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INTRODUCTION

The purpose of this handbook is to provide information relative to the administration of the Instructional Materials Program for grades PreK-12 in Taylor County Schools.

The contents of this document are based upon:

- 1) current regulations,
- 2) state and county policies, and
- 3) procedures utilized in the county.

For successful implementation of the instructional materials program, it is vitally important that all administrative personnel and their textbook managers become thoroughly familiar with the policies, procedures, and guidelines applicable to instructional materials. The Taylor County Schools Instructional Materials Program is an integral and essential part of the K-12 instructional process. To that goal this guidebook has been designed.

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

A district school board or consortium of school districts may implement an instructional materials program that includes review, recommendation, adoption, and purchase of instructional materials. The district school superintendent shall annually certify to the department that all instructional materials for core courses used by the district are aligned with applicable state standards. A list of the core instructional materials that will be used or purchased for use by the school district shall be included in the certification. 1006.283, FS

Library Media Services:

The District School Board shall establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system. Beginning January 1, 2023, school librarians, media specialists, and other personnel involved in the selection of school district library materials must complete the training

program developed pursuant to s. 1006.29(6) before reviewing and selecting age-appropriate materials and library resources. Upon written request, a school district shall provide access to any material or book specified in the request that is maintained in a district school system library and is available for review. Ref. 1006.28(2)(d) FS

INSTRUCTIONAL MATERIALS DEFINITIONS

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

Off-Adoption Instructional Materials: Instructional materials whose district adoption period has expired. Current off-adoption materials may be maintained on the Textbook Inventory, but these are not titles that continue to be ordered.

Extended Adoption Instructional Materials: Instructional materials that continue to be used in the district, but which are no longer available from publishers or the Florida School Book Depository.

School Textbook Manager:

The person designated by the principal to handle instructional materials in the school.

The duties of the textbook manager include

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

Textbook Inventory Report: This report form lists all the instructional materials for which a school or department is responsible and

accountable. The district updates it with each adoption, and the final inventory is due from schools by June 30th of each year.

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

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

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

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

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

Ancillary Materials: These are supplemental or ancillary materials that publishers offer "free with order" during the first year of adoption and purchase. In subsequent years, these items must be purchased at the price listed in the FSBD Catalog. These items are meant to last the length of the adoption and the count per teacher should be reconciled at the school each year.

Computer-Assisted-Instruction (CAI) Materials: Software used for instruction or intervention. This software is district purchased and/or approved.

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

INSTRUCTIONAL MATERIALS ADOPTION GUIDELINES

Taylor County is a closed district. This means that all initial calls from companies and sales representatives regarding textbook purchase should be directed through the district office. The Instructional Services Department should be contacted if sales representatives contact the school without going through the district office. A sales representative will not be sent to a school from the district office without prior notification from the Instructional Services Department to the school. All vendor

presentations during an adoption year are coordinated through the Instructional Services Department.

INSTRUCTIONAL MATERIALS ADOPTION PROCEDURES

1. The District adoption cycle for instructional materials shall align with the State cycle except where a separate District adoption is considered necessary. Subject areas to be reviewed will be posted on the district web site and published in the Instructional Materials Handbook. Adopted materials shall be used during the adoption cycle until physically unusable, until replaced with newly adopted materials, or until the course is no longer offered.
2. The District review will focus on evaluating materials that are submitted by publishers for State adoption or other materials available at the time from appropriate publishers. The goal will be to recommend the most suitable materials for District adoption in Taylor County.
3. In the selection of instructional materials to be used in the District, the criteria used to determine the propriety of the materials shall include: alignment with course state standards provided for in FS 1001.03, the educational purpose to be served by the materials, the degree to which the materials encompass the instruction required by the State Board of Education and the District School Board, and a consideration of the racial, ethnic, socioeconomic, and cultural diversity of the students of the District. No book or materials that contain hard-core pornography or are otherwise prohibited by FS 847.012 and/or 847.0133 shall be recommended for use in District schools.
4. For District-wide adoption in core subject areas, teachers who teach the subject at the appropriate grade level and who are not on the District committee will be afforded opportunities to review samples of the top two or three-rated publishers' programs and give input. Teachers' comments will be reviewed at district level and weighed as a factor in the final decision-making process.
5. Members of any District instructional materials adoption committee will receive instructions that they are prohibited from accepting gifts, money, emoluments, or other valuables which shall directly or indirectly influence the adoption or purchase of any instructional materials. These prohibitions apply to committee members. Committee members shall conduct themselves in the best interest of students in support of the district's mission statement.
6. Each District adoption committee member will receive an overview of the evaluation techniques to be used, characteristics of effective instructional materials and the skills necessary to make valid, culturally sensitive, and objective decisions regarding the content and rigor of instructional materials. In addition to conducting topic comparisons, horizontal traces, and vertical traces where appropriate, the review process will include scrutiny of each program's alignment to the state standards and the assessments that are based on those standards.
7. The adoption calendar will be adhered to by the district.
8. All adoption decisions are to be completed by May 1st of the school year in order to ensure that orders may be placed, and materials received in sufficient time for the beginning of the subsequent school year.

Instructional Materials Review:

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

- One or more parents who currently have children in the Taylor County School System
- One or more teachers who are certified in and/or currently teach the subject for which materials are being considered for adoption - At least two-thirds of the committee will be comprised from this group. ESE personnel will be included in the committee.
- One or more district-level instructional personnel with expertise in the area for which materials are being considered for adoption – This may be a school-level administrator.
- Community representation on the Instructional Materials Review Committee is encouraged.

The selected district committee members will carefully review the newly state-adopted instructional materials according to the identified needs of the school, students, and community and the required standards for the course(s).

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

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

Once the committee has met, an open review by all teachers of the subject or course will begin. Teachers will have a specified length of time to review and evaluate the materials with the assistance of the information provided by the committee. Horizontal and vertical team meetings will be held at the school level to discuss the strengths of each text as they relate to the specific needs of each group of students. Teachers will be encouraged to teach lessons from the sample texts during the review period.

Teachers at each grade level at each school will come to a consensus on their first and second choices.

These votes will be submitted to the school administration. The compilation of school votes will be submitted to the Director of Instruction or designee for a district tally. Based upon this information the district decision will be made with final approval by the Superintendent. Upon approval by the Superintendent, the district curriculum will be correlated to the new materials and schools will be ready to order textbooks for the following year. It is anticipated that textbooks will be ordered during the first year of the adoption cycle.

GENERAL TIMELINE FOR THE ADOPTION PROCESS

FRAME	TASK	RESPONSIBILITY
July	Review of the state adoption cycle with specific plans for the upcoming adoption	District Instructional Services Department
August	Specific Timeline distributed to administrators and shared with teachers. Preparation of subject-specific survey, as needed.	District Instructional Services Department and School Administrators
November	Information from surveys shared with administrators and teachers. Receipt of list of books recommended by state committees for state adoption, if available. District review of curriculum ongoing based on information from surveys and any new state requirements.	Instructional Services Department
December	<p>Samples of all texts on the state-adopted lists are ordered for schools. This will be modified as needed to align with the state's requirement that the samples be provided in digital format.</p> <p>The exception will be when multiple non-core areas are up for adoption at the middle and high school levels. Schools will be requested to review the list and determine which books they need to see.</p> <p>Determination of the need for publisher presentations.</p> <p>Advertisement of the need for Instructional Materials Review Committee Members.</p>	Samples are ordered by the Instructional Services Department and shipped directly to schools.
January	Textbook samples arrive in schools by the third week in January. Textbook chairpersons and principals are responsible for contacting the Instructional Services Department if they fail to receive the requested samples. Instructional Materials review committees meet	Instructional Services Department, Textbook Chairpersons, Principals
February	Ongoing review of texts in schools. Links to all samples available on the district website for public review. Public input portal active.	Textbook Chairpersons and Principals Coordinated at the school level. School

	Representatives from district review committees are given time to share information. Grade levels meet to reach consensus. Vertical teams meet to discuss strengths/weaknesses of texts across grade levels. Recommendation for adoption is finalized by the Instructional Materials Review Committees.	administrator collects all review sheets making sure that each grade level and/or department has clearly indicated a first and second choice. Review sheets and school compilation of votes are submitted to the Instructional Services Department.
March/April	Open Board Meeting for considering the materials to be adopted is advertised. Board Meeting held according to required timeline. Anticipated number of new student books to be ordered for the upcoming school year due to the Instructional Services Department no later than March 20th. Report of anticipated number of books to be ordered due to state no later than April 1 st . Purchase orders due to the District Office by May 5th.	Instructional Services Department Principal or designee Director of Instruction
April/May	Orders completed at schools. Transmitted to the District Office no later than the end of the first week in May.	Principals/Instructional Materials Chairpersons

OBTAINING SPECIMEN (SAMPLE) BOOKS

During an adoption year the following process will be followed:

Step 1: The district coordinator will notify each school of the publisher and titles of books newly adopted by the State Board of Education.

Step 2: Sample copies of newly adopted texts for core subjects will automatically be ordered by the district coordinator for direct shipment to schools. Samples should arrive in schools by mid-January.

Step 3: Textbook managers in cooperation with school administrators should ensure that the samples are appropriately displayed and/or circulated so that all teachers have the opportunity to review the texts. The sets should be kept intact throughout this process.

Step 4: The Director of Instruction or designee will inform the school if any samples must be returned to publishers.

Step 5: After a text has been chosen by district teachers and approved by the Superintendent, the Director of Instruction or designee will ask the schools to distribute samples as they wish.

A specimen set of selected materials should remain available at each school for review of parents and other interested citizens for the duration of the adoptive cycle. Specimen sets for books that are not part of uniform district adoptions for core subjects must be requested from the District Coordinator. They will not automatically be ordered. (Examples: technology, drama, music, etc.) The principal must call the Director of Instruction or designee and request samples of these texts be sent to the school. The Director of Instruction or designee will contact the publisher and request that the samples be shipped.

SELECTING NON-STATE ADOPTED INSTRUCTIONAL MATERIALS

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

SELECTION PROCEDURES FOR TRADE BOOKS TO BE USED FOR CLASS INSTRUCTION

Any TRADE BOOK used in classroom instruction (for which a class set is purchased) shall be reviewed according to whether it

- has positive educational merit;
- addresses a subject that is grade-level appropriate;
- is the appropriate reading level for the grade;
- is free of undue controversy or inappropriate content or language;
- has student appeal;

- is not included on any other grade level's reading list.

When a teacher is made aware of a book and feels that the book would positively impact classroom instruction, the following steps should be followed for approval of the book.

1. The teacher suggests the book to the principal who arranges for an administrator or designee to read and review the book.

Note: A form to facilitate this process is provided in the forms section of this handbook.

2. If the administrator finds the book to be appropriate, the teacher then arranges for at least one other grade-level teacher to read and review the book.
3. If the reviewers agree that the book meets the criteria listed above, it can then be purchased for use in classroom instruction.
4. A separate form is available if a person wishes to request the addition of a book to the district reading list.

SCHOOL/TEACHER CONTACT WITH SALES REPRESENTATIVES

Contact with publishers' sales representatives should be coordinated through the district office. Especially during an adoption cycle, no sales representative should visit a school without prior notification from the Director of Instruction or designee. If a sales representative fails to follow this directive the school administrator should contact the Director of Instruction or designee of the violation. All orders of materials should follow the process as outlined in this manual. No materials should be requested directly from sales representatives without the knowledge of the Director of Instruction or designee.

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

UNIFORM TEXTBOOK ADOPTIONS

We maintain uniform texts for the core subjects for grades K-5, 6-8 and 9-12. In addition, we have uniform texts for Algebra I and Geometry for both middle and high school. Anytime the same subject/course is taught by multiple teachers a uniform text is used.

Uniform adoptions are district coordinated and monitored. Selections are made after thorough teacher examination and public review. At each school, teachers reach consensus by grade level and/or subject area, the Instructional Materials

Review Committee reviews texts and teacher votes, and recommendation to the Superintendent are based on the consensus with heavy weight being given to teacher votes.

MANAGEMENT OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS

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

- (1) The Principal shall be responsible for an accurate and complete account of all district- owned textbooks. This includes textbooks purchased as part of a district adoption or any instructional material purchased through school or district funds. Monies collected for lost and damaged textbooks will be forwarded to the district office with the annual textbook inventory –due no later than June 30 of each year.
- (2) The Principal shall work with faculty to establish an expectation and procedural guidance for assuring that textbooks, including trade books and other instructional materials, are maintained appropriately and without undue loss.
- (3) Each teacher shall be responsible for seeing that the students take care of textbooks and shall collect and report to the Principal all monies collected for lost or damaged books.
- (4) There shall be collected from each student or his parent the purchase price of each book lost, destroyed, or unnecessarily damaged and such an amount shall be transmitted to the Superintendent together with the student's name and address. If the textbook is destroyed, lost, or damaged, the full purchase price of the lost textbook may be collected from the student regardless of the age of the text. If a book is unnecessarily damaged but still usable, a \$5.00 fine shall be charged to the student.
- (5) When a student has lost or damaged a library or textbook and failed to pay the assessed amount, the principal may direct the transfer of the permanent record even though the assessed amount has not been paid.
- (6) Under no conditions may a report card or progress report be delayed or may grades be withheld from the permanent record for failure to pay an assessment for destroyed, lost or damaged books or for any cause. (Rule 6A-1.955, SBER) However, the failure to collect such sum upon reasonable effort by the school principal may result in the suspension of the student from participation in extracurricular activities or the satisfaction of the debt by the student through community service activities at the school site as determined by the school principal, pursuant to policies adopted by district school board rule.
- (7) The responsibility for installing a new series of adopted textbooks rests with the principal after consultation with the Instructional Services Department. Careful planning and forethought shall precede the introduction of new textbooks. ALL instructional materials must be evaluated using an approved form prior to purchase. All evaluation forms must be forwarded to the district Instructional Services Department prior to ordering.

- (8) All teachers are required to use current district-adopted textbooks as their main tool(s) of instruction. Other texts may be used as supplemental materials only.
- (9) It is the principal's responsibility to effectively communicate to parents the manner in which instructional materials are used to implement the curriculum objectives of the school.
- (10) Each principal shall be responsible for cooperating with the district personnel to provide the superintendent, in a timely manner, with a plan for instructional materials use.
- (11) Each principal shall be familiar with the laws and policies as they relate to instructional materials.

Significant Deadlines for Principals and Textbook Managers

End of Preplanning	All textbooks are distributed to teachers. Distribution is based on class size and teaching assignment(s)
End of August	School procedures for maintaining the textbook inventory communicated to teachers
End of September	Communication with Director of Instruction concerning current adoption Requirements
Beginning of December	Assurance that all samples for current adoption have been distributed to the appropriate teachers in the school.
Beginning of January	Communication with teachers to remind of February/March deadline for votes in the current adoption.
February/March (deadline communicated annually)	All votes for the current adoption due to the Director of Instruction.
March 30th	Projection of order for newly adopted books due to the Director of Instruction
End of April	Decisions concerning ancillary materials and teacher needs for current adoption made.
End of First Week of May	Predated purchase order for newly adopted materials submitted to the Director of Instruction.
June	Determine recycling needs and communicate these to the Director of Instruction). Annual textbook inventory with

	accompanying check for collected textbook monies submitted to the Director of Instruction.
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SALE OF TEXTBOOKS

- (1) Textbooks which are unused and in current adoption may be purchased by the public from the schools at the net wholesale price plus the cost of shipping from the Florida School Book Depository.
- (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.
- (3) The following legend shall be stamped in each book which is sold: "This book has been sold by the Taylor County School Board and the ownership label is no longer valid."

DISPOSING OF SURPLUS, OBSOLETE AND UNUSABLE TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Instructional materials which become unserviceable or surplus or are no longer on state contract shall be disposed of as provided herein.

- (1) Usable surplus and obsolete instructional materials no longer under contract to the state shall be made available to other schools in the district prior to disposal. Any material which is not requested by another school in the district may be disposed of by:
 - a. giving or lending the materials to other public education programs within the district or state, to teachers to use in developing supplementary teaching materials, to students or others, or to any charitable organization, governmental agency, private school, or state.
 - b. selling the materials to used book dealers, recycling plants, pulp mills, or other persons, firms, or corporations upon such terms as are most economically advantageous to the district school board. Please note: The district Instructional Services Department coordinates an annual recycling pickup in June. Information concerning pickup dates and times is sent to school principals and textbook chairpersons.
- (2) The district coordinates recycling of surplus textbooks each summer.
 - a. The school must communicate to the Instructional Services Department the ISBN number and quantity of all instructional materials to be recycled.
 - b. Books must be boxed with contents list on the outside of each box.
 - c. Boxes will be delivered to the District Office as communicated by the Instructional Materials Department for pick up by the recycling company.

(3) Instructional materials that cannot be disposed of as provided in subsection (1) or (2) may be destroyed or discarded.

(4) All monies received by reason of sale, exchange or other disposition of instructional materials shall be deposited into the appropriate district fund for instructional materials and then credited back to the school's instructional materials account.

(5) State Board of Education Rules shall prevail whenever any provision of these rules conflicts.

ALL SURPLUS MATERIAL MUST BE STAMPED "NO LONGER PROPERTY OF TAYLOR SCHOOL BOARD." A stamp is located at each school for this purpose.

Fines and Fees for Lost and Damaged Books:

Each school shall maintain a current list of the replacement costs of all textbooks.

If a book is lost, the entire purchase price of the book shall be charged to the student for collection.

If an instructional material is damaged to the point of being rendered unusable, the entire purchase price of the book shall be charged to the student for collection.

If an instructional material is damaged but is still usable, a fine of \$5.00 shall be charged to the student for collection. An example of this type of damage could be a book in which the student has marked on several pages with a marker or torn out a blank page. The book is damaged but still usable. The school will not determine different levels of fees for different damages.

Penalties for Failure to Pay for a Damaged or Lost Instructional Material:

The failure to collect such sum upon reasonable effort by the school principal may result in suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school Principal, pursuant to policies adopted by district school board rule.

DISTRICT PROCEDURES FOR ORDERING FROM THE DEPOSITORY

A. SCHOOL PROCESS

Requisition (ordering) forms are available at <http://www.floridaschoolbook.com>. At this website you may select the appropriate form for ordering instructional materials from the Florida School Book Depository. Once you have created an accurate list of materials attach the list to a valid purchase order and send it to the district coordinator. **Please note at the bottom of the purchase request whether or not the materials are State Adopted.**

B. DISTRICT PROCESS

Upon receipt of the purchase order and requisition the Director of Instruction or designee will recheck the figures, make a copy for the files and forward the information to the finance office for processing. Once the signature of the superintendent is obtained and the purchase order is given a number, the information will be returned to the Director of Instruction or designee, who then will return the purchase order to the school to be mailed or faxed.

C. SCHOOL PROCESS

The school will mail or fax the processed purchase order and list to the depository. The school will receive the textbooks directly from the depository.

D. ADDRESS

Main Warehouse: Ships and receives material for Grades K – 8

1125 N. Ellis Road
Jacksonville, FL 3225

Secondary Warehouse: Ships and receives material for Grades 9 – 12

350 Ellis Road
Jacksonville, FL 32254

The packing ticket for each order will contain the name of the warehouse and the address from which your shipment originated.

DISTRICT PROCEDURES FOR RECEIVING MATERIALS FROM THE DEPOSITORY

A. DISTRICT PROCESS

The original invoice from the FSBD will be forwarded to designated school personnel at the receiving school from the Director of Instruction or designee.

B. SCHOOL PROCESS

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

- (1) Indicate the material received on the invoice.
- (2) Sign and date the invoice after ALL materials have been received and give them to the designated school personnel.
- (3) The designated personnel will sign the green receiving report (purchase order) and return to the Director of Instruction or designee with the signed invoice. The school may keep a copy of the invoice for their records.
- (4) Note: In the case of partial shipment from the School Book Depository, we are able to make partial payment in order to avoid prolonged payment delay due to backorders. In the case of a partial shipment, attach the PO to the invoice and note on the invoice "Make Partial Payment". Forward this to the Instructional Services Department.

C. District Process

The Director of Instruction or designee will check the invoice and receiving report for agreement and will then send it to the finance office for payment.

RECEIVING MATERIALS FROM OTHER VENDORS

Once ALL materials are received on a purchase order, the school textbook chairperson signs and dates the invoice. The signed invoice is given to the school secretary for processing. The school secretary will sign off on the receiving report, attach the signed invoice and send to the finance office at the District Office.

CHECKING IN INSTRUCTIONAL MATERIALS

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

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

Summer Deliveries: Be sure to note the time/date you wish the shipment to arrive at the school.

RETURNING BOOKS TO THE DEPOSITORY

UNDAMAGED BOOKS BEING RETURNED FOR CREDIT:

Only unstamped and unused books may be returned to the depository for credit. NO ITEM MAY BE RETURNED WITHOUT PRIOR AUTHORIZATION from the depository! For authorization log onto www.fsbdd.com and follow the directions under "Customer Service".

Be prepared to provide the following information:

- (1) Quantity, code number and title of item to be returned.
- (2) Copy of the invoice, if possible, or the number and date of the invoice.

Only items that are unused, unstamped and in resalable condition will be accepted for credit.

The address for return shipments is located in the front of the Florida School Book Depository (FSBD) catalog.

DAMAGED BOOKS BEING RETURNED FOR CREDIT AND/OR REPLACEMENT:

Damaged books may be returned even if they have been stamped. Go to the FSBD website (www.fsbdd.com). Look for "Customer Service." Click on "Report Damaged Materials." Complete information as requested. FSBD will arrange for the pickup of the materials. The extent of the damage to the materials will be evaluated by FSBD and reported to the publisher. Arrangements for replacement will be made at that time. Please copy the Director of Instruction or designee on all correspondence.

PRINCIPAL'S ANNUAL TEXTBOOK INVENTORY

Each year, the principal is required to submit to the district office an inventory of textbooks. The inventory includes instructional materials purchased with textbook funds, whether or not they are on the state adopted list. In addition, the Report of Unserviceable and Surplus books should be attached. The Annual Textbook Inventory should list all texts and instructional materials (see definition on page 1) used as a regular part of classroom instruction. The inventory should definitely include those materials purchased with instructional materials money as well as instructional materials purchased through other projects.

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

The Textbook Manager, under the authority of the Principal, shall:

- (1) coordinate the verification of the inventory numbers,
- (2) note discarded titles,
- (3) note purchased items,
- (4) identify lost texts and the money collected.

The principal shall:

- (1) review the textbook inventory,
- (2) instruct staff to report textbook numbers to the Textbook Chairperson,
- (3) review the final inventory with the Textbook Chairperson for accuracy,
- (4) sign the textbook inventory,
- (5) direct the bookkeeper to prepare a check for all textbook monies collected – this should match what is reported on the textbook inventory,
- (6) forward the inventory with the attached check to the District Office no later than June 30th of each year.

LIBRARY MEDIA MANAGEMENT PROCEDURES AND CONSIDERATIONS:

Selection Guidelines:

1. The primary objective of the school library media program is to implement, enrich, and support the educational program of the school. It is the duty of the media specialist to provide a wide range of materials on different levels of difficulty, with diversity of appeal, and representing different points of view. The inclusion of any item in a collection does not necessarily mean that the School Board or the school advocates or endorses the contents of that item. In fulfilling this responsibility each school library media specialist shall:
 - A. Provide an up to date (within a 10-year) collection of instructional and supplemental materials that will enrich and support the curriculum, considering the varied interests, abilities, and maturity levels of the students being served.
 - B. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
 - C. Provide a background of information which will enable students to make intelligent and informed judgments in their daily lives.
 - D. Provide materials from different points of view on controversial issues in order that young citizens may develop under guidance, the practice of critical analysis of all media.
 - E. Provide materials representative of the many religious, ethnic and cultural groups, and of their contribution to the heritage and culture of America and the world.
 - F. Place principle above personal opinion and reason above prejudice in the selection of materials and information resources of high quality in order to assure a comprehensive collection appropriate for the users of the library media center.
2. Care should be given to include input from all teachers and curriculum requirements when determining media collection needs for the school.
3. **Legal Responsibility for Selection** – The Taylor County School Board is legally responsible for the operation of schools. The responsibility for the selection of school library media center materials is delegated by the Board to the professional school media specialists with approval for purchase by the principals. Final approval is required from the Superintendent of Taylor County School Board. Elementary schools are required to publish, on the website, a list

of all materials maintained in the school library or required as part of a booklist used in a classroom.

Purchasing Guidelines for School Media Specialists:

1. Fund Sources:

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

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

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

3. Guidelines:

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

Weeding Guidelines:

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

1. Factors to Consider in Deciding to Withdraw Media

- A. Physical Qualities – Media too badly worn to be repaired, books with extremely fine print, yellowed paper, and media with an overall unattractive appearance should be withdrawn.

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

2. Guidelines for Discard

- A. Unused, inactive
- B. Outdated (recommended if 15 years or older, except for history books)
- C. Does not align with the curriculum
- D. Worn out
- E. Inaccurate, misleading
- F. Inappropriate for the school population

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

- A. Follett Titlewave's Collection Management

4. Weeding Follow-up

Once materials have been identified for removal, they must be deaccessioned and physically removed from the collection.

- A. Remove records from the computerized catalog and track as 'weeded'.
- B. Refer to page 12 of this handbook for guidelines regarding disposal of instructional materials. The same guidelines apply to media materials. Options

include: directing them to teachers for classroom use; cannibalizing the materials for various instructional activities; giving them to students for individual use; recycling the materials.

Copyright Guidelines:

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

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

FAIR USE Guidelines:

One of the rights accorded to the owner of copyright is the right to reproduce or to authorize others to reproduce the work in copies or phonorecords. This right is subject to certain limitations found in sections 107 through 118 of the copyright law (title 17, U. S. Code). One of the more important limitations is the doctrine of "fair use." The doctrine of fair use has developed through a substantial number of court decisions over the years and has been codified in section 107 of the copyright law. Section 107 contains a list of the various purposes for which the reproduction of a particular work may be considered fair, such as criticism, comment, news reporting, teaching, scholarship, and research. Section 107 also sets out four factors to be considered in determining whether or not a particular use is fair.

- The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes

- The nature of copyrighted work
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole
- The effect of the use upon the potential market for, or value of, the copyrighted work

The distinction between what is fair use and what is infringement in a particular case will not always be clear or easily defined. There is no specific number of words, lines, or notes that may safely be taken without permission. Acknowledging the source of the copyrighted material does not substitute for obtaining permission.

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

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

The safest course is to get permission from the copyright owner before using copyrighted material. The Copyright Office cannot give this permission. When it is impracticable to obtain permission, you should consider avoiding the use of copyrighted material unless you are confident that the doctrine of fair use would apply to the situation. The Copyright Office can neither determine whether a particular use may be considered fair nor advise on copyright violations. If there is any doubt, it is advisable to consult an attorney.

FL-102, last updated February 2025 U.S. Copyright Office
<http://www.copyright.gov/fls/fl102.html>

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

Fair use guidelines DO NOT preempt or supersede license agreements and contractual obligations. All employees are required to err on the side of caution when in doubt about the use or copying of copyrighted materials.

Appendices/forms

- Appendix A: Florida State Statutes
- Appendix B: Florida Instructional Materials Adoption Schedule
- Appendix C: Taylor County School District Policies
- Form: Instructional Material Evaluation Rubric
- Form: Request for trade book review
- Form: Objectional Materials Submission Form
- Form: Principal's Annual Textbook Inventory
- Form: Taylor County School District Textbook Buyback form
- Instructional Materials Currently Used

Appendix A: Florida State Statutes

<https://www.fl DOE.org/academics/standards/instructional-materials/instructional-materials-statutes.shtml>

1006.28	Duties of district school board, district school superintendent; and school principal regarding K-12 instructional materials
1006.32	Prohibited acts
1006.35	Accuracy of instructional materials
1006.36	Term of adoption for instructional materials
1006.37	Requisition of instructional materials from publisher's depository
1006.40	Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books
1006.41	Disposal of instructional materials
1006.42	Responsibility of students and parents for instructional materials
1011.67	Funds for instructional materials

Appendix B: Florida Instructional Materials Adoption Schedule FOR ADOPTION YEARS 2024-2025 THROUGH 2028-2029

Adoption Year	Subject Area	Specifications and Criteria Available	State Adoption Process	Effective Date of Contract April 1 - March 31
2024-2025	English Language Arts, K-12; Personal Financial Literacy and Money Management, 9-12; Mathematics Intervention Materials, K-4 and English Language Arts Intervention Materials, K-3	Nov. 2023	April 2024-2025	2025-2030
2025-2026	Career and Technical Education, World Languages, Art, Music, Dance and Health, K-12; 6-12 Additional English Language Arts	June 2024	November 2024-December 2025	2026-2031
2026-2027	Mathematics and Computer Science, K-12	January 2025	June 2025 - July 2026	2027-2032
2027-2028	Social Studies, K-12	January 2026	June 2026- July 2027	2028-2033
2028-2029	Science, K-12	January 2027	June 2027- July 2028	2029-2034

Updated: 7/2025

Appendix C: Taylor County School District Policies

<https://go.boarddocs.com/fl/taylor/Board.nsf/Public>

TCSB policy #2520	Selection and adoption of Instructional Materials
TCSB policy #2215	Program of Instruction
TCSB policy #2210	Curriculum Development
TCSB policy #2240	Controversial Issues
TCSB policy #2622	Challenges to adoption or use of instructional, library, or reading list materials

Taylor County Schools

Instructional Material Evaluation Rubric

Textbook Title: _____ Content Area: _____

Publisher: _____ Copyright: _____

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

Section A: Organization/Layout

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

Section A Total: _____/18

Section B: Content

Descriptor	3 Fully Evident	2 Mostly Evident	1 Partially Evident	0 Little or no Evidence	Evidence/Comment
B1. The content of the text is closely aligned and fully supportive of the required state standards for the course.					
B2. Content is accurate and comprehensive in scope.					
B3. Materials support the acquisition of academic vocabulary and content area reading skills.					
B4. Content and teacher support materials provide support for a variety of learning styles and needs.					
B5. Content is respectful of and representative of multicultural populations. Refrains from gender or income-related biases.					
B6. Content instruction provides for the differentiated needs of learners.					
B7. Scaffolded support is evident; could include enrichment and/or reteaching activities.					
B8. Readability and content are age and grade level appropriate.					

Section B Total: _____/24

Section C: Assessment

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

Section C Total: _____/15

Section D: Technology

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

Section D Total: ____/15

Section E: Professional Development and Support

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

Section E Total: ____/12

Section F: Teacher's Guide and Ancillary Materials

Descriptor	3 Fully Evident	2 Mostly Evident	1 Partially Evident	0 Little or no Evidence	Evidence/Comment
F1. The teacher's guide has clearly stated goals and objectives.					
F2. Program/additional materials meet the needs of individuals by addressing the variety of learning needs and styles.					
F3. Program/additional materials meet the needs of individuals who require enrichment or extension.					
F4. Program/additional materials meet the needs of individuals who require remediation and re-teaching.					
F5. Options are available for ELL students.					
F6. Resources support a variety of presentation styles.					
F7. Support is provided for MTSS					

Section F Total: ____/21

Summary:

Overall Impression: _____ Positive _____ Neutral _____ Negative

Total Points:

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

Additional Comments:

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

_____ Recommended without reservation for district adoption.

_____ Recommended with reservation for district adoption.

_____ Not recommended for district adoption.

Taylor County Schools

REQUEST FOR TRADE BOOK REVIEW

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

Teacher Requesting

Review: _____ Date: _____

Title of

Book: _____

Author: _____ Publisher: _____

Grade or

Course: _____

Have you read this book in its entirety?

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

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

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

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

Teacher's Signature

Principal's Signature

****Signatures indicate approval.**

Taylor County Objectionable Materials Submission Form

The following may be filled out by Parents/Guardians of Taylor County School District students, currently enrolled TCSD students, or community members of Taylor County using criteria outlined in CS/CS/HB 1069 (Ch 23-105) to determine appropriateness.

School Site: _____

Media Title: _____

Author/Publisher: _____

Media Location: School Library Internet Teacher's Classroom Other

Please select one or more of the following reasons why the media should be reviewed:

____ Includes Pornographic Material as defined in s.847.012, F.S.

____ Developmentally Inappropriate

____ Cognitively Inappropriate

____ Depicts or describes sexual conduct as defined in s. 847.001(19)

Please provide a brief description of why the media should be reviewed:

Your name: _____

Select One: Parent/Guardian Community Member

Email Address: _____

Phone Number: _____

Forms may be submitted electronically to jill.rudd@taylor.k12.fl.us or in person at any school site or at the TCSD District Office.

For District Use:

Received date: _____ (material removed from circulation within 5 days)

Reviewed date: _____ (within 30 days of received)

Reviewed by:

1. _____ 2. _____ 3. _____

Discussion/Decision

PRINCIPAL'S ANNUAL TEXTBOOK INVENTORY

Each year, the principal is required to submit to the district office an inventory of textbooks. The inventory includes instructional materials purchased with textbook funds, whether or not they are on the state adopted list. In addition, the Report of Unserviceable and Surplus books should be attached. The form is available on disk upon request from the Curriculum Office. The Annual Textbook Inventory should list all texts and instructional materials (see definition on page 1) used as a regular part of classroom instruction. The inventory should definitely include those materials purchased with instructional materials money as well as instructional materials purchased through other projects.

The Annual Instructional Materials Inventory Form was developed to assist school personnel in the preparation of this inventory. The form consists of five (5) major areas: General Information, Identification, Receipts, Distribution During the Year, and Fines.

Specific information required within these areas is identified below.

General Information

School

Date

Principal's Signature

Page number

Identification

This section has been completed on books reported at the end of the previous year. For all new materials you must use blank copies of the form and complete this area and the remaining areas.

Receipts

On Hand, July 1	This column should show the number of copies which were on hand on July 1 or the beginning of this fiscal year. These books include those which you reported as having "on hand" on last year's inventory. The Curriculum Office automatically fills in this information based on what was supplied at the end of the last fiscal year. If it is missing it is the school's responsibility to fill it in.
Found	This column should indicate the number of books which were not counted last year but have since been found and added back into inventory.
Received	This column should show the number of additional copies which have been acquired since July 1. These are materials which have been purchased during the most recent school year or fiscal year.
Grand Total	This column should be the total number of books which were available for use during the year. This is a total of those copies

reported as “on hand July 1” plus those which were “found” plus those which were “received”. Please check your addition. This indicates the number you must account for. This column grand total and the grand total at the end should be equal.

Distribution During Year- This portion indicates what has happened with total receipts.

Recycled/Disposed of	These are books which you disposed of through the policy of “Disposal of Instructional Materials”. If you plan to discard any books prior to July 1, please indicate the number here. If you sold any of these books to surplus, put the number of books sold here. If you collected money for this the amount should be recorded in the Amount Collected column.
Consumed	These are the number of copies which have been consumed. These are workbooks.
Paid For	These are books which were damaged beyond reuse or lost, and for which some fees were collected. Report the monies collected in the “Amount Collected” column.
Charged/No Pay	These are books which were lost or damaged by students and for which students were charged but failed to pay.
No Record	This number represents the number of copies for which you can find no record. (You simply do not know what happened to these materials.) If large quantities appear in this column, your counting or control procedures should be questioned. However, on occasion, books are misplaced and overlooked when a count is made. Usually, books accounted for in this column will show up on next year’s inventory in the column “Found”.
Usable On Hand	These are books which are available and are usable for another year. The majority of your books should be in this category.
Grand Total	The number of copies listed here should be the sum of those listed in all the other columns under “Distribution During the Year” except “Total on Hand”. This number should be equal to the “Grand Total” from the section on receipts. If not, please go back and recheck your counting.
Amount Collected	Report the amount collected. This column must include dollars collected as a result of fines o surplus sale. It is the duty of the principal to collect from each pupil or his parent the purchase price of instructional materials the pupil has lost, destroyed, or unnecessarily damaged and to report and transmit such amounts to the Superintendent.

A check totaling the amount collected should accompany the inventory. This amount will be added to your textbook allocation for the following year.

The form will be transmitted electronically to the Principal and to the Textbook Manager.

School	
Date	
Principal's Signature	
Page Number	

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Instructional Materials Currently Used 2025-2026

TCPS

Grade	Subject	Company	Materials Used	State Adopted Y/N	Year of Adoption
K	Math	Cengage	Big Ideas	Y	2022
		McGraw -Hill	Number Worlds	N	2025
	Science	Discovery Ed	Science Techbook	Y	2024
	ELA	McGraw Hill	Wonders	Y	2021
		McGraw-Hill	Reading Mastery	Y	2025
	Social Studies	Studies Weekly	My Home & School Community	N	2023
1st	Math	Cengage	Big Ideas	Y	2022
		McGraw -Hill	Number Worlds	N	2025
	Science	Discovery Ed	Science Techbook	Y	2024
	ELA	McGraw Hill	Wonders	Y	2021
		McGraw-Hill	Reading Mastery	Y	2025
	Social Studies	Studies Weekly	My Place in Time & Space	N	2023
2nd	Math	Cengage	Big Ideas	Y	2022
		McGraw -Hill	Number Worlds	N	2025
	Science	Discovery Ed	Science Techbook	Y	2024
	ELA	McGraw Hill	Wonders	Y	2021
		McGraw-Hill	Reading Mastery	Y	2025
	Social Studies	Studies Weekly	The World Around Me	N	2023

TCES

Grade	Subject	Company	Materials Used	State Adopted Y/N	Year of Adoption
3rd	Math	Cengage	Big Ideas	Y	2022
		McGraw -Hill	Number Worlds	N	2025
	Science	Discovery Ed	Science Techbook	Y	2024
	ELA	McGraw Hill	Wonders	Y	2021
		McGraw-Hill	Corrective Reading	Y	2025
	Social Studies	Studies Weekly	My Community, My State	N	2023
4th	Math	Cengage	Big Ideas	Y	2022
		McGraw -Hill	Number Worlds	N	2025
	Science	Discovery Ed	Science Techbook	Y	2024
	ELA	McGraw Hill	Wonders	Y	2021
	Social Studies	Studies Weekly	Our Changing State	N	2023
5th	Math	Cengage	Big Ideas	Y	2022
	Science	Discovery Ed	Science Techbook	Y	2024
	ELA	McGraw Hill	Wonders	Y	2021
	Social Studies	Studies Weekly	Our State, Our Nation	N	2023

TCMS

Grade	Subject	Company	Materials Used	State Adopted Y/N	Year of Adoption
6th	Math	EdGems	Florida EdGems Math	Y	2022
	Science	Pearson	Elevate Science	Y	2018
	ELA	McGraw Hill	StudySync	Y	2021
		HMH	Read180	Y	2021
		iReady	ELA	N	2019
	Social Studies	National Geographic/Cengage	World History Ancient Civilizations Florida Edition	Y	2023
7th	Math	EdGems	Florida EdGems Math	Y	2022
	Science	Pearson	Elevate Science	Y	2018
	ELA	McGraw Hill	StudySync	Y	2021
		HMH	Read180	Y	2021
		iReady	ELA	N	2019
	Social Studies	National Geographic/Cengage	Civics & Citizenship Florida Edition	Y	2023
8th	Math	EdGems	Florida EdGems Pre-algebra	Y	2022
	Math	EdGems	Florida EdGems Algebra I	Y	2022
	Science	Pearson	Elevate Science	Y	2018
	ELA	McGraw Hill	StudySync	Y	2021
		HMH	Read180	Y	2021
		iReady	ELA	N	2019
	Social Studies	National Geographic/Cengage	American Stories Beginnings to 1877 Florida Edition	Y	2023

TCHS

Grade	Subject	Company	Materials Used	State Adopted Y/N	Year of Adoption
9th	Math	McGraw Hill	Florida Reveal Algebra I	Y	2022
	Science	HMH	Environmental Science	Y	2018
	ELA	SAVVAS	My Perspectives	Y	2021
		Perfection Learning	Collections	Y	2021
		HMH	Read180	Y	2021
	Social Studies	SAVVAS	Florida World History Interactive	Y	2023
	Social Studies	Ramsey Solutions	Foundations in Personal Finance	Y	2025
	Spanish 1	HMH	Avancemos! 1	N	2020
	Spanish 2	HMH	Avancemos! 2	N	2020
10th	Math	McGraw Hill	Florida Reveal Geometry	Y	2022
	Science	HMH	Biology Florida	Y	2018
	ELA	SAVVAS	My Perspectives	Y	2021
		Perfection Learning	Collections	Y	2021
		HMH	Read180	Y	2021
	Social Studies	National Geographic/Cengage	US History Through the Lens 1877 to the Present	Y	2023
	Spanish 1	HMH	Avancemos! 1	N	2020
	Spanish 2	HMH	Avancemos! 2	N	2020
11 th	Math	McGraw Hill	Florida Reveal Algebra I	Y	2022
	Science	HMH	Chemistry	Y	2018
	ELA	SAVVAS	My Perspectives	Y	2021
		Perfection Learning	Collections	Y	2021
		HMH	Read180	Y	2021
	Social Studies	SAVVAS	Florida Magruder's American Gov't	Y	2023
	Spanish 1	HMH	Avancemos! 1	N	2020
	Spanish 2	HMH	Avancemos! 2	N	2020

12 th	Math	Cengage	Precalculus With Limits: A Graphing Approach	Y	2022
		Cengage	Financial Algebra Tax Update	Y	2022
	Science	HMH	Chemistry II	Y	2018
	ELA	SAVVAS	My Perspectives	Y	2021
		Perfection Learning	Collections	Y	2021
		HMH	Read180	Y	2021
	Social Studies	Savvas Learning	Florida Economics Interactive	Y	2023
		Goodheart-Willcox	Foundations of Financial Literacy	Y	2023
	Spanish 1	HMH	Avancemos! 1	N	2020
	Spanish 2	HMH	Avancemos! 2	N	2020

**TCHS-Credit
Recovery**

Grade	Subject	Company	Materials Used	State Adopted Y/N	Year Implemented
9th	Math	Edmentum	Comprehensive Courses & Tutorials	N	2022
	Science	Edmentum	Comprehensive Courses & Tutorials	Y	2022
	ELA	Edmentum	Comprehensive Courses & Tutorials	Y	2022
	Social Studies	Edmentum	Comprehensive Courses & Tutorials	Y	2022
10th	Math	Edmentum	Comprehensive Courses & Tutorials	Y	2022
	Science	Edmentum	Comprehensive Courses & Tutorials	Y	2022
	ELA	Edmentum	Comprehensive Courses & Tutorials	Y	2022
	Social Studies	Edmentum	Comprehensive Courses & Tutorials	Y	2022
11th	Math	Edmentum	Comprehensive Courses & Tutorials	Y	2022
	Science	Edmentum	Comprehensive Courses & Tutorials	Y	2022
	ELA	Edmentum	Comprehensive Courses & Tutorials	Y	2022
	Social Studies	Edmentum	Comprehensive Courses & Tutorials	Y	2022
12th	Math	Edmentum	Comprehensive Courses & Tutorials	Y	2022
	Science	Edmentum	Comprehensive Courses & Tutorials	Y	2022
	ELA	Edmentum	Comprehensive Courses & Tutorials	Y	2022
	Social Studies	Edmentum	Comprehensive Courses & Tutorials	Y	2022

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Grade	Subject	Company	Materials Used	State Adopted Y/N	Year of Adoption
K	Math	Cengage	Big Ideas	Y	2022
		Ready	Math	N	2019
	Science	McGraw Hill	Inspire Science	Y	2018
	ELA	McGraw Hill	Wonders	Y	2021
		iReady	ELA	N	2019
	Social Studies	Studies Weekly	My Home & School Community	N	2023
1st	Math	Cengage	Big Ideas	Y	2022
		Ready	Math	N	2019
	Science	FBSD	Science Fusion	Y	2011
	ELA	McGraw Hill	Wonders	Y	2021
		iReady	ELA	N	2019
	Social Studies	Studies Weekly	My Place in Time & Space	N	2023
2nd	Math	Cengage	Big Ideas	Y	2022
		Ready	Math	N	2019
	Science	McGraw Hill	Inspire Science	Y	2018
	ELA	McGraw Hill	Wonders	Y	2021
		iReady	ELA	N	2019
	Social Studies	Studies Weekly	The World Around Me	N	2023
3rd	Math	Cengage	Big Ideas	Y	2022
		iReady	Math	N	2019
	Science	McGraw Hill	Inspire Science	Y	2018
	ELA	McGraw Hill	Wonders	Y	2021
		HMH	Read180	Y	2021
		iReady	ELA	N	2019
	Social Studies	Studies Weekly	My Community, My State	N	2023
4th	Math	Cengage	Big Ideas	Y	2022
		iReady	Math	N	2019
	Science	McGraw Hill	Inspire Science	Y	2018
	ELA	McGraw Hill	Wonders	Y	2021
		HMH	Read180	Y	2021
		iReady	ELA	N	2019
	Social Studies	Studies Weekly	Our Changing State	N	2023
5th	Math	Cengage	Big Ideas	Y	2022
		iReady	Math	N	2019
	Science	McGraw Hill	Inspire Science	Y	2018

	ELA	McGraw Hill	Wonders	Y	2021
		HMH	Read180	Y	2021
		iReady	ELA	N	2019
	Social Studies	Studies Weekly	Our State, Our Nation	N	2023