the Superintendent's staff as part of the recommendation packet.
- 10.0 The Baker County School District reserves the right to negotiate a best and final offer with selected publishers.
- 11.0 Communicate committee recommendation
  - 11.1 Provide written notification of committee decision for recommendation to Superintendent's staff.
    - 11.1.1 All materials relative to the decision should be made available upon request, including but not limited to:
      - 11.1.1.1 List of all meeting dates and summary minutes
      - 11.1.1.2 Committee evaluation forms
  - 11.2 Prepare appropriate documentation needed for Board approval
  - 11.3 Communicate recommendation including any specific committee recommendations to appropriate personnel (e.g., principals, assistant principals, District and school instructional materials coordinators, District Office staff).

- 12.0 Once School Board approval has been granted, the new adoption must be reported to the FDOE by April 1<sup>st</sup> per FL statute 1006.28 (2) (b), at which time the materials may be purchased according to current Purchasing guidelines.
- 13.0 A Professional Development plan for implementation of the new instructional materials must be developed.
- 14.0 If a school principal and staff determine that the District selection is inappropriate for students at their school, the principal must:
  - 14.1 Notify the Superintendent and Director of Teaching and Learning that the school plans to consider alternate instructional materials.
  - 14.2 Provide compelling evidence that the District selection is inappropriate for the students in their school.
  - 14.3 Form a selection committee as outlined in item 3.0 (page 6).
  - 14.4 Consider all criteria in items 4.0 and 5.0.
  - 14.5 Submit to the Superintendent and Director of Teaching and Learning appropriate documentation of the process.
  - 14.6 Include evidence that the alternate selection is consistent with overall District philosophy.

## Timeline of Instructional Materials Adoption Process by School Years

### Year Prior to Adoption:

1. Accomplish steps 1 through 3.2
2. Include in Instructional Materials Adoption Plan for the year of adoption

### Year of Adoption:

1. State adopts instructional materials
2. District adopts instructional materials by April 1<sup>st</sup> and notifies the Florida Department of Education which makes information available to the Florida School Book Depository.

### First Year of Adoption Cycle:

1. District purchases instructional materials
2. Implement the program

## Timeline of Instructional Materials Approval Process during the Year of Adoption

- By September 16<sup>th</sup>, the school board will hold an open, noticed public meeting to approve an annual instructional material plan to identify any instructional materials that will be purchased through the school board instructional materials review process.
- By January 14<sup>th</sup>, principals will submit to the director of teaching and learning a list of instructional materials that have been vetted and selected for adoption by their school site instructional materials committees.

- By January 17<sup>th</sup>, the district website will contain links to digital copies of the instructional materials proposed for adoption. Student editions of recommended instructional materials will be available for viewing online by the public at least 20 calendar days before the school board hearing and public meeting. This access must include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.
- By February 24<sup>th</sup>, the director of teaching and learning will provide links to the school board to review recommended instructional materials for adoption.
- By March 3<sup>rd</sup>, the school board will hold an open, noticed school board hearing to receive public comment on the recommended instructional materials. Notice requirements for the school board hearing and the public meeting that must specifically state which instructional materials are being reviewed and the manner in which the instructional materials can be accessed.
- By April 7<sup>th</sup>, the school board will hold an open, noticed school board hearing to **adopt selected instructional materials** for the next school year.
- By May 5<sup>th</sup>, the school board will, if necessary, conduct an open, noticed **school board hearing before a hearing officer** during the regular meeting of the board on all petitions contesting the adoption of instructional materials.

The following conditions must be implemented to facilitate parent/resident participation:

- a) The parent/resident 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.
  - b) The School Board must make the form available to the public and publish the form on the school District's website.
  - c) The form must be signed by the parent, include the required contact information, and State the objection to the instructional material.
  - d) The School Board's decision after convening a hearing is final and not subject to further petition or review.
- At any time, the District shall make available, upon request for public inspection, sample copies of all instructional materials that have been purchased by the District School Board.

## Money Collected for Lost and Damaged Books

It shall be the duty and responsibility of each principal to collect from each pupil or the pupil's parent the purchase price of any instructional material the pupil has lost, destroyed, or unnecessarily damaged and to report and transmit such amounts so collected to the District's instructional materials account.

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

## Conservation and Care

Principals shall assure that all books issued to the school are cared for properly.

## Accounting for Textbooks

Principals shall see that all books are fully and properly accounted for on forms prescribed by the State and the District instructional materials administrator.

## Records and Reports

Principals shall prepare and transmit such textbook records and reports as may be required by the Department of Education and such supplementary records and reports as the Superintendent may direct.

## Responsibility of Pupils, Parents, or Guardians for Instructional Materials

All materials purchased by the District are the property of the District. When distributed to students, such materials are merely on loan and are to be returned at the direction of the principal or teacher in charge. Each parent or guardian shall be held liable for any loss or destruction of, or unnecessary damage to, such materials or for failure of the pupil to return materials, and shall be required to pay for such loss, destruction, or unnecessary damage as provided by law.

## Instructional Materials: Questioned Materials

When a citizen disagrees with the materials being used in the instructional program of the Baker County School District, a complaint may be registered as follows:

1. Complete the "Request for Review of Instructional Materials" form which is available from the principal at any school, from the District office, or the District website.
2. Submit the completed form to the principal of the school in which the questioned material is located or being utilized.
3. Principal will schedule a review within thirty school days. The review committee shall be composed of two administrators, two teachers, and two lay citizens (if possible, parents of school-aged children).
4. The petitioning parent or resident may attend the review committee meeting(s) as scheduled by the principal of that school. The hearing must allow the parent of a public-school student or a resident of the county to proffer evidence that a recommended instructional material does not meet the criteria provided in F.S. 1006.31(2).

5. If after meeting with the review committee the citizen feels dissatisfied with the results of that committee, he/she must inform the principal in writing of his/her intent to pursue a District review. The notification must be submitted within ten days.
6. The principal immediately forwards the written documentation and all other pertinent information to the Superintendent.
7. The Superintendent or the Superintendent's designee then convenes, within thirty days, a District review committee which is representative of the total school District. The review committee shall be composed of two administrators, two teachers, and four lay citizens (if possible, parents of school age children).
8. The District review committee will convene and report its recommendations directly to the Superintendent.
9. If there is still dissatisfaction with the results of the District review, the citizen may request to be on the District School Board agenda. The request should be in writing and submitted to the Superintendent within ten school days. A complainant who does not submit the written request within the deadline will receive no further consideration.
10. For all petitions that reach this point of appeal, the School Board will conduct an open public hearing before an unbiased and qualified hearing officer. The hearing officer may not be an employee or agent of the school district. The hearing must provide sufficient procedural protections to allow each petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer. The board's decision after convening The School Board's decision after convening a hearing is final and not subject to further petition or review.
11. The final decision is determined by the School Board.

When challenged materials are being reviewed, each member of the various committees established for reviewing should be familiar with the following criteria, and these criteria should be applied to the evaluation of the challenged materials.

## Evaluative Criteria

1. Consideration should be given to the following criteria on any item that is subjected to review:
  - a. The materials are essential and appropriate for the development of the curriculum and school objectives.
  - b. The materials are factually accurate and appropriate in presentation.
  - c. The materials contribute to literary appreciation or have cultural value.
  - d. The materials are pertinent because of their content or emphasis.
  - e. The authors are competent and qualified in the field.
  - f. The materials on controversial issues represent both sides of the issue in an objective way.
  - g. Materials concerned with human growth and development and sex should be based on scientific accuracy, simplicity, dignity of presentation, and appropriateness for the age group.
2. Programs for academically talented and for advanced placement students have made it necessary to purchase materials that may be considered adult. This type of material should be selected on the basis of the students' needs as well as being those that will stimulate new interests in the cultural, economic, scientific, and social fields. The inclusion of particular words,

phrases, and sentences should not prevent utilization of these items if they represent a major contribution to a subject field and are within the ability of the student to handle.

3. The following subjects have generally been topics of criticism. Evaluation criteria useful in these areas are included to provide insight into considerations that should be made when reviewing materials on these topics:
  - a. **Religion**--The material should be factual, unbiased, and representative of all major religions and should be in the materials collection.
  - b. **Ideologies**--The materials should contain basic, factual information on the appropriate level on any ideology or philosophy which exerts a strong force, either favorable or unfavorable, in government, current events, politics, education, or any phase of life.
  - c. **Sex and Profanity**--Materials which have an accent on sex should pass the test of literary merit and reality and be appropriate for the age level of the user. The fact that sexual incidents or profanity are included should not automatically disqualify an item. The decision to include the item in the materials collection should be made on the basis of whether it presents life in its true proportions, whether the circumstances are realistically dealt with, and whether the item is of literary value. Factual material of an educational nature on the appropriate level should be available in the materials collection.
  - d. **Science**--Medical and scientific knowledge should be made available without any biased selection of facts.
  - e. No books or other material prohibited by Florida Statutes shall be used.

## Instructional Materials Selection and Adoption

Upon the recommendation of the Superintendent, the Board shall approve all District-adopted instructional materials used as part of the educational program of this District. The staff should continually research new sources and types of supplementary text materials and explore their innovative use.

Furthermore, it is the legal responsibility of the School Board to provide the duly adopted, required instructional materials to students who are enrolled in the District free of charge. For purposes of District adoption, "instructional materials" means items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hard backed or soft backed textbooks, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. The term does not include electronic or computer hardware even if such hardware is bundled with software or other electronic media, nor does it include equipment or supplies.

A student or parent(s) may purchase a copy of the duly-adopted textbook, regardless of format, for the District's purchase price, including shipping, plus ten percent (10%).

The Superintendent's designee shall develop a plan for the review and adoption of instructional material as required by law. Procedures for District adoption must require staff participation and that members of the community are consulted, where appropriate, in the adoption process.

## Selection of District Instructional Materials

District committees made up of representative teachers, lay persons, and the District supervisors for the subject areas being evaluated will evaluate the State-adopted instructional materials. Sample instructional materials will be available for examination by the public and teachers.

## Selection of School Instructional Materials

Items on the District instructional materials list should be selected by the school principal and his/her staff. Principals may purchase other materials determined to be necessary for their individual school if approved by the District curriculum department. When deciding items to be selected, the principal must include teachers who will be using the materials. A majority vote will determine materials to be ordered.

## School Needs Assessment

Instructional materials will be ordered and used based on evaluated student needs and should be appropriate for both the guidelines of the course and the ability level of the pupils.

Once the materials are selected by a faculty, a needs assessment must be done in order for the principal to determine quantity to be ordered.

If the primary resource is a textbook, sufficient quantities should be ordered before support materials.

## Disposal of Instructional Materials

1. The Board shall approve disposal of Instructional Materials by declaring them surplus when they have become unserviceable or surplus or are no longer on State contract by:
  - a. Giving the materials to other 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, or private school.
  - b. Selling the materials to used book dealers, or discarding through recycling plants, pulp mills, or other persons, firms, or corporations upon such terms as are most economically advantageous to the District.
2. All moneys received by reason of sale, exchange, or other disposition of instructional materials shall be deposited in the District's instructional materials account and added to the appropriation for instructional materials.

## Dual Enrollment

Instructional Materials purchased by the School Board on behalf of dual enrollment students shall be the property of the Baker County School District. Instructional materials assigned for use within dual enrollment courses shall be made available to dual enrollment students free of charge. Lost or damaged dual enrollment instructional materials will be handled according to the procedures found on page 12.