



INSTRUCTIONAL MATERIALS POLICIES AND PROCEDURES HANDBOOK

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Foreword

The purpose of this document is to specify the administrative procedures to be followed in managing the textbook and other instructional material resources of the District. Instructional materials are critical elements in assuring the effectiveness of instructional programs. The aim is to provide each student with quality instructional materials with the maximum efficiency and cost effectiveness.

Students must have access to appropriate textbooks and instructional materials for use both in school and at home in all subjects. This requirement will be satisfied by issuing textbooks and instructional materials to each student at the start of the school year.

Careful selection and management of the school's collection of instructional materials are critical responsibilities of teachers, administrators, parents, and students.

MANAGEMENT OF INSTRUCTIONAL MATERIALS RESOURCES

It is the responsibility of the Superintendent of schools to maintain and monitor a District-wide system to ensure implementation and periodic evaluation of the overall District needs for appropriate and timely instructional materials. This shall be accomplished by the development, implementation, monitoring, and the appropriate revision of this Instructional Materials Handbook.

Management of instructional materials resources of the Santa Rosa County Public Schools is a responsibility shared by teachers, Principals, Division of Curriculum and Instruction, all other school, area offices, and District staff with supervisory or administrative responsibility for instructional programs.

Responsibilities of the Principal

1. The school will maintain a collection of textbooks and other instructional materials sufficient to support the instructional program in all courses offered by the school. Each student will be provided with basic text materials in each subject for which a text is appropriate.
2. Instructional materials which are no longer on the District adoption list and have no specific use at the school site will be returned to the textbook warehouse for redistribution.
3. A program for the Management of Instructional Materials that minimizes loss and damage will be established and maintained. This program will include regularly scheduled book checks and inventories. Instructional material records, reports, and inventories that are required by statute, board policy, and administrative directive will be prepared, maintained, and transmitted.
4. Rigorous efforts will be made to collect the charges to pupils for lost or damaged instructional materials. However, student records and report cards may not be withheld.

5. New materials shall not be requisitioned as long as appropriate, usable District-adopted materials are available for use.

The school will be responsible for evaluating materials requested by faculty that are not on the District-adopted list, e.g., supplemental materials or materials for a course unique to the school.

Responsibilities of the Superintendent and the Division of Curriculum and Instruction

1. State textbook funds will be allocated considering both the total funds available and the needs of the individual schools.
2. District evaluations of instructional materials being submitted for state-adoption and District listings will be coordinated.

INSTRUCTIONAL MATERIALS ADOPTION, LISTING, AND SELECTION

State Adoption - Purpose

The Florida State Instructional Materials Adoption process results in the listing of instructional materials that may be purchased under state contracts. This assures that the best materials are identified and available on a continuous basis at lowest prices possible.

District Listing of Instructional Materials

1. Purpose
 - a. The District Listing of Instructional Materials is intended to place reasonable and practical limits on the number of different series of state instructional materials used in individual courses offered within the Santa Rosa County District Schools. It is a means for assuring the consistency of similar course offerings provided within the Santa Rosa County District Schools and the economic use of the funds provided for the purchase of instructional materials. Santa Rosa County District Schools operate a "District-wide" adoption process in which all grade-levels and /or courses utilize the same textbook/ instructional materials.
 - b. The District Listing of Instructional Materials shall constitute the recommended and approved instructional materials to be used to implement the instructional materials program of the Santa Rosa County District Schools. *Other instructional materials may not be used in lieu of the materials contained in the District Listing.*
 - c. This direction is not intended to prevent the use of ancillary and supplemental instructional materials to strengthen or broaden the basic materials appearing on the District Listing of Instructional Materials.
2. Procedures
VENDORS:
 - a. As soon as possible after the new state adoptions have been announced, the appropriate District Content Area Coordinator will contact the

appropriate vendors based upon District adoption needs. The vendors will be informed of the required paperwork/forms the Santa Rosa County School District requires completion of prior to being considered as vendors in Santa Rosa County for textbook adoption purposes.

- b. Santa Rosa County District Schools operate under a “Closed District” Policy regarding vendor contact with schools. Vendors are to coordinate with the Santa Rosa County District Schools appropriate content area coordinator as their point of contact. Vendors are not to directly contact or communicate with the Santa Rosa County schools regarding materials slated for adoption without first gaining permission from the appropriate Subject Area Coordinator or District Instructional Materials Contact.
- c. Vendors that have appropriate instructional materials based upon District needs and completed paperwork (submitted by deadline) will be invited to present and preview their material(s) for the schools during an Instructional Materials Presentation Seminar scheduled by the District.
- d. Vendor will be asked to send sample packs of the appropriate materials to each school site for review prior to the Instructional Materials Presentation Seminar to enable schools the opportunity to review and formulate questions for the vendors.

Evaluation

SRCSO will evaluate publisher samples of K-12 instructional materials in Accordance with House Bill 1467 (Meetings of committees convened for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the district school board must be noticed and open to the public in accordance with s. 286.011. Any committees convened for such purposes must include parents of district students and other members of the community). The Santa Rosa County Instruction Materials Adoption process is as follows:

1. The Santa Rosa County School District will evaluate publisher samples of K-12 instructional materials listed on the State Textbook Adoption list. The School Board may assess and collect fees from publishers participating in the instructional materials approval process. The fees may not exceed the actual cost of the review process, and the fees may not exceed \$3,500 per submission by a publisher. The fees shall be used to cover the actual cost of substitute teachers for each workday that a member of a school District’s instructional staff is absent from his or her assigned duties for the purpose of rendering service as an instructional materials reviewer. F. S. 1006.283. If the Adoption List is not available, the State Bid List will be evaluated instead.
2. Depending on the number of options available for a particular course, the district may choose to narrow the options on the Adoption List/Bid List. Feedback on each option will be solicited from representatives (teachers) from each school offering the course as well as parents of students from

that grade band at an Initial Review Meeting held at the Dillon Center (6032 Hwy 90, Milton, FL 32570). Feedback will be gathered via electronic and print forms to be considered by the Instructional Evaluation Committee for a reduction in textbook options.

3. The Instructional Materials Evaluation Committee will meet no more than 2 weeks following the aforementioned Initial Review Meeting. The purpose of this meeting is to review parent and teacher input. There will be time during this meeting for public input. Comments from the community will be limited to 3 minutes each. After receiving input, the committee will rank the options and reduce the number of options for a given course to a number decided by the content area coordinator. All meetings will take place at the Dillon Center (6032 Hwy 90, Milton, FL 32570). There will be a meeting for each grade band (Elementary, Middle and High). The meetings will be scheduled for one hour. The committee members will be as follows: Grade Level Director(s), Assistant Superintendent of Curriculum and Instruction, Content Area Coordinator, Principal, SRPE representative.
4. Teachers and community members will be invited to view teacher and student sample materials and provide feedback. Textbook options will be on display at the Dillon Center (6032 Hwy 90, Milton, FL 32570). The Content Area Coordinator will be the point of contact and will schedule all review dates and times. Parents, teachers, and community members will have the opportunity to view the materials and provide input. Digital and print input forms will be available at a link provided by the district. Publishers will provide an in-person presentation of their materials to teachers (one representative per grade band/course per school) at the Dillon Center and will provide a 30-minute video presentation of the materials for all teachers, parents, community members and the Instructional Evaluation Committee to review if they want to be considered for adoption.
5. The Instructional Materials Evaluation Committee will meet no more than 2 weeks following the instructional materials review period set by the content area coordinator. The purpose of this meeting is to review community and teacher input. There will be time during this meeting for public input. Comments from the community will be limited to 3 minutes each. After receiving input, the committee will rank the options and submit the ranking to the Superintendent to make a recommendation to the Board. All meetings will take place at the Dillon Center (6032 Hwy 90, Milton, FL 32570). There will be a meeting for each grade band (Elementary, Middle and High). The meetings will be scheduled for one hour. The committee members will be as follows: Grade Level Director(s), Assistant Superintendent of Curriculum and Instruction, Content Area Coordinator, Principal, SRPE representative.

The Instructional Committee Agenda:

- Review teacher and public input
 - Receive public input
 - Rank publishers for review by the Superintendent
6. Ranking and information shared with the Superintendent for final recommendations to the School Board.
 7. Recommendations presented to the School Board and a request made to hold a public hearing to adopt the Superintendent's Instructional Material recommendation.
 8. Hold a public hearing to adopt the Superintendent's Instructional Material recommendation.
 9. Publishers notified.

Definitions of Various Instructional Materials

Textbooks

This class of items consists of all instructional materials, regardless of format, which appear on the list of instructional materials adopted by the State Board of Education for use in the schools of Florida.

Instructional Aids

This class of items consists of instructional materials, regardless of format, that do not appear on the state list of instructional materials adopted by the State Board of Education that are used as primary material to meet one or more instructional objectives in some area of the curriculum. Items in this class include, but are not limited to, the following: novels, plays, works of literature, instructional games, computer software, instructional kits, etc.

Electronic Format

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

Digital Format

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

Supplementary Materials

This class of items consists of instructional materials, regardless of format, that do not appear on the list of instructional materials adopted by the State Board of Education and which do not conform to the definition of instructional aids stated above in subsection “b” but which are used to clarify concepts, enrich background information, or extend learning in one or more areas of the curriculum. Items in this class include, but are not limited to, the following: maps, charts, posters, photographs, films, filmstrips, videotapes, records, pamphlets, newspapers, magazines, study guides, models, workbooks, and sheet music.

Board Approval Procedures for Proposed Adopted Instructional Materials

Adoption of Instructional Materials

The following procedures for the adoption of instructional materials apply only to those instructional materials that serve as the major content tool and basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature:

- a. Prior to final adoption, student editions of the recommended instructional materials will be made accessible for review online for at least twenty (20) calendar days before consideration by the School Board.
- b. Public notice of the materials being considered for adoption shall specifically list the materials and how they can be accessed.
- c. The School Board shall conduct an open noticed public hearing to receive comment on recommended materials prior to adoption.
- d. The School Board shall conduct an open, noticed public meeting to approve an annual instructional materials plan to identify any instructional materials that will be purchased. The public meeting will take place on a different date after the public hearing.
- e. The School Board shall receive comment at the public hearing and meeting as prescribed by policy.
- f. The School Board must select, approve, adopt, or purchase all materials as a separate line item on the action agenda.

The following procedures shall apply to all objections to instructional materials adopted by the School Board.

- a. The parent or a resident of the County, as defined by Florida Statutes, may contest the district school board’s adoption of a specific instructional material by

filing a written objection using the form that is available in each school office, the Superintendent's office, or on the District website.

- b. The form must be signed by the parent or resident of the county, include the required contact information, and state the objection to the instructional material based on the criteria stated in Florida Statutes s. 1006.31(2) or 1006.40(3)(d).
- c. The written objection must be filed within thirty (30) calendar days of the adoption of the material. A complainant who does not complete and return the form within the required time shall receive no consideration. The statement shall include the following information:
 - Author, compiler, or editor;
 - Publisher;
 - Title;
 - Reason for objection;
 - Page number of each item challenged; and
 - Signature, address and telephone number of person making the complaint.
- d. Within thirty (30) days after the initial thirty-day period has expired, the School Board shall conduct at least one public hearing before an unbiased and qualified hearing officer on all petitions timely received during the thirty-day time period. The petitioner(s) shall be notified in writing of the date and time of the hearing at least seven (7) days prior to the hearing. The hearing must provide sufficient procedural protections to allow each petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer.
- e. The contested material shall be made available to the public online at least seven (7) days before the hearing.
- f. The decision of the School Board, after convening a hearing, shall be final and not subject to further review or petition.
- g. The Superintendent shall annually submit to the Commissioner of Education a report identifying each material the District received an objection to pursuant to s. 1006.40(3)(d) and the specific objections raised; the material that was removed or discontinued as a result of an objection; and the grade level and course for which the removed or discontinued material was used.

REQUISITION OF INSTRUCTIONAL MATERIALS

Procedures for Ordering Instructional Materials

Adopted Materials (current year)

- Obtain student and teacher numbers and add 10%.
- Enter this information on the order form.

- Email the order form to your Grade Level Director for approval by the deadline.
- Funds will be transferred to each school's 148011 accounts to pay for these materials. The first transfer will be an amount from 1 cent to 25 cents (Penny PO). The second transfer will be for the full amount of the order. **DO NOT SPEND THESE FUNDS!** An email will be sent to advise of the amount transferred and to remind not to spend these funds.
- The Middle School Department will place the order. This only applies to Adopted Instructional Materials.

WHEN TEXTBOOKS ARRIVE

- Conduct an inventory as soon as the orders arrive to ensure orders are correct.
- Email Patti Frost @ frostp@santarosa.k12.fl.us ASAP to advise if the orders are correct. If the orders are NOT correct, this should be addressed with FSBD immediately. Please cc Patti Frost with any emails sent to FSBD.

FOR ADOPTION MATERIALS ONLY----SCHOOLS DO NOT:

- Place the orders (other than the completion of the initial order form).
- Request purchase orders or perform any other actions in Focus.
- Spend the funds placed in the 148011 account for these Instructional Materials.

Growth Materials (After Initial Adoption Order)

- Fill out FSBD form
- Send to Grade Level Director for approval
- Upon approval, funds will be transferred to your 148011 account
- Prepare purchase order and place order directly with FSBD
- Conduct inventory upon delivery
- Address any discrepancies with FSBD

Consumables (After Initial Adoption Order)

- These orders are placed by each individual school site and paid for by each school's discretionary funds.
- Fill out FSBD form and Purchase Order for submission to FSBD
- Conduct inventory upon delivery
- Address any discrepancies with FSBD

ALLOCATION OF STATE TEXTBOOK FUNDS

A. District Allocation

The State of Florida, by direct annual appropriation of the Legislature, provides funds with which the District may purchase both state-adopted textbooks and other instructional materials. The annual allocation to each District is calculated by the State

Department of Education based on the District's previous year's total of full-time equivalent pupils plus the projected growth in FTE for the current school year.

B. District Allocation Procedure

1. As authorized by state statute and based on an estimate of the next year's allocation, calculated at not more than 90% of the allocation to the District for the current school year, the District Instructional Materials Contact shall prepare a request of allocation to each school that provides the following:
 - a. Sufficient funds to be allocated to new schools to provide adequate instructional materials to support the instructional program
 - b. A basic per pupil allocation to each school calculated on the funds available and considering, but not limited to, the following factors:
 - (1) The balance from previous allocations remaining in a school's instructional materials account,
 - (2) School organization, level, and size,
 - (3) Additional factors such as anticipated increase or decrease in membership, the addition or elimination of grade levels, or significant changes in course offerings.
2. The list of recommended school allocations shall be approved by the Assistant Superintendent for the Division of Curriculum and Instruction.
3. Under normal circumstances, funds allocated to schools for the purchase of instructional materials during any school year should be expended during that school year.
4. The Assistant Superintendent for Curriculum and Instruction, or designee shall notify the individual schools of the amount of their estimated allocation for the next school year during the first week in July. Generally, allocations for each school shall be budgeted with 50% to be used only for the purchase of state-adopted instructional materials and, 50% to be used for the purchase of either adopted or non-adopted instructional materials at the option of each school and within the intent of the District Listing of Instructional Materials.
5. The purpose of the optional textbook funds is to provide ancillary and supplemental materials to assist, enhance, strengthen, or broaden the basic materials appearing on the District Instructional Materials List.
6. In special instances, e.g., vocational, special or alternative school centers, the 50%/50% formula may be adjusted by the Assistant Superintendent for Curriculum and Instruction to meet the instructional material needs of the school center.

INVENTORY RECORDS

The individual school's inventory should be maintained at the school for annual review by the Grade Level Director. Records of receipts, returns, and otherwise disposed materials will be maintained on the inventory. Principals are responsible for the proper accounting and inventory of textbooks. Florida Statute 1006.28

LOST OR DAMAGED INSTRUCTIONAL MATERIALS

A. Responsibilities

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 Superintendent. (Florida Statute 1006.42)

2. In practice, it is difficult to make all collections. However, schools should endeavor to meet their responsibilities both to pupils and to the taxpayers who provide the books.

B. Procedures

1. Reimbursement for lost or damaged materials should be sought first from the responsible student.

2. If a charge remains unsettled for more than one (1) week, notice of the reason for the charge and amount due should be directed to the parent. If parents cannot be contacted in person, notification should be mailed.

C. Charges

1. Charges to be assessed for book damage should be determined by the Principal. Charges for any lost text may be the full price paid for the text regardless of age or condition.

2. All money collected from the sale, exchange, loss, or damage of instructional materials shall be transmitted to the Superintendent to be deposited in the District school fund and added to the District appropriation for instructional materials. (Florida Statute 1006.41)

The District will credit all monies collected for lost or damaged books to the school's textbook funds.

D. Unsettled Charges

Each unpaid charge should be handled on an individual basis. Excusing a student from payment of charge may be necessary when the nonpayment of charges for lost, damaged, or destroyed state-adopted materials is due to extenuating conditions. In each case, the Principal may choose one or more of the following:

1. Lend the student a book until he can pay the assessed charges.
2. Provide for installment payments.
3. Reduce or forgive the amount of the charges in cases of hardship.

SALE OF STATE-ADOPTED INSTRUCTIONAL MATERIALS

A. The Principal, when requested by the parent of a pupil in the school where he or she is employed, shall sell to such parent any instructional materials used

in the school. All such sales shall be made under regulations prescribed by the School Board. (Florida Statute 1006.41)

B. The receipts from such sales shall be transmitted to the Finance Department for deposit in the appropriate fund account. All money collected by a school for the sale of instructional materials will be credited to the school's textbook account.

C. Requests for instructional materials by persons other than parents of a student in the school, or for more than one (1) copy of an instructional material, should be referred to the District Textbook Coordinator.

DISPOSITION OF INSTRUCTIONAL MATERIALS

A. Disposition of Surplus or Unusable State-Adopted Instructional Materials by School

1. All surplus or unusable instructional materials must be returned to the warehouse for recirculation or disposal with the following exceptions:

a. Worn out or obsolete books may be given to teachers to use in developing supplementary teaching materials or given to students in the school under the following conditions:

- (1) The Principal certified that the books are physically unusable or that the content is obsolete,
- (2) Such books are clearly marked showing that the ownership labels are no longer valid,
- (3) Books to be given to teachers or students under these stated conditions are to be reported to the Textbook Coordinator for approval. On the Return of Textbook Form, indicate under Inventory Adjustment whether these books will be given to a teacher or a student. These books cannot be distributed until the school has been given approval by the Textbook Coordinator.

2. For all instructional materials to be returned to the textbook warehouse, use the Return of Textbooks Form (see Exhibit C). If the material is on inventory, the list must include quantity, textbook key number, edition date, title and grade or level, and inventory adjustment.

B. Disposition of Surplus or Unusable State-Adopted Materials by the Textbook Warehouse

1. The warehouse shall organize and display surplus materials to be available for selection and use in other Santa Rosa County District Schools.

2. After the needs of the Santa Rosa County District Schools are satisfied, a listing of this usable surplus material will be made available to the State Exchange Program for use in other school districts by the DOE Department of Instructional Materials.

3. The Division of Curriculum and Instruction may offer the remaining materials to governmental or charitable organizations which are in compliance with applicable statute, federal law, and governmental regulations.

4. Remaining unsuitable or surplus materials will be advertised as being available for purchase in bulk or in specified lots as waste paper to agencies which are in compliance with applicable federal law and governmental regulations.

5. Remaining materials will be offered free to the public.

6. After all State Board of Education prescribed disposal procedures have been attempted, textbooks and other such instructional materials may be disposed of by shredding, landfill, or any other appropriate means available (School Board Rule 6Gx5-3.06(2)).

C. Disposition of Non-Adopted Instructional Materials - Non-adopted instructional materials including library books and audiovisual materials shall be used until no longer usable either because of physical condition or obsolete content. The Principal is authorized to dispose of such materials by giving such material to pupils in his school; however, where practical, each piece shall be marked to show that it has been declared surplus and is no longer of value to the school's instructional program. Material which cannot be disposed of in this manner shall be returned to the Warehouse for disposition either through donation to a charitable institution, by sale in bulk for waste paper, or by burning, dumping, or other available means.

D. Disposition of New Unstamped Books - New, unstamped books which exceed school need may be returned to the textbook warehouse for credit by listing on Return of Textbook Form (see Exhibit C) and marked "new" along with a copy of the voucher on which the school received the books.

CHALLENGED MATERIALS (SB Policy 4.30)

The School Board believes that the selection, challenge, and removal of instructional materials are within its jurisdiction in accordance with appropriate statutory and constitutional law.

Instructional materials for use in school library media centers or classrooms shall be carefully selected. Such materials may include, but will not be limited to, textbooks, ancillary materials, library books, curriculum materials, and non-print materials.

Any citizen may file a complaint with a school concerning the use of instructional materials. Instructional materials being questioned shall NOT be removed from use until the following informal and/or formal grievance procedures have been completed.

Grievances Concerning Instructional Materials

District-Adopted Instructional Materials (Textbooks)

Complaints shall be handled as follows:

- a. All complaints shall be presented in writing on the Citizen's Request for Re-evaluation of Instructional Materials which may be obtained from the Superintendent's office, the school office, or the District website.
- b. The written objection must be filed within thirty (30) calendar days of the adoption of the material. A complainant who does not submit the completed form within the required time shall receive no consideration.
- c. Within 30 days after the initial 30 day period has expired, the School Board shall conduct at least one (1) public hearing on all petitions received during the 30 day time period. The petitioner(s) shall be notified in writing of the date and time of the hearing at least seven (7) days prior to the hearing.
- d. The contested material shall be made available to the public online at least seven (7) days before the hearing.
- e. The decision of the School Board, after convening a hearing, shall be final and not subject to further review or petition.

Other Instructional Materials

Complaints shall be handled as follows:

School Level – Informal

1) The complainant shall first contact the teacher or library media specialist at the school site with the complaint. Every effort shall be made by the respective school center to resolve such issues at this level. If the issue is not resolved at this point, proceed to Step 2.

2) The Principal and appropriate staff member(s) should meet with the complainant to explain the criteria and procedures used to select materials and the role which the material in question has in that school's curriculum. If the complainant is not satisfied by the explanation and desires to file a formal complaint, that person may do so as follows:

Secure and complete:

- The Checklist for Citizen's Request for Re-Evaluation of Instructional Materials
 - Checklist and form are available from the school's media specialist and on the District web site. If the complainant does not return the form, the complaint will be given no further consideration.

- The Citizen's Request for Re-Evaluation of Instructional Materials form (adapted from the Davies-Brockuell Media Selection Policy and the National Council of Teachers of English)
- 3) Retain one copy and send a copy of the completed forms to each of the following:
- the Principal (original)
 - the Assistant Superintendent for Curriculum & Instruction
 - the Superintendent
 - Director of Media Services
- 4) Within ten (10) working days of such filing, parents of other students in the class(es) involved or potentially affected in that school shall be notified in writing by the principal that a challenge has been initiated.
- School-level Instructional Appeals Committee. The Appeals Committee shall consist of two teachers selected by the Superintendent from that particular school, two teachers selected by the principal from that particular school and three (3) citizens selected by the School Board who reside in the particular school zone to evaluate the challenged materials and to make recommendations of any changes. The principal shall notify the Superintendent and the instructional materials coordinator when a committee is convened.
 - Challenged materials shall be read and re-evaluated by the committee, considering the specific objections raised. The committee shall report its decision within fifteen (15) working days. The committee recommendations shall address whether the challenged material is consistent with the selection criteria outlined herein. The Committee shall have no authority to determine curriculum. Within ten (10) working days of receiving the recommendations of the Committee, the principal shall make a decision whether to retain the material or remove the material. The principal shall take into account the Committee's recommendations when making his/her decision.
 - The complainant shall be informed in writing concerning the principal's decision.
1. If the principal determines the challenged material be retained, the complainant shall be notified in writing within five (5) working days. The Complainant shall be given a copy of the decision of the Committee's decision and a copy of the procedures for filing an appeal.
 2. If the principal determines that the challenged material be removed, then the complainant, the teacher(s), the students in the class, and the parents

of the students in the class where the complaint was initiated, shall be notified in writing within five (5) working days of the decision at the same time the decision will be referred to the District's Instructional Material Review Committee.

District Level – Formal Appeal

1. District-Level Appeals. An appeal of a principal's determination to retain challenged materials must be filed with the principal within five (5) working days of notification of that determination and shall include a specific statement of the complainant's grounds for disagreement with the principal's determination. Copies of the appeal shall be furnished to the teacher(s) and the parents of the students in the class where the complaint was initiated within five working days of the filing of the appeal.
2. A committee shall be appointed by the Superintendent to review the appeal. The Superintendent shall designate the Curriculum Director as being responsible for the organization of this review committee according to School Board policies. The committee's recommendations shall be submitted to the Superintendent within fifteen (15) working days. A committee member shall not be selected from the school where the challenged materials originated. The district level committee will include:
 - District Level Staff Member. One staff member from the level or special area where the material has been challenged.
 - Three Principals. One principal shall be appointed from each level (elementary, middle, and high school). However, only the principal from the same level as the school at which the challenge originates shall serve on the review panel for the particular material.
 - Grade Level Instructional Staff Member. One instructional staff member who is a department head, grade level chair or team leader from the same level (elementary, middle, or high school) at which the challenge originates.
 - Three Teachers. Three teachers from the same level at which the challenge originates shall be appointed by name.
 - Four Parents. One shall be a parent of an elementary school student, one shall be a parent of a middle school student and two shall be the parents of high school students.
3. The committee's review shall be treated objectively, unemotionally, and in a businesslike manner and shall be conducted in the best interest of the students, the school, and the community. Efforts shall be made to meet with citizens who register concerns to consider their objections.

4. The complainant shall be informed, in writing, in fifteen (15) working days after the committee's recommendation is received by the Superintendent.
5. A School Board appeal may be requested by the complainant when the school and district-level appeals do not satisfactorily resolve the concerns. The School Board shall review recommendations from the school and district-level committees and shall render the final decision on the complainant's concern.
6. The decision to remove challenged material from use shall, unless otherwise determined by the School Board, be effective at the grade level at which the material is in use and all lower grades.
7. Classroom Libraries. Materials in this category presently in the classroom which have been approved for classroom use shall remain available for continuing use by students. Materials acquired to replace or duplicate books or other materials which have already been approved may be made available for student use without resubmission of their titles to the school's media center. When new materials are added to the classroom library, a list of said new materials shall be submitted to the school's media center. Teachers shall apply the selection criteria set forth in Policy 4.22- Education Media Materials Selection.

Forms to challenge materials can be found at:
<https://www.santarosa.k12.fl.us/docsabc/>

Professional Development (Instructional Materials and Standards)

Teachers will be provided professional development that supports fidelity of implementation of instructional materials. This plan will ensure instructional materials are being implemented as designed and core reading materials and reading intervention materials meet the requirements of s. 1001.215(8), F.S. Below are examples of communication from content coordinators to teachers and administrators of professional development opportunities for newly adopted instructional materials. Documentation of trainings are housed in the district's Professional Development System.

ELA

The Literacy Department will provide several PD sessions to help teachers learn about and transition to the new curriculum. The training will begin with an overview of My Perspective (Savvas) and continue into next year. Please select TWO ELA teachers

who are great at sharing and presenting. These teachers will participate in training and then share with colleagues at your school. Here are the details for our upcoming training:

- WHO: Two ELA teachers
- WHEN:
 - May 24, 8am - 3 pm, 6th - 8th grades
 - May 26, 8am - 3pm, 9th - 12th grades
- WHERE: Dillon Center 703A
- SUBSTITUTE CODE: coming soon

This is an in-person training. Let us know if the dates are problematic. We will work with you.

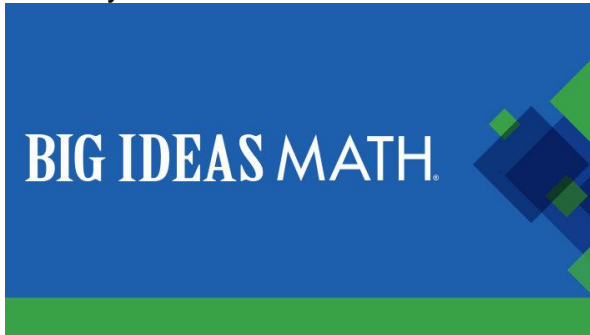
BEST ELA Training	<ul style="list-style-type: none"> • Phase 1: Splashing in the Waves (Overview of BEST ELA Standards) • Phase 2: Deeper Dive (Understanding the BEST ELA Standards) • Phase 3: Swimming in Deep Waters (Connecting BEST ELA Standards with new textbooks)
BEST ELA Admin Training	<ul style="list-style-type: none"> • When: <ul style="list-style-type: none"> ○ Phase 1 • K-5 Tues April 13 (8-9) and Wed April 14 (12-1) • 6-12 Mon April 12 (8-9) and Tues April 13 (12-1) <ul style="list-style-type: none"> ○ Phase 2 - August ?? ○ Phase 3 - October ?? • What: <ul style="list-style-type: none"> ○ BEST ELA Training (1 hour) ○ BEST ELA Notebooks with grade ban materials ○ BEST ELA Canvas Course (for easy reference) • Who: <ul style="list-style-type: none"> ○ Admin teams • Where: <ul style="list-style-type: none"> ○ Virtual on MSTeams

<p>BEST ELA Trainers</p> <p>LD will present the training and materials about a week prior to school-based trainings. Training will be replicated at schools. Trainers receive the information plus all materials required for school-based training sessions.</p>	<ul style="list-style-type: none"> • When: <ul style="list-style-type: none"> ○ Phase 1 - April 20/22 12-3 pm- Elementary/Secondary BEST ELA train-the-trainer ○ Phase 2 - August ?? 12 -3 pm Elementary/Secondary BEST ELA train-the-trainer ○ Phase 3 - October ?? 12 -3 pm Elementary/Secondary BEST ELA train-the-trainer • What: <ul style="list-style-type: none"> ○ BEST ELA Training ○ BEST ELA Booklets with grade ban materials ○ Instructional support resources (PowerPoint, Canvas course) • Who: 2 representatives from each school (Literacy Coach where applicable) <ul style="list-style-type: none"> ○ K-5: 1 from each K-2 and 3-5 ○ 6-12: 1 from each English and Reading • Where: Dillon Center
<p>School-based Training</p> <p>BEST ELA Trainers will provide school-based training using Literacy Department materials.</p> <p>Literacy Coaches will support as needed.</p>	<ul style="list-style-type: none"> • When: <ul style="list-style-type: none"> ○ Phase 1 – April/May ○ Phase 2 - August ?? ○ Phase 3 - October ?? • What: <ul style="list-style-type: none"> ○ BEST ELA Training (1 hour) <ul style="list-style-type: none"> ▪ BEST ELA Booklets with grade ban materials ○ BEST ELA Canvas Course (for those who cannot attend school-based training) • Who: <ul style="list-style-type: none"> ○ K-5 and ESE teachers ○ 6-12 ELA, Reading, and ESE teachers • Where: <ul style="list-style-type: none"> ○ School sites

MATH

Please share with your teachers.

We're happy to announce the release of a digital training for the new Big Ideas textbook. This will be a helpful resource for teachers who are unable to attend our summer face to face opportunities or for teachers hired after the start of the school year.

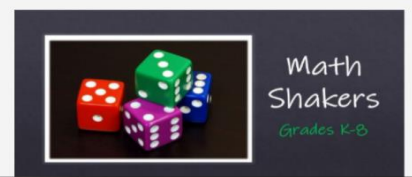
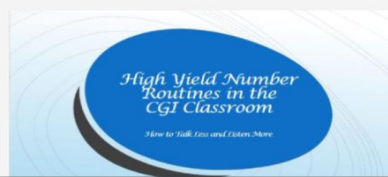
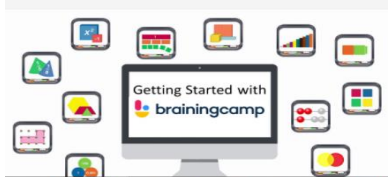
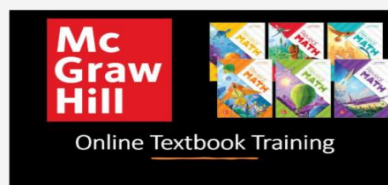


The new training, and all information for our other training opportunities can be found on our [TurnKey website](https://srcturnkey.com/teachers/proflearning/).

<https://srcturnkey.com/teachers/proflearning/> Click on Middle or High School to find your specific trainings.

Elementary Math

Select a Training



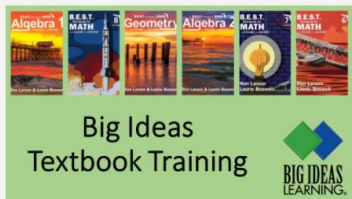
Middle School Math

Select a Training



High School Math

Select a Training



Science

In preparation for our new science curricula, we will host 2 separate meetings toward the end of May.

The first will be Science Textbook Training. One teacher per grade band or course (ie. one 6-8) should plan to attend this training, held on May 23rd at the PDC. Participants will learn about the new features of their curriculum and will explore their new online platforms. These teachers will be responsible for sharing this information with their faculties moving forward. (Our department will also produce instructional videos to support this effort).

Times/Locations for Training

Grade/Course	Location	Time
6-8	Lab 2	8-3

If you would, please enter the name of your representative for these grade bands/courses into this form by May 4th. We'll register them in MyPD for you.

The second meeting will be Scope and Sequence Designing. One teacher per grade or course (ie. one 6th, one 7th, etc.) should plan to attend this training, held from 8 am to 3 pm on May 22nd at the PDC. Participants will design a scope and sequence for their new curriculum will help form a supplemental product that addresses and identified deficiencies in standards coverage. These teachers will be responsible for sharing this information with their faculties moving forward. (Our department will also produce instructional videos to support this effort).

Dates for Training

Grade/Course	Date
4-8	May 22

If you would, please enter the name of your representative for these grades/courses into this form by May 4th. We'll register them in MyPD for you.

Social Studies

As you know you will be receiving new Social Studies textbooks this summer and we have set the date for the first professional development to assist teachers with using the new material.

On June 21, 2022 from 8:00am to 11:00am at the PDC-North, a trainer from McGraw-Hill will be here to work with our teachers.

Teachers will be receiving a stipend for attending and in-service credit, but we are asking for your help in sending two (2) teachers that would be willing to return to your school and assist others in navigating through the new material.

I have not contacted the teachers you initially selected to represent your school through the adoption process, in case school site changes have occurred since we completed the process.

Summer funding is very limited at this time so we are requesting only two (2) teachers from your school attend, and those teachers must receive approval from you and myself before registering. Please keep in mind others may attend and receive in-service credit, but no more than two (2) may receive the stipend for your school.

Teachers may begin registration in MyPD on Monday, May 22nd. Using COURSE# 19000 SECTION# 29991.

CURRENT ADOPTED MATERIALS

ART

Kathleen Tracey Middle & High Art Coordinator

Text Book Adoption for Middle and High School Art

Middle School Art Text for Grades 6-8: Below is the text that would be used for all Middle School Art Programs.

Exploring Visual Design by Davis Publications

High School Art Texts for different courses:

All beginning level courses will use the following text: The Visual Experience by Davis Publications

Art History text: Discovering Art History by Davis Publications

Photography text: Focus on Photography by Davis Publications

Sculpture text: Beginning Sculpture by Davis Publications

Painting text: Exploring Painting by Davis Publications

Graphic Design or Digital Imaging text: Communication through Graphic Design by Davis Publications

Ceramics text: Experience Clay by Davis Publications

Drawing text: Discovering Drawing by Davis Publications

Printmaking text: Experience Printmaking by Davis Publications

ELA

TEXTBOOK ADOPTION FOR K-5 SCHOOLS

English Language Arts 2021

Houghton Mifflin Harcourt

HMH INTO READING K-5 FL 2022 (3011A103704)

Grade K:	
9780358516842	> Florida Into Reading Student myBook Softcover 5 Year Print Grade K
9780358518013	> Florida Into Reading Student myBook plus Resources Online 5 Year Digital Grade K
9780358517023	> Florida Into Reading Teacher Digital Management Center 5 Year Digital Grade K
9780358516903	> Florida Into Reading Teacher's Guide Set Grade K
Grade 1:	
9780358516743	> Florida Into Reading Student myBook Softcover Set 5 Year Print Grade 1
9780358518020	> Florida Into Reading Student myBook plus Resources Online 5 Year Digital Grade 1
9780358517030	> Florida Into Reading Teacher Digital Management Center 5 Year Digital Grade 1
9780358516965	> Florida Into Reading Teaching Pal Set Grade 1
9780358516910	> Florida Into Reading Teacher's Guide Set Grade 1
Grade 2:	
9780358516750	> Florida Into Reading Student myBook Softcover Set 5 Year Print Grade 2
9780358518037	> Florida Into Reading Student myBook plus Resources Online 5 Year Digital Grade 2
9780358517047	> Florida Into Reading Teacher Digital Management Center 5 Year Digital Grade 2
9780358516972	> Florida Into Reading Teaching Pal Set Grade 2
9780358516927	> Florida Into Reading Teacher's Guide Set Grade 2
Grade 3:	
9780358516767	> Florida Into Reading Student myBook Softcover Set 5 Year Print Grade 3
9780358518044	> Florida Into Reading Student myBook plus Resources Online 5 Year Digital Grade 3
9780358517054	> Florida Into Reading Teacher Digital Management Center 5 Year Digital Grade 3
9780358516989	> Florida Into Reading Teaching Pal Set Grade 3
9780358516934	> Florida Into Reading Teacher's Guide Set Grade 3
Grade 4:	
9780358516774	> Florida Into Reading Student myBook Softcover Set 5 Year Print Grade 4
9780358518051	> Florida Into Reading Student myBook plus Resources Online 5 Year Digital Grade 4
9780358517061	> Florida Into Reading Teacher Digital Management Center 5 Year Digital Grade 4
9780358516996	> Florida Into Reading Teaching Pal Set Grade 4
9780358516941	> Florida Into Reading Teacher's Guide Set Grade 4
Grade 5:	
9780358516781	> Florida Into Reading Student myBook Softcover Set 5 Year Print Grade 5
9780358518068	> Florida Into Reading Student myBook plus Resources Online 5 Year Digital Grade 5
9780358517078	> Florida Into Reading Teacher Digital Management Center 5 Year Digital Grade 5
9780358517009	> Florida Into Reading Teaching Pal Set Grade 5
9780358516958	> Florida Into Reading Teacher's Guide Set Grade 5

ELA
Instructional Material List
Middle School (6th-8th)
2021-2026
Publisher: Savvas Learning Company

GRADE	TITLE	STUDENT	ISBN
6th	My Perspectives	Student	13: 978-1-418-30402-7 10: 1-418-30402-6
		Teacher	13: 978-1-418-30405-8 10: 1-418-30405-0
7 th	My Perspectives	Student	13: 978-1-418-30403-4 10: 1-418-30403-4
		Teacher	13: 978-1-418-30406-5 10: 1-418-30406-9
8 th	My Perspectives	Student	13: 978-1-4183-0404-1 10: 1-4183-0404-2
		Teacher	13: 978-1-4183-0407-2 10: 1-4183-0407-7

ELA
Instructional Material List
High School (9th-12th)
2021-2026
Publisher: Savvas Learning Company

GRADE	Title	Edition	ISBN
9 th I	My Perspectives	Student	13: 978-1-4183-0421-8 10: 1-4183-0421-2
		Teacher	13: 978-1-4183-0433-1 10: 1-4183-0433-6
10 th II	My Perspectives	Student	13: 978-1-418-30423-2 10: 1-418-30423-9
		Teacher	13: 978-1-418-30434-8 10: 1-418-30434-4
11 th III	My Perspectives	Student Volume One	13: 978-1-4183-0425-6 10: 1-4183-0425-5
		Student Volume Two	13: 978-1-4183-0426-3 10: 1-4183-0426-3
		Teacher	13: 978-1-4183-0435-5 10: 1-4183-0435-2
12 th IV	My Perspectives	Student Volume One	13: 978-1-4183-0427-0 10: 1-4183-0427-1
		Student Volume Two	13: 978-1-4183-0428-7 10: 1-4183-0428-X
		Teacher	13: 978-1-4183-0436-2 10: 1-4183-0436-0

HOPE

**Instructional Materials Adoption for
Health & Physical Education, K-8**

Health Opportunities Through Physical Education (HOPE)

Glencoe Florida Health Student Edition
Press – ISBN 9780021372478

Latin

**Adoption for World Languages – Latin
2016-2021**

**Cambridge University Press, Cambridge Latin
ISBN 978-1-107-07093-6**

Math

2022 SRCSD Math Textbook Adoption Results

Elementary School

Course	Company	Book Title	ISBN
Grade K	McGraw Hill	Florida Reveal Math, Grade K, Student Edition Volume 1 & 2	9781264434060 9781264433384
Grade 1	McGraw Hill	Florida Reveal Math, Grade 1, Student Edition Volume 1 & 2	9781264373550 9781264434398
Grade 2	McGraw Hill	Florida Reveal Math, Grade 2, Student Edition Volume 1 & 2	9781264433360 9781264434404
Grade 3	McGraw Hill	Florida Reveal Math, Grade 3, Student Edition Volume 1 & 2	9781264433971 9781264434442
Grade 4	McGraw Hill	Florida Reveal Math, Grade 4, Student Edition Volume 1 & 2	9781264434008 9781264434565
Grade 5	McGraw Hill	Florida Reveal Math, Grade 5, Student Edition Volume 1 & 2	9781264434015 9781264434572

Middle School

Course	Company	Book Title	ISBN
Grade 6 Regular	Big Ideas Learning	Florida's B.E.S.T. Standards for MATH Grade 6 with CalcChat® and CalcView® Student Edition	978-1-64727-830-4
Grade 6 Accelerated	Big Ideas Learning	Florida's B.E.S.T. Standards for MATH Grade 6 Accelerated with CalcChat® and CalcView® Student Edition	978-1-63736-186-3
Grade 7 Regular	Big Ideas Learning	Florida's B.E.S.T. Standards for MATH Grade 7 with CalcChat® and CalcView® Student Edition	978-1-64727-844-1
Grade 7 Accelerated	Big Ideas Learning	Florida's B.E.S.T. Standards for MATH Grade 7 Accelerated with CalcChat® and CalcView® Student Edition	978-1-63736-202-0
Grade 8 Regular	Big Ideas Learning	Florida's B.E.S.T. Standards for MATH Grade 8 Pre-Algebra with CalcChat® and CalcView® Student Edition	978-1-64727-858-8

High School

Course	Company	Book Title	ISBN
Algebra 1	Big Ideas Learning	Florida's B.E.S.T. Standards for MATH Algebra 1 with CalcChat® and CalcView® Student Edition	978-1-63736-218-1
Geometry	Big Ideas Learning	Florida's B.E.S.T. Standards for MATH Geometry with CalcChat® and CalcView® Student Edition	978-1-63736-234-1
Algebra 2	Big Ideas Learning	Florida's B.E.S.T. Standards for MATH Algebra 2 with CalcChat® and CalcView® Student Edition	978-1-63736-250-1
Math for College Algebra	Houghton Mifflin Harcourt	Young, College Algebra, Fourth Edition	9781119582908
Math for College Statistics	Savvas Learning Company	Triola, Elementary Statistics, 14e ©2022	9780137320806
Math for Data and Financial Literacy	Cengage Learning	Financial Algebra Tax Update	9780357236437
Probability and Statistics Honors	Savvas Learning Company	Bock, Stats: Modeling the World, 5e AP* Edition ©2019	9780134761435
PreCalculus Honors	Cengage Learning	Precalculus with Limits	9780357859933
Calculus Honors	Savvas Learning Company	Demana, Calculus: Graphical, Numerical, Algebraic, 6e © 2020	9781418300203

Music

Quaver's Elementary Music Curriculum

Music - Grade Kindergarten

Quavermusic.com Quaver's General Music Florida Curriculum, Grade K, 2013, 16.1 ver. 1st

Music - Grade 1

QuaverMusic.com Quaver's General Music Florida Curriculum - Grade 1, 2013, 16.1 ver. 1st

Music - Grade 2

QuaverMusic.com Quaver's General Music Florida Curriculum - Grade 2, 2013, 16.1 ver. 1st

Music - Intermediate 1 (Grade 3)

QuaverMusic.com Quaver's General Music Florida Curriculum - Grade 3, 2013, 16.1 ver. 1st

Music - Intermediate 2 (Grade 4)

QuaverMusic.com Quaver's General Music Florida Curriculum - Grade 4, 2013, 16.1 ver. 1st

Music - Intermediate 3 (Grade 5)

QuaverMusic.com Quaver's General Music Florida Curriculum - Grade 5, 2013, 16.1 ver. 1st

Science

2017 ELEMENTARY SCIENCE TEXTBOOK ADOPTION

Primary
Houghton Mifflin Harcourt

Kindergarten: *HMH Florida Science, Grade K* —ISBN: 9781328793553 - student ed.

1st grade: *HMH Florida Science, Grade 1* ---ISBN: 9781328793560 —student ed.

2nd grade: *HMH Florida Science, Grade 2* ---ISBN: 9781328793577 —student ed.

Intermediate
Pearson

3rd grade: *Pearson Elevate Science, Florida Edition, Grade 3* ---ISBN: 9780328949137 -student ed.

4th grade: *Pearson Elevate Science, Florida Edition, Grade 4* ---ISBN: 9780328949144 —student ed.

5th grade: *Pearson Elevate Science, Florida Edition, Grade 5* ---ISBN: 9780328949151 —student ed.

2017 MIDDLE SCHOOL SCIENCE TEXTBOOK ADOPTION

HOUGHTON MIFFLIN HARCOURT

6th grade: *HMH Florida Science, Earth* —ISBN: 9781328781284 —student ed.

7th grade: *HMH Florida Science, Life* - ISBN: 9781328781314 ---student ed.

8th grade: *HMH Science Florida, Physical Science* — ISBN: 9781328781321 — student ed.

2017 HIGH SCHOOL SCIENCE TEXTBOOK ADOPTION

PEARSON

Biology: *Miller and Levine Biology, FL Ed.* – ISBN: 9780328948789---student ed.

MCGRAW HILL

Anatomy & Physiology: *Hole's Essentials of Anatomy & Physiology, FL Ed.* - ISBN: 9780079039729 - student ed.

Earth/Space: *Glencoe Earth Science, FL Ed.* - ISBN: 9780079043887 --- student ed.

Marine: *Marine Science, FL Ed.* - ISBN: 9780021422654 — student ed.

Physical: *Glencoe Physical Science, Florida Edition* - ISBN: 9780079042255 — student ed.

Physics: *Glencoe Physics: Principles and Problems, FL Ed.* - ISBN: 9780076774760 — student ed.

HOUGHTON MIFFLIN HARCOURT

Environmental: *HMD Environmental Science* – ISBN: 9780547904016—student ed.

Chemistry: *HMH Florida Modern Chemistry* - ISBN: 9781328792884 —student ed.

CENGAGE

Forensic: *Forensic Science: Fundamentals and Investigations* - ISBN: 9781305077119 —student ed.

Social Studies

TEXTBOOK ADOPTION FOR ELEMENTARY SCHOOLS

SOCIAL STUDIES - 2017

Mc-GRAW - HILL

Kindergarten: Living, Learning, and Working Together—ISBN: 978-0-02-114676-5- student ed.

1st grade: Our Community and Beyond---ISBN: 978-0-02-100838-4—student ed.

2nd grade: Who We Are as Americans---ISBN: 978-0-02-14677-2—student ed.

3rd grade: The United States: Its Regions and Neighbors---ISBN: 978-0-02-114678-9-student ed.

4th grade: Florida Studies---ISBN: 978-0-02-114679-6—student ed.

5th grade: United States History---ISBN: 978-0-02-114681-9—student ed.

6th. grade: A History of the World: Early Ages—ISBN: 10-0-07-676788-4—student ed.

7th grade: Civics-Succeeding in Civics---ISBN: 10-0-07-676709-4---student ed.

8th grade: A History of the United States: Early Years—ISBN: 10-0-07-676634-9—student ed.

World History & Geography---ISBN: 978-0-07-676795-3---student ed.

United States History & Geography---ISBN: 978-0-07-676843-1---student ed.

United States Government & Our Democracy—ISBN: 918-0-07-668108-2

Understanding Economics---ISBN: 978-0-07-668140-2—student ed.