

Office of School Board Attorney
Walter J. Harvey, School Board Attorney

SUBJECT: FINAL READING: TO AMEND POLICY 2510, *INSTRUCTIONAL MATERIALS AND RESOURCES*, AND ACCOMPANYING PROCEDURES MANUAL

COMMITTEE: **ACADEMICS, INNOVATION, EVALUATION & TECHNOLOGY**

LINK TO STRATEGIC BLUEPRINT: **INFORMED, ENGAGED & EMPOWERED STAKEHOLDERS**

At its regular meeting of October 21, 2020, the Board approved Agenda Item G-7 (Instructional Materials) authorizing the amendment of Board Policy 2510, *Instructional Materials and Resources*, as a result of Item H-15 brought forth by Vice Chair Dr. Steve Gallon III on September 9, 2020, to require that (1) all districtwide instructional materials must be reviewed and adopted through the required statutory and policy process, regardless of the length of time they will be in use; and (2) the instructional materials review and adoption process prescribed in Policy 2510 may only be waived by the Board if there is a statewide declared emergency and the Governor suspends the statutory review and adoption process. The waiver request must be approved by the Board before the materials may be used and must include the reasons for the waiver, the anticipated cost of the materials, and a link to the proposed instructional materials. If the emergency purchase of instructional materials is approved by the Board, staff may start using the materials immediately, but must initiate the review and adoption process required by Policy 2510 at the next regular Board meeting.

This item therefore seeks approval to amend Policy 2510, *Instructional Materials and Resources*, as well as the accompanying procedures manual, which is incorporated by reference in Policy 2510, in the manner described above. Additional proposed amendments are proposed to the procedures manual to delete references to outdated programs and clarify the process for schools to request additional instructional materials.

The Notice of Intended Action was published in the Miami Daily Business Review on October 26, 2020 and posted in various places for public information and mailed to various organizations representing persons affected by the amended policies and individuals requesting notification. The time to request a hearing or protest the adoption of these amendments has elapsed.

Attached are the Notice of Intended Action and policy amendments. Changes are indicated by underscoring words to be added and ~~striking through~~ words to be deleted.

RECOMMENDED: That The School Board of Miami-Dade County, Florida, adopt the proposed amendments to Board Policy 2510, *Instructional Materials and Resources*, and the accompanying procedures manual and authorize the Superintendent to file the amended policy with The School Board of Miami-Dade County, Florida to be effective December 9, 2020.

NOTICE OF INTENDED ACTION

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA, announced on October 21, 2020, its intention to amend Board Policy 2510, *Instructional Materials and Resources*, and the accompanying procedures manual, at its regular meeting on December 9, 2020.

PURPOSE AND EFFECT: Amendments are proposed to Policy 2510, *Instructional Materials and Resources*, and the accompanying procedures manual, to require that (1) all districtwide instructional materials must comply with the instructional materials review and adoption processes required under Florida law and Policy 2510 no matter how long the materials will be in use, and (2) that the Policy 2510 instructional materials review and adoption processes may be waived only if there is a statewide emergency declared by the Governor and the statutorily required processes are suspended. The waiver must be approved by the Board before the materials are used, and the waiver request must include the reasons for the waiver, the anticipated cost of the purchase of the materials, and a link to the proposed instructional materials. If the Board approves the waiver, the materials may be used immediately but the adoption and review process in Policy 2510 must be initiated at the next regular Board meeting. The procedures manual is also proposed to be revised to delete references to outdated programs and clarify the process for schools to request additional instructional materials.

SUMMARY: Proposed amendments to Policy 2510, *Instructional Materials and Resources*, and the accompanying procedures manual which is incorporated by reference into the policy, will require that the instructional materials review and adoption process must be followed no matter how long the materials may be in use and that the instructional materials review and adoption process in the policy may be waived under certain emergency circumstances and with prior approval by the Board of the waiver request. The procedures manual is also proposed to be revised to delete references to outdated programs and clarify the process for schools to request additional instructional materials.

SPECIFIC LEGAL AUTHORITY UNDER WHICH RULEMAKING IS AUTHORIZED: 1001.41 (1), (2), (3), (5); 1001.42 (9), (17); 1001.43 (3), (11), F.S.

LAWS IMPLEMENTED INTERPRETED OR MADE SPECIFIC: 1006.28, 1006.283, 1006.31, F.S.

IF REQUESTED, A HEARING WILL BE HELD DURING THE SCHOOL BOARD MEETING OF December 9, 2020, which begins at 1:00 p.m., in the School Board Auditorium, 1450 N.E. Second Avenue, Miami, Florida 33132. Persons requesting such a hearing or who wish to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative as provided in Section 120.54(1), F.S., must do so in writing by November 18, 2020, to the Superintendent, Room 912, at the same address.

ANY PERSON WHO DECIDES TO APPEAL THE DECISION made by the School Board of Miami-Dade County, Florida, with respect to this action will need to ensure the preparation of a verbatim record of the proceedings, including the testimony and evidence upon which the appeal is to be based. (Section 286.0105, Florida Statutes)

COPIES OF THE PROPOSED AMENDED POLICY AND ACCOMPANYING PROCEDURES MANUAL are available at cost to the public for inspection and copying in the Citizen Information Center, Room 102, 1450 N.E. Second Avenue, Miami, Florida 33132.



Book	Policy Manual
Section	December 9, 2020 – <u>Final</u> Reading
Title	INSTRUCTIONAL MATERIALS AND RESOURCES
Code	2510
Status	<u>Final</u> Reading
Adopted	May 11, 2011
Last Revised	April 25, 2018

2510 - INSTRUCTIONAL MATERIALS AND RESOURCES

The School Board shall select and provide adequate instructional materials, as recommended by the Superintendent, that serve as the basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature. The Board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school library, or included on a reading list whether adopted and purchased from the state-adopted instructional materials list, adopted and purchased through the District instructional materials program or otherwise purchased or made available in the classroom. Instructional materials and resources shall be provided in a variety of formats that are appropriate, timely, and essential to the attainment of specified educational objectives and are free of bias, stereotypes, distortions, and prejudices. The use and adoption of all District-wide instructional materials, whether the use of the materials is greater or less than one year, shall be adopted in a manner that fully complies with the statutory instructional materials review process and this Policy.

"Adequate instructional materials" means a sufficient number of student or site licenses or sets of materials and have intellectual content that by design serve as the major tool for assisting in the instruction of a subject or course. These items may be provided in a variety of forms, bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. Instructional materials, including textbooks, educational media (library media print, nonprint, and electronic resources), computer software, digital content, videotapes. The Board must either (1) adopt instructional materials selected from the state-approved materials according to the state adoption cycles, (2) adopt instructional materials pursuant to a Board instructional materials review program prescribed by this policy, or (3) a combination of both.

State-Adopted Instructional Materials

The Florida Commissioner of Education shall determine annually the areas in which instructional materials shall be submitted for adoption and evaluate them pursuant to law.

The Superintendent shall assign responsibilities for the District's participation in the State adoption of instructional materials, determine areas of the curriculum in which State adoption of instructional materials is needed and communicate those needs to the Commissioner of Education, and establish procedures for the requisition, purchase, receipt, storage, distribution, use, conservation, maintenance of records and reports, and management practices, and property accountability concerning instructional materials. The duties and responsibilities include keeping adequate records and accounts for all financial transactions for funds collected pursuant to F.S. 1006.28(3)(a). Such records and account shall be a component of the educational service delivery scope of the District's best financial management practices review under F.S. 1008.35.

Non-State Adopted Instructional Materials

The Board shall implement its own instructional materials review and selection program for materials that are not State-adopted.

Procedures shall be established, which are incorporated by reference in and made a part of this policy, to provide for evaluation and selection of nonstate-adopted instructional materials. These procedures shall include processes, criteria, and requirements for (1) selection of reviewers, one or more of whom must be a parent with a child enrolled in a District public school, (2) review of instructional materials, (3) selection of materials, including a thorough review of curriculum content, and (4) reviewer recommendations. The procedures must also identify by subject area, a review cycle for instructional materials, specify the qualifications of reviewers, establish a process that certifies the accuracy of instructional materials, and comply with all other requirements in F.S. 1006.283(2).

Evaluation and Selection of Instructional Materials (Textbooks)

A. Criteria for Selection

Textbooks and instructional materials should provide quality learning experiences for students, enrich and support the curriculum, and be consistent with the Florida State Standards. School teaching staff and administrators shall evaluate instructional materials by following the State's Guidelines for the Review of Instructional Materials. Below are the major components of the review guidelines. The complete guidelines, including specific indicators may be found on the State's Curriculum and Instruction website http://www.fldoe.org/bii/Instruct_Mat/eval.asp.

1. Alignment To Florida's Perspective (Florida's Continuous Improvement Model; Reading in the content area; universal design for curriculum access; Florida's vision for the subject area)
2. Content (Alignment with curriculum; level of treatment; expertise for content development; accuracy of content; currency of content; authenticity of content; multicultural representation; humanity and compassion)
3. Presentation (Comprehensiveness of student and teacher resources; alignment of instructional components; organization of instructional materials; readability of instructional materials; pacing of content; ease of use and durability of materials)
4. Learning (Motivational strategies; teaching a few "big ideas"; explicit instruction; guidance and support; active participation of students; targeted instructional strategies; targeted assessment strategies)

B. Instructional materials must also be evaluated for bias-free content. There are five (5) areas in which bias is evidenced in instructional materials:

1. Contextual Invisibility (The omission or under representation of various racial and ethnic groups, people with disabilities, older people, women and people from a variety of social classes.)
 2. Stereotyping And Characterization (Assignment of traditional and rigid roles or attributes to a group.)
 3. Historical Distortions And Omissions (Materials which present only one interpretation of an issue, situation, or group of people.)
 4. Language Bias (Materials which perpetuate single-standard language usage that reflects bias based on gender, race, ethnicity, disability, age, and class.)
 5. Inaccurate And Stereotypical Visual Images (Pictures which present and reinforce sexism, racial and ethnic stereotypes, etc.)
- C. Any materials purchased shall be free of pornography and material prohibited under F.S. 874.12, suited to student needs and their ability to comprehend the material presented, and appropriate for the grade level and age group for which the materials are used or made available.
- D. No school official or member of a District or State instructional materials council shall accept any emolument, money, or other valuable thing, or any inducement, to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional materials.
- E. No member of the District evaluation committee may discuss matters relating to instructional materials submitted for adoption with any agent of a publisher or manufacturer of instructional materials, either directly or indirectly, except during the period when the committee shall have been called into session for the purpose of evaluating instructional materials submitted for adoption or in a public presentation showcasing the materials. Aside from exception noted above, both parties (District evaluation committee member and agent of a publisher or manufacturer of instructional materials) must comply with the District's "Cone of Silence" (Policy 6325). Definition of the cone of silence and its stipulations may be found at <http://procurement.dadeschools.net/pdp.asp>.

Instructional Materials Adoption and Purchase

Whether instructional materials are selected and purchased from a State-approved instructional materials list or through the District's own instructional materials selection process, the Board shall:

- A. conduct an open noticed public hearing to receive comment on instruction materials being recommended by the Superintendent to the Board for adoption;
- B. provide public access to recommended materials at least twenty (20) calendar days prior to Board consideration;
- C. provide public notice of the materials being considered for adoption that specifically lists the materials and how they can be accessed;
- D. conduct an open noticed public meeting on a date other than the date of the public hearing required above to approve an annual instructional materials plan identifying instructional materials that will be purchased by the District for the entire District; (This does not include instructional materials by a school or teacher for the benefit of only that teacher or school.)

- E. receive public comment at the public hearing and meeting in accordance with Policy 0169.1, Public Participation.

Process for Parents and Residents to Challenge Adoption of Instructional Materials

The following individuals may file an objection to the adoption of a specific instructional material:

- A. parent of a public school student in the District; or
- B. resident of the county.

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

A parent or resident may file a petition with the Board within thirty (30) calendar days after the Board's adoption of specific instructional materials on a form provided by the Board. The petition form shall be publicly available on the District's website. The petition must be signed by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria set forth in F.S. 1006.31(2) or 1006.40(3)(d).

Within thirty (30) days after the thirty (30) day period has expired, an unbiased and qualified hearing officer shall conduct an open public hearing on all petitions timely received. The hearing officer shall be appointed by the Superintendent and shall be neither an employee nor agent of the Board.

The hearing before the hearing officer is not subject to the provisions of F.S. Chapter 120 but the hearing officer shall provide sufficient procedural protections to allow each petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer. Within fourteen (14) days of the conclusion of the hearing, the hearing officer will present his or her findings and recommendation in writing to the Board.

Within thirty (30) days after the Board receives the hearing officer's findings and recommendation, the Board, at a public meeting, will consider the petition, the hearing officer's findings and recommendation, and any evidence presented to the hearing officer, and make a final decision on the petition.

The decision of the Board shall be final and is not subject to further review or petition.

Access to Instructional Materials

The Board shall provide annual written notice to parents of the ability to access their child's instructional materials. In addition, the notice shall be posted on the District's instructional materials information website.

The Board must also provide notice and access for teachers, administrators, students, and parents to a local instructional improvement system for electronic and digital instructional materials.

The District shall maintain on its website a current list of instructional materials, by grade level, purchased by the District.

Educational Media (Library Media Center Collections)

A wide choice of materials that support the instructional program shall be available to students and professional staff to allow for varying achievement levels, free choice reading interests, and teaching/learning styles. Quality materials should be available in a variety of formats and reading levels, offer a well-balanced coverage of subjects, and support the diverse interests, needs, and

viewpoints of the school community. The Chief Academic Officer, Office of Academics and Transformation, in conjunction with the District Director, Division of Instructional Technology, Instructional Materials, and Library Media Services, shall establish procedures for the evaluation, selection, management, and disposal of library media materials.

Upon written request, the District shall provide access to any material or book specified in the request that is maintained in the school library and is available for review. The school principal shall arrange for a convenient time to provide such access subject to the procedures provided in Policy 9150, School Visitors.

The library media center shall contain a comprehensive collection of materials and equipment in a variety of media formats, to:

- A. provide a broad background of information resources in all areas of knowledge;
- B. support the general educational goals of the District and the objectives of specific courses, including materials that represent diverse points of view in order that young citizens may develop, under guidance, the practice of critical analysis of all media and intellectual integrity in forming judgments;
- C. meet the personal needs and interests of students, including materials that:
 - 1. nurture the development of recreational reading/listening/viewing, cultural appreciation, and aesthetic values;
 - 2. represent the many religious, racial, ethnic, linguistic, and cultural groups in our society and reflect their contributions to the heritage and culture of our civilization;
 - 3. foster respect for the diverse roles available to women and men in today's society;
- D. support the professional needs of teachers and administrators; and
- E. introduce new instructional technologies into the learning environment.

Evaluation and Selection of Instructional Materials (Educational Media)

The school library media center collection affords students the opportunity to explore the unknown and discover areas of interest and thought not covered by the prescribed curriculum; therefore, it should contain materials that allow for free inquiry, study, and evaluation. The selection process may include consultation with school administrators, other teachers, students, and parents to assure a comprehensive collection appropriate for users of the library media center.

A. Criteria for Selection

- 1. Materials should support the school's and the District's educational goals and policies, including the advancement of student literacy.
- 2. Materials should be selected to support, enrich, and extend the school's curriculum and to encourage informational, educational, and recreational reading, viewing and/or listening.
- 3. Consideration should be given to diverse user interests, abilities, backgrounds, cultures, languages, and maturity levels. Materials intended for student use should be appropriate for the subject area and for the age, social development, ability levels, special needs, and learning styles of students served by the collection.

4. Materials should represent various viewpoints on controversial issues so that students learn to explore, analyze, and make intelligent judgments.
5. The value of a work should be examined as a whole.
6. In order to assure quality selection, the following additional factors may be considered, when appropriate:
 - a. educational significance and/or contribution to the curriculum;
 - b. informational or recreational interest;
 - c. reputation and significance of the author, producer, editor, and/or publisher;
 - d. degree of potential user appeal;
 - e. contribution to the variety in viewpoints offered on controversial issues;
 - f. accuracy and currency of information;
 - g. arrangement and organization of the material (for example, indices, glossaries, tables of contents, chapter headings, etc.);
 - h. artistic quality, literary style or production values;
 - i. readability levels;
 - j. quality and variety of format;
 - k. need to replace essential/required worn, damaged, or missing materials; and
 - l. value commensurate with cost and/or need.

B. Selection Tools and Resources

The library media specialists should use, but are not limited to, the following tools and resources to assist in the selection of quality library materials:

1. reviews in professional, reputable sources such as Booklist, School Library Journal, Kirkus Reviews, Horn Book, Bulletin for the Center for Children's Books, and Voice of Youth Advocates;
2. reading lists/recommendations compiled by government agencies or departments, educational institutions, or professional organizations such as American Library Association (ALA), Young Adult Library Services Association (YALSA), American Association of School Librarians (AASL), National Council of Teachers of English (NCTE), International Reading Association (IRA), Florida Department of Education (FLDOE), and Florida Association for Media in Education (FAME);
3. State and national awards such as Caldecott Medal, Newbery Medal, Coretta Scott King Book Award, Alex Award, Sunshine State Young Readers Award (SSYRA), Michael L. Printz Award, Pura Belpre Award, Florida Teens Read;

4. professional selection bibliographies such as Wilson's Children's Core Collection, Wilson's Middle and Junior High Core Collection, Wilson's Senior High Core Collection, Wilson's Graphic Novels Core Collection, Best Books for Young Teen Readers, Best Books for High School Readers, Best Books for Middle School and Junior High Readers;
5. District generated reading lists;
6. supplemental reading lists contained in District created curriculum resources and adopted textbooks; and
7. recommendations by faculty, administration, students, or parents.

No instructional materials (textbooks or educational media) containing pornography or otherwise prohibited by F.S. 847.012 shall be used.

Use of Instructional Materials

Principals shall ensure that instructional materials are used to provide instruction to students enrolled at the grade level(s) for which the materials are designed and for effectively communicating to parents the manner in which materials are used to implement the curricular objectives of the school under F.S. 1006.40(5) and 1006.28(3).

Lost and Damaged Instructional Materials

The principal shall collect from each student or the student's parent the purchase price of any instructional materials the student has lost, destroyed, or unnecessarily damaged and report and transmit the amount collected to the Superintendent. The failure to collect such sum upon reasonable effort by the principal may result in the suspension of the student from participating in extra-curricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the principal under F.S. 1006.28(3)(b).

Emergency Review and Adoption of Instructional Materials

The Board may waive the instructional materials and adoption process requirements in this policy only when a statewide emergency has been declared by the Governor and the Governor has suspended the statutory instructional materials review and adoption process. The policy waiver shall be approved in advance by the Board in a public meeting before any instructional materials may be used by any instructional staff. The reason(s) for the requested waiver and the anticipated cost of the proposed instructional materials shall be specified in the Board item. The Board item requesting the waiver shall also include a link to the proposed instructional materials that is accessible to the public. If the emergency purchase of instructional materials is approved by the Board, the materials may be used immediately. However, the instructional materials review and adoption process in this policy shall be initiated at the next regular Board meeting even if the statutory process provisions are suspended.

Complaints – Non-State/District Adopted Materials, Library, and Educational Media

A parent of a public school student in the District or a resident of the county may file an objection concerning the use of a material or book made available in a school library. A complaint may be filed only at the school which contains the material in question. Challenged materials may be removed from use only after the following informal and formal due process procedures have been completed:

- A. School Level - Informal Complaint for Non-state or Non-district Adopted Materials and Educational Media Only

The complainant shall first contact the principal with the complaint. Within five (5) school days, the principal and/or a designee and the appropriate staff member(s) shall meet with the complainant to hear the grievance regarding the material and to explain (1) the school's materials selection procedures; (2) the criteria used for the selection of instructional materials; (3) the role that the material in question has in the school's curriculum or library media center collection; and (4) whatever additional information is needed regarding the item's use. In preparation for the meeting with the complainant, the principal and the school media specialist should conduct a review of the material based on the selection criteria set forth above. After meeting with the complainant and hearing the concerns regarding the book, the principal may take the following actions: remove the material from the library collection or retain the material in the library collection. If the complainant is not satisfied with the explanation regarding the retention of the material in the library collection and desires to file a formal complaint, the formal procedures shall be followed.

B. School Level - Formal Complaint for Non-state or Non-district Adopted Materials and Educational Media Only

1. The complainant shall obtain four (4) copies of a form entitled "Citizen's Request for Reconsideration of Media" from the principal or a designee, complete the form in its entirety, including signature, retain one (1) copy, and send one (1) copy of the completed form to:

- a. the principal (original);
- b. the feeder pattern lead principal; and
- c. the appropriate Region Superintendent.

2. The completed form and the material(s) in question shall be studied by a nine (9) member School Materials Review Committee (SMRC) appointed on an ad hoc basis by the principal with the following provisions:

- a. The committee shall consist of the principal or designee; two (2) teachers in the appropriate subject area/grade; one (1) teacher from another subject area/grade; a library media specialist; a guidance counselor; one (1) student from the appropriate grade level or who is accomplished in the specific subject area (middle and senior high school only); one (1) lay person from the school's Parent-Teacher/Parent-Teacher-Student Association or the Educational Excellence School Advisory Council; and a representative designated by the Region Superintendent.
- b. The SMRC shall meet within ten (10) school work days of receipt by the principal of the reconsideration form.
- c. The SMRC may solicit professional written reviews of the materials and/or comments from appropriate audiences or resource persons.
- d. The SMRC shall read/view the material in its entirety, consider the reviews of the material, study the comments on the complainant's questionnaire, consider one (1) or more of the evaluative criteria above and render a decision based on a majority vote.

Note: The principal shall make the criteria in above available to all interested

persons.

- e. Within five (5) school work days of its final meeting, the SMRC shall prepare a written report with recommendations for the principal to follow. The committee's final recommendation may be any or a combination of the following: (1) allow the challenged material to maintain its current status; (2) leave the challenged material in the classroom or library media center, but allow students to use alternate materials approved by school personnel who require the use of the disputed item; (3) limit the educational use of the challenged material; or (4) remove the challenged material from the total school environment.
- f. Within five (5) school work days after receipt of the SMRC recommendation, the principal shall inform the complainant of the decision of the committee and shall send copies of all reports and communications to the appropriate Region Superintendent.

3. Access to challenged materials shall not be restricted during the reconsideration process. The materials shall remain in use unless removed by formal vote of the SMRC.
4. A copy of the selection and reconsideration procedures shall be placed in the library media center's professional collection for reference.
5. Each school principal shall include a copy of this policy in the school's staff handbook and shall review the selection and reconsideration procedures with the staff as needed, emphasizing the policies pertaining to the teaching of controversial issues and the ethical considerations that are needed in handling citizen complaints with courtesy and integrity.

C. District Level - Formal Appeal for Reconsideration of Non-state or Non-district Adopted Materials

The following steps are to be followed to appeal a School Materials Review Committee (SMRC) decision:

1. The complainant shall notify the Superintendent of the appeal in writing.
2. Within fifteen (15) school work days of receipt of the request, the Superintendent and appropriate staff shall review the action taken at the school level and issue a decision. If the decision does not include further review, the complainant shall be notified and may request an appearance to appeal directly to the Board according to policy.
3. If the Superintendent finds cause for further review, the complaint shall be submitted to a seventeen (17) member District Materials Review Committee (DMRC), chaired by the Associate Superintendent for Curriculum and Instruction, or designee, appointed on an ad hoc basis by the Superintendent, with the following provisions:
 - a. The committee shall consist of the Chief Academic Officer, Office of Academics and Transformation, or designee, an appropriate Region Superintendent; two (2) principals at the appropriate level; the Executive Director of Instructional Technology, Instructional Materials, and Library Media Services; two (2) appropriate subject area directors/supervisors; the Instructional Supervisor of Library Media Services; the Supervisor of Textbook Services; one (1) teacher in the appropriate subject area/grade; two (2) library media specialists; one (1) student from the appropriate grade level or who is accomplished in the specific subject area (middle and senior high only); a representative from United Teachers of Dade; a

representative from the Miami-Dade County Council of Parent-Teacher/Parent-Teacher-Student Associations who will be appointed by the President of the District Association; a representative from the District Advisory Committee; and one (1) lay person.

- b. In the event that a person named above cannot be present at the DMRC meeting(s), the Superintendent may appoint an alternate.
- c. The DMRC shall follow the procedures stated above.
- d. The DMRC shall make a recommendation to the Superintendent within fifteen (15) school work days of receipt of the complaint based on the evaluation and selection criteria for instructional materials set forth in this policy.
- e. The recommendation of the DMRC and the basis for that recommendation shall be transmitted to the Superintendent; the Associate Superintendent, Curriculum and Instruction; the principal; and the party requesting the review.
- f. The Superintendent or a designee shall make a final decision within five (5) school work days of receipt of the DMRC recommendation and send a report of that decision to the Chief Academic Officer, Office of Academics and Transformation; the appropriate Region Superintendent; the principal; and the complainant.
- g. The Citizen Information Center shall make the selection criteria and a copy of the material(s) in question available for review upon request of interested persons.
- h. The complainant may appeal the decision of the Superintendent to the Board in writing and may request an appearance before the Board pursuant to Policy 9130.

Effective 7/1/11
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Legal	F.S. 847.012
	F.S. 1006.28
	F.S. 1006.283
	F.S. 1006.30
	F.S. 1006.34
	F.S. 1006.40
	F.A.C. 6A-6.03028
	34 C.F.R. Part 300

MIAMI-DADE COUNTY PUBLIC SCHOOLS

INSTRUCTIONAL MATERIALS DEPARTMENT

Procedures Manual



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Ordering Instructional Materials



Ordering Instructional Materials

A. New Adoptions and Consumable Instructional Materials

1. Orders for newly adopted instructional materials should be generated in the spring by staff in the Instructional Materials Department.
2. Orders for consumable instructional materials are generated in the spring and materials are delivered to schools prior to the closing of the school year.
3. Weekly briefings will be posted notifying school site administrators of the due dates when orders for instructional materials must be approved by the school principal. The briefings will include directions to review, print, and approve instructional materials orders in SAP.
4. Instructional materials orders for elementary schools are generated based on grade level enrollment.
5. Instructional materials orders for secondary schools are generated based on course enrollment.

B. Requesting Additional Instructional Materials

- ~~1. In the event the enrollment figures increase after the shipment of instructional materials is received at the school, school site administrators must report additional needs immediately via the Textbook Automated Request System (TARS).~~
- ~~2. TARS is linked to STAIRS, PARIS, and COGNOS. It compares the student enrollment in the appropriate grade level or course with the number of textbooks that appear in the school's textbook inventory.~~
1. Instructional materials are provided at a ratio of one for every student enrolled in core areas (Language Arts/Reading, Math, Science and Social Studies).
2. Each year, school administrators are provided a list of the instructional materials – including quantities – that have been ordered for their schools based on the previous year's enrollment figures. If the quantity of instructional materials ordered for the school is less than the quantity needed, schools are asked to contact the Instructional Materials Supervisor via email at vpasaron1@dadeschools.net to request additional materials. The email must contain the following information:
 - textbook item number
 - quantity of extra materials that is needed per item number
 - name and contact information of the person to contact at the school
 - Subject line of the email must read: ***Extra Materials – Your School Name and Work Location***

C. Transferring Instructional Materials Among Schools

1. In order to optimize the instructional materials resources available in the district, schools with excess materials may receive an email requesting that materials be transferred to other schools.
2. Only materials in good condition should be transferred.
3. An email request will be sent to the principals of both the transferring and the receiving school sites. The email will contain the textbook title, FSBD number, ISBN, and quantity of textbooks to be transferred to the receiving school.
4. Physical exchange of the materials must be coordinated by school staff from the transferring and the receiving schools.
5. The email will include the directions schools must follow to make the necessary adjustments and update their inventory counts in STAIRS.

Management of Instructional Materials



Management of Instructional Materials

School site administrators are responsible for ensuring that instructional materials are used to provide instruction to students enrolled in the grade level(s) or courses for which the materials were adopted in the district, and for effectively communicating to parents the manner in which materials are used to implement the curricular objectives of the school under F.S. 1006.42 and 1006.28(4).

School site administrators must ensure that the school maintains sufficient instructional materials to support the instructional program in all courses offered by the school.

In order to aid in the conservation and care of instructional materials, school site administrators should ascertain and ensure by inspection and through every available agency that all instructional materials issued to the school, whether in the hands of pupils or in storage, are cared for properly. These actions include ensuring the maximum use by the students of all the materials purchased until such materials have become unusable. Procedures employed for these purposes are described below:

A. Receipt of Inventory

1. Select a location in the school where deliveries of instructional materials are to be held as well as a location where delivery documents are to be filed. Communicate these decisions with pertinent staff.
2. Verify quantities of materials received at the school by matching the quantity of materials delivered to the quantities stated on the delivery ticket. Discrepancies are to be noted and reported to Stores & Mail Distribution (S&MD) immediately, by sending an email to textbooks@dadeschools.net
3. If you receive a shipment of new materials and find that, they have been damaged or have defects, please contact Stores & Mail Distribution (S&MD) immediately to process an exchange. Materials cannot be returned after 45 days from the delivery date to schools.
4. Instructional materials should be stamped with the school's name on the inside front cover. Each textbook should be assigned labels containing a unique identification number. These labels are available in rolls of 500 and can be ordered from Stores & Mail Distribution (S&MD) via the shopping cart process. The item number for these labels is 2000827.
5. Schools using Destiny Textbook Manager (DTM) should affix barcodes shall be affixed to the bottom left front cover of the textbook (see Appendix G – Barcode Placement). This barcode number should be the unique identification number for each textbook.
6. Do not stamp/barcode materials unless absolutely certain these materials belong to the school. Stamped/barcoded materials cannot be returned.

7. Instructional materials are to be stored in secure areas prior to being issued to department heads, grade level chairs, individual teachers, and students. If possible, store excess materials in a secure room rather than in individual classrooms.

B. Distribution of Inventory

1. Distribute instructional materials to department heads or grade level chairs who in turn distribute the materials to teachers.
2. Schools using Destiny Textbook Manager (DTM) should use the Destiny circulation system to check out instructional materials to teachers. A report can then be printed for each teacher.
3. Copies of these reports must remain on file with the department heads or grade level chairs and another copy must be provided to the school site administrator in charge of instructional materials.
4. Teachers should distribute instructional materials to students and maintain records of these transactions.
5. Schools using Destiny Textbook Manager (DTM) should use the Destiny circulation system to re-assign instructional materials from teachers to students. A report can then be printed for each teacher.
6. Copies of these reports must remain on file with the department heads or grade level chairs, and another copy must remain with the teacher. A third copy may be provided to the school site administrator in charge of instructional materials.
7. A record of all undistributed district-adopted instructional materials should be maintained and such quantities be accurately reflected in the school's *Student Textbook Automated Inventory Report System (STAIRS)*

C. Monitoring of Inventory

1. It shall be the responsibility of school site administrators to maintain a current inventory of instructional materials provided by the district and verify this inventory via quarterly inventory checks and end-of-year inventory counts.
2. Schools must conduct, each quarter, an inventory check of all issued instructional materials. Adjustments to the school inventory must be made based on the results of the inventory checks. These adjustments are as follows:
 - Lost – with reimbursement
 - Lost – no reimbursement
 - Damaged
 - Stolen
 - Vandalized

- Transfer in
 - Transfer out
3. Schools using Destiny Textbook Manager (DTM) should use the Destiny circulation system to renew instructional materials issued to students and print overdue/lost notices once all instructional materials have been scanned in DTM.
 4. Teachers complete form FM 1637, *Lost Textbook Notice*, (see Appendix E – FM-1637), which is to be sent to the parents/guardians of any student who has lost or damaged instructional materials provided by the school. FM-1637 provides state statutes citing responsibility of parents/guardians for instructional materials issued to students. A copy of the form should be kept on file at the school.
 5. Below are the charges to be assessed for lost/damaged instructional materials and the guidelines for collecting fees:

Condition	Fee
Written language or symbols that promotes vulgarity or contains profanity	Full replacement cost
Lost book (regardless of whether the book was new or used)	Full replacement cost
Damaged book (beyond use)	Full replacement cost
Damaged or ripped cover	50% of replacement cost
Torn or wet pages (but usable)	50% of replacement cost
Defaced book (with writing/drawing – but does not contain vulgarity or profanity)	\$10.00

6. School site personnel shall document all communications with students and parents to collect these obligations.
7. Complete *Lost/Damaged Textbook Invoice*, form FM-7088, (see Appendix E FM-7088) for all monies collected from students for lost/damaged instructional materials. A copy of the form should be kept on file at the school.
8. In the event a student is unable to pay the necessary fee for lost/damaged instructional materials, school site personnel may determine, as established in School Board Policy 2510 and Florida Statute 1006.28 (4)(b), the manner in which the student may satisfy the debt.

9. If such debt is to be satisfied via community service, such activities must be documented. Once the debt has been satisfied, a notification must be sent to the parent/guardian, teacher, and treasurer. An example can be found in Appendix E, *Community Service Record for Instructional Materials Obligation*
10. In the event a student finds instructional materials previously reported as lost and for which he/she has paid, the school should issue a refund following guidelines established in the Manual of Internal Fund Accounting. The manual is available online at <http://ehandbooks.dadeschools.net/policies/52.pdf>
11. *Schools using Destiny Textbook Manager (DTM)* should check in items into the DTM system; a message will appear on the screen identifying the student is in need of a refund.

D. Year-End Collection of Instructional Materials and Inventory

1. Collect instructional materials from students and teachers as follows:
 - a. Elementary student materials should not be collected until the last week of school.
 - b. Secondary student materials should not be collected until administration of final exam is complete.
 - c. Teacher materials should also be collected for the summer. If a school chooses to allow teachers to keep materials over the summer to prepare for the opening of school, the school should maintain a record of materials checked out to teachers in case of transfers to another school site.
 - d. *Schools using Destiny Textbook Manager (DTM)* All should check-in items back into the DTM system. Overdue reports are to be printed for each person.
2. Update school site textbook inventory
 - a. School site administrators should organize a physical count of all instructional materials issued to teachers and students as well as those instructional materials located in storage areas.
 - b. The *School Textbook Inventory Report* (M64YR110) is sent to all school sites in May via school mail.
 - c. School site administrators should provide copies of each section of M64YR110 to the appropriate department heads or grade level chairs.
 - d. Department heads or grade level chairs distribute these copies to their teachers who will enter the actual counts in stock at the school for each title that appears on the report. As the counts are recorded

on each page of the report, the completed pages become the input documents for entering the actualized counts in STAIRS.

- e. The counts submitted by teachers should include the quantities for each of the following categories:
 - Lost – with reimbursement
 - Lost – no reimbursement
 - Damaged
 - Stolen
 - Vandalized
- f. Once completed, copies of the M64YR110 report are collected by each department head or grade level chair and returned to the school site administrator in charge of textbook inventory.
- g. School site administrators using option 1 in STAIRS; print a report showing all textbooks for their school. Directions for this process appear in section 2, page 3, of the STAIRS Handbook. The title of this report is “*All Textbooks for a School*”.
- h. Using the information on both reports (*M64YR110* and *All Textbooks for a School*) the appropriate school site administrator is able to identify the quantity of textbooks physically located at the school site. This comparison will enable the administrator to make the necessary adjustments to the school’s textbook inventory counts in STAIRS using selection 8. Directions for this process appear in section 3, page 5, of the STAIRS Handbook.
- i. Once the counts are confirmed as correct, school site staff enters the quantities in STAIRS using selection 9. Directions for this process appear in section 3, page 13, of the STAIRS Handbook.
- j. School principal cannot approve the textbook inventory if counts appear under the following status codes:
 - Bypassed (count not known at the time the page was updated)
 - No Action (no counts have been entered for a particular page)
- k. The count shown under *Titles Approved* must equal the count shown under *Titles Inventory Total* in order for the textbook inventory to be approved by the school principal. Figure 6 in section 4, page 11, shows what information is displayed on the screen when a textbook inventory has been completed correctly.
- l. School principal approves physical counts entered in STAIRS by selecting option 10 of the TXPR application. When the school principal has approved all year-end physical counts, the textbook inventory in STAIRS is completed.

3. Collection of Fees for Lost/Damaged Instructional Materials
 - a. At the end of the school year, a check for all monies collected for lost or damaged instructional materials must be made out to the School Board of Miami-Dade County, Florida.
 - b. Along with the check, the school must complete form FM-6111, *Instructional Materials Cash Transmittal Report* (see Appendix E – FM-6111).
 - c. The check and FM-6111 must be mailed to the following address:
 - Office of Treasury Management
SBAB - 9999, Room 615
Attention: Treasurer
 - d. A copy of FM-6111 must be kept at the school site for future reference.

Selection and Adoption of Instructional Materials



Selection and Adoption of Instructional Materials

Duties of district school board regarding K-12 instructional materials

As per School Board Policy 2510, the School Board has the duty and responsibility, upon the recommendation of the Superintendent, to select and provide adequate instructional materials that serve as the basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading and literature. The School Board is also responsible for the content of all instructional materials used in a classroom, whether adopted and purchased from the state-adopted instructional materials list, adopted and purchased through the District instructional materials program or otherwise purchased or made available in the classroom. Instructional materials and resources shall be provided in a variety of formats that are appropriate, timely, and essential to the attainment of specified educational objectives and are free of bias, stereotypes, distortions, and prejudices. The use and adoption of all District-wide instructional materials, whether the use of the materials is greater or less than one year, shall be adopted in a manner that fully complies with the statutory instructional materials review process and Policy 2510, Instructional Materials and Resources.

“Adequate Instructional Materials” means a sufficient number of student or site licenses or sets of materials that have intellectual content that by design serve as the major tool for assisting in the instruction of a subject or course. These items may be provided in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. Instructional materials, including textbooks, educational media (library media print, nonprint, and electronic resources), computer software, digital content, videotapes, films, DVDs, and instructional television programs represent fundamental resources for schools for enhancing instruction, furthering the pursuit of knowledge, and providing experiences of educational significance for class groups or individual students. The School Board must either (1) adopt instructional materials selected from the state-approved materials according to the state adoption cycles, (2) adopt instructional materials pursuant to a School Board instructional materials review program prescribed by this policy, or (3) a combination of both.

Florida Adoption Cycle of Instructional Materials

The Florida Commissioner of Education shall determine annually the areas in which instructional materials shall be submitted for adoption and evaluate them pursuant to law.

The Superintendent shall assign responsibilities for the District’s participation in the State adoption of instructional materials; determine areas of the curriculum in which State adoption of instructional materials is needed and communicate those needs to the Commissioner of Education. These procedures are outlined in School Board Policy 2510 and form a part of this manual by reference.

District Adoption Cycle and Focus

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 with a goal of recommending the most suitable materials for District adoption. The District adoption cycle for instructional materials will be based on the State cycle except where an independent District adoption is deemed necessary. In the event the District opts to implement a process independent of the state’s adoption cycle, the District will follow the guidelines established in s. 1006.283. Adopted materials shall be used during the adoption cycle until replaced with newly adopted materials.

When reviewing materials on the state-adopted lists, the District may opt to forgo convening a formal review committee and may, instead, have district subject area staff review and select materials. If the District chooses to form a review committee, the procedures outlined below shall be used to convene a District Instructional Materials Review Committee (DIMRC). Whether the District convenes a DIMRC or has district staff conduct the review and selection of materials, parents will be afforded an opportunity to access and view materials online and provide comments on the materials recommended for district adoption.

District Instructional Materials Review Committee(s)

The DIMRC will evaluate instructional materials that are to be considered for District adoption.

A. Composition of the District Instructional Materials Review Committee

1. A DIMRC must have a minimum of five (5) members. A member of a state adoption committee may not serve on the DIMRC.
2. At least two-thirds of every DIMRC must be composed of teachers who are currently teaching and are certified to teach in the subject area(s) and grade level(s) being reviewed.
3. District subject area specialists or resource teachers may serve on the DIMRC.
4. Community representation on DIMRC is encouraged; lay persons may serve on the DIMRC. A parent shall serve as the layperson when required by law.
5. Representatives from the Exceptional Student Education Department, Bilingual Department, Advanced Academic Programs Department, and other appropriate District departments may also serve on the DIMRC.
6. Teachers, specialists, and lay persons will be appointed from nominations submitted by principals, Region and/or District staff, to the curriculum department whose subject area is being reviewed.
7. District subject area supervisors who have taught in the subject area being reviewed may serve as non-voting facilitators on the DIMRC to provide subject matter expertise and communicate the District's curricular vision and goals to committee members. They may assist in the review process and correlation of publisher submissions with course and subject instructional objectives. These District subject area supervisors will serve as the DIMRC's chairpersons.
8. The membership of the DIMRC should include a balanced representation from the various geographic regions in our District.

B. Conduct of members serving on the DIMRC

The conduct of all members of the DIMRC is governed by the following Florida Statutes: 1006.283, 1006.30, 1006.31, 1006.32, 1012.01, and by School Board Policy 2510

Members must observe these rules until a formal announcement is made by the District regarding the instructional materials approved for adoption.

Requisition of Instructional Materials from Publisher's Depository

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

As per Florida Statute 1006.37, the district school superintendent shall requisition adopted instructional materials from the depository of the publisher with whom a contract has been made. However, the superintendent shall requisition current instructional materials to provide each student with a textbook

or other materials as a major tool of instruction in core courses of the subject areas specified in s. 1006.40 (2). These materials must be requisitioned within the first three (3) years of the adoption cycle, except for instructional materials related to growth of student membership or instructional materials maintenance needs. The superintendent may requisition instructional materials in the core subject areas specified in s. 1006.40 (2) that are related to growth of student membership or instructional materials maintenance needs during the 3rd, 4th, 5th, and 6th years of the original contract period.

Evaluation and Selection of Instructional Materials

- A. Instructional materials should provide quality learning experiences for students, enrich and support the curriculum, and be consistent with the Florida State Standards. School teaching staff and administrators shall evaluate instructional materials by following the State's guidelines for the review of instructional materials. Listed below are the major components of the review guidelines, they are as follows:
 - 1. Alignment to Florida's Perspective
 - 2. Content
 - 3. Presentation
 - 4. Learning
- B. Instructional materials must also be evaluated for bias-free content. There are five (5) areas in which bias is evidenced in instructional materials:
 - 1. Contextual Invisibility
 - 2. Stereotyping and Characterization
 - 3. Historical Distortions and Omissions
 - 4. Language Bias
 - 5. Inaccurate and Stereotypical Visual Images
- C. Furthermore, members of the DIMRC will evaluate instructional materials using the following District criteria:
 - 1. Materials should support schools' and District's educational goals and policies, including the advancement of student literacy.
 - 2. Materials should be selected to support, enrich and extend the school's curriculum and to encourage informational, educational and recreational reading, viewing and/or listening.
 - 3. Consideration should be given to diverse user interests, abilities, backgrounds, cultures, languages, and maturity levels. Materials intended for student use should be appropriate for the subject area and for the age, social development, ability levels, special needs, and learning styles of students served by the collection.
 - 4. Materials should represent various viewpoints on controversial issues so that students learn to explore, analyze, and make intelligent judgments.
 - 5. The value of a work should be examined as a whole.
 - 6. In order to assure quality selection, the following additional factors may be considered, when appropriate
 - a. educational significance and/or contribution to the curriculum;
 - b. informational or recreational interest;
 - c. reputation and significance of the author, producer, editor and/or publisher;
 - d. degree of potential user appeal;
 - e. contribution to the variety in viewpoints offered on controversial issues;
 - f. accuracy and currency of information;
 - g. arrangement and organization of the material (for example: indices, glossaries, tables of content, chapter headings, etc.);
 - h. artistic quality, literary style or production values;
 - i. readability levels;
 - j. quality and variety of format;
 - k. need to replace essential/required worn, damaged, or missing materials; and

- I. value commensurate with cost and/or need.

No instructional materials containing pornography or otherwise prohibited by Florida Statute 847.012, shall be used.

Procedures for the Adoption of Instructional Materials

After the state adoption process has occurred, the District review will focus on selecting the most suitable materials for Miami-Dade County, using the state adoption list, if such exists, as the basis for review or from which selection may be made. The review may include other materials available at the time from appropriate publishers, if requested by the subject area director and approved by the Chief Academic Officer, Office of Academics and Transformation.

1. Members of the DIMRC will receive instructions and training in the evaluation techniques to be used, characteristics of effective instructional materials and the skills necessary to make valid and objective decisions regarding the content and rigor of instructional materials.
2. Evaluation techniques will include, as available, collection and review of the research about the instructional materials under consideration, as well as other districts' experiences with the instructional materials being reviewed.
3. The review process will include scrutiny of each program's correlation to the State Standards adopted by the Board of Education and the assessments that are based on such standards.
4. Evaluation instruments developed by the Florida Department of Education and modified by district staff will be employed by the DIMRC in its evaluation and selection process of the instructional materials being reviewed.
5. If a committee elects to have publisher presentations, every publisher submitting materials for consideration in that specific subject area will be provided an equal opportunity to present. All publishers will be given equal time for their presentations. The DIMRC's chairperson will serve as timekeeper.
6. The DIMRC will review materials and return recommendations to the Chief Academic Officer, Office of Academics and Transformation, who will in turn, forward these recommendations to the Superintendent for review and approval. Once approved by the Superintendent, the recommendations are submitted to the School Board for final approval and adoption.
7. Whether instructional materials are selected and purchased based on a state-approved instructional materials list or through the district's own instructional materials selection process, the School Board shall:
 - a. Conduct an open noticed public hearing to receive comment on recommended materials being considered for adoption,
 - b. Provide public access to recommended materials at least twenty (20) calendar days prior to School Board consideration,
 - c. Provide public notice of the materials being considered for adoption that specifically lists the materials and how they can be accessed,
 - d. Conduct an open noticed public meeting on a date other than the date of the public hearing required above to approve an annual instructional materials plan identifying instructional materials that will be purchased by the District for the entire District.
 - e. Receive public comment at the public hearing and meeting in accordance with School Board Policy 0169.1, *Public Participation*.

The District prohibits the publishers, manufacturers, or representatives of instructional materials submitted for District adoption from communicating directly with voting committee members during the process of the review. All contact must be made through the Instructional Materials Supervisor. Publishers should not be denied answers to questions and should be advised of the procedures and all

related information. Publishers are expected to abide by the guidelines provided for the District adoption.

Members of the DIMRC and agents of a publisher or manufacturer of instructional materials must comply with the District's "Cone of Silence" as stated in Board Policy 6325. Definition of the cone of silence and its stipulations may be found at <http://procurement.dadeschools.net/pdp.asp>.

Emergency Review and Adoption of Instructional Materials

The Board may waive the instructional materials and adoption process requirements in Policy 2510, Instructional Materials and Resources, only when a statewide emergency has been declared by the Governor and the Governor has suspended the statutory instructional materials review and adoption process. The policy waiver shall be approved in advance by the Board in a public meeting before any instructional materials may be used by any instructional staff. The reason(s) for the requested waiver and the anticipated cost of the proposed instructional materials shall be specified in the Board item. The Board item requesting the waiver shall also include a link to the proposed instructional materials that is accessible to the public. If the emergency purchase of instructional materials is approved by the Board, the materials may be used immediately. However, the instructional materials review and adoption process in Policy 2510, Instructional Materials and Resources, shall be initiated at the next regular Board meeting even if the statutory process provisions are suspended.

Selection of Non-State Adopted Instructional Materials

Materials acquired from any source shall be evaluated and recommended for use with students by appropriate staff of the school. School personnel responsible for the selection of non-state adopted instructional materials must consider the same general and specific criteria applicable to state-adopted and District-approved instructional materials specified in this manual and in School Board Policy 2510. Evaluations can include personal reviews, professional judgment, or information contained in professional library, media, or education selection aids or journals, if available. Each school is responsible for the content of all instructional materials used in a classroom, whether purchased through an adoption process or otherwise purchased or made available in the classroom.

Objections to Instructional Materials Selected for Adoption

Objections regarding State-adopted or District-adopted textbooks may only be submitted pursuant to the process outlined on page 15 of this manual in the section titled, *Process to Challenge Adoption of Instructional Materials*.

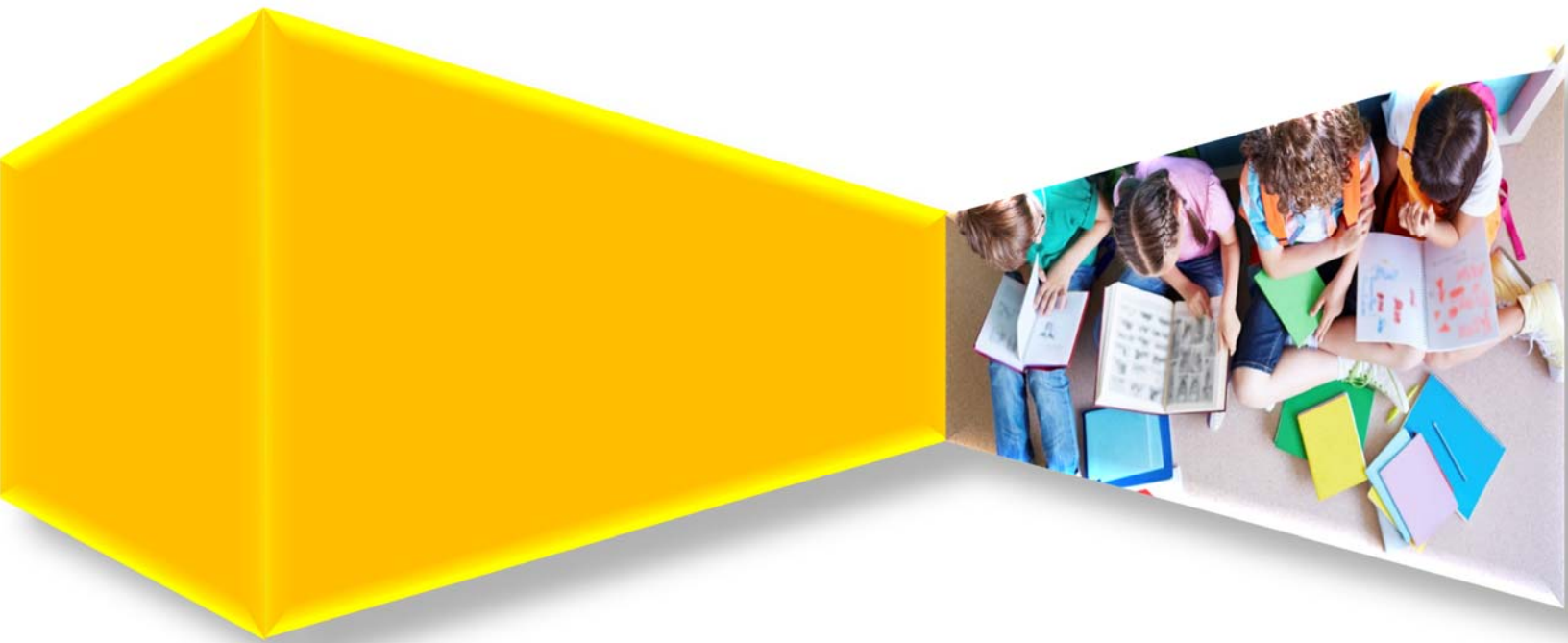
Access to Instructional Materials

The School Board shall provide annual written notice to parents of the ability to access their child's instructional materials. The notice shall be posted on the District's instructional materials information website.

The School Board must also provide notice and access for teachers, administrators, students and parents to a local instructional improvement system for electronic and digital instructional materials.

The District shall maintain on its website a current list of instructional materials, by grade level, purchased by the District.

Disposal of Obsolete Instructional Materials



Disposal of Obsolete Instructional Materials

This section provides procedures schools must follow to properly dispose of instructional materials that are out of adoption and have become obsolete. To provide uniformity and increase the accuracy of schools' textbook inventories, staff from the Instructional Materials Department will mark these items as obsolete in the *Student Textbook Automated Inventory Report (STAIRS)* database.

With every adoption of new materials, a briefing will be posted informing school site administrators of the core subject areas for which materials have been replaced. The briefing will include a list of instructional materials titles and FSBD numbers that have become obsolete. Materials may not be discarded until the briefing is posted.

Obsolete instructional materials may be disposed of as follows and as stated in School Board Policy 7310:

1. Offered to teachers to cut up or otherwise use as resource materials;
2. Given free to Miami-Dade County Public Schools students;
3. Offered to private and parochial schools in Miami-Dade County;
4. Made available to any governmental agency, charitable organization or any individual;
5. Sold to used textbook vendors, recycling plants, pulp mills or other persons or firms, at the discretion of the Superintendent of Schools.
 - A listing of current used textbook vendors can be found on the Instructional Materials Department's website located at <http://im.dadeschools.net>
 - Schools must contact three used textbook vendors on the list and obtain a quote from each vendor. The quotes must remain on file at the school.
 - The school will then select the vendor with the highest bid.
 - Once the obsolete instructional materials are sold, schools must complete and follow the directions on form FM-6111, *Instructional Materials Cash Transmittal Report and Buyer Quotation Worksheet* (see Appendix E – FM-6111).
 - Funds received from the sale will be returned to the school's instructional materials budget.
6. Return the obsolete instructional materials to Stores and Mail Distribution (S&MD) for sale/disposal.
 - To request a pick-up of obsolete instructional materials from S&MD, send a memorandum via email to surplus@dadeschools.net
 - The memorandum must include school name, work location number, the quantity of boxes to be collected, and contact name and information for the appropriate school site staff in charge of this transaction. A sample memorandum can be found in Appendix D.

- Schools must collect all obsolete instructional materials to be sent to S&MD and place them in boxes. The boxes must be stored in the same room; this room must be located on the first floor of the school building.

For schools using Destiny Textbook Manager (DTM) barcodes assigned to the obsolete instructional materials are scanned and deleted from the system.

Process to Challenge Adoption of Instructional Materials



Process to Challenge Adoption of Instructional Materials

The following individuals may file an objection to the adoption of a specific instructional material:

- A. parent of a public school student in the District; or
- B. resident of the county.

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

The following procedures shall apply to all objections to instructional materials being selected for adoption:

- A. A parent or resident, as defined above, may file a petition with the Board within thirty (30) calendar days after the Board’s adoption of specific instructional materials on a form provided by the Board. The petition form shall be publicly available on the District’s website at <http://cic.dadeschools.net>. The petition must be signed by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria set forth in F.S. 1006.31(2) or 1006.40(3)(d). These petitions must be submitted by **written request**, using Form 7581, and addressed as follows:

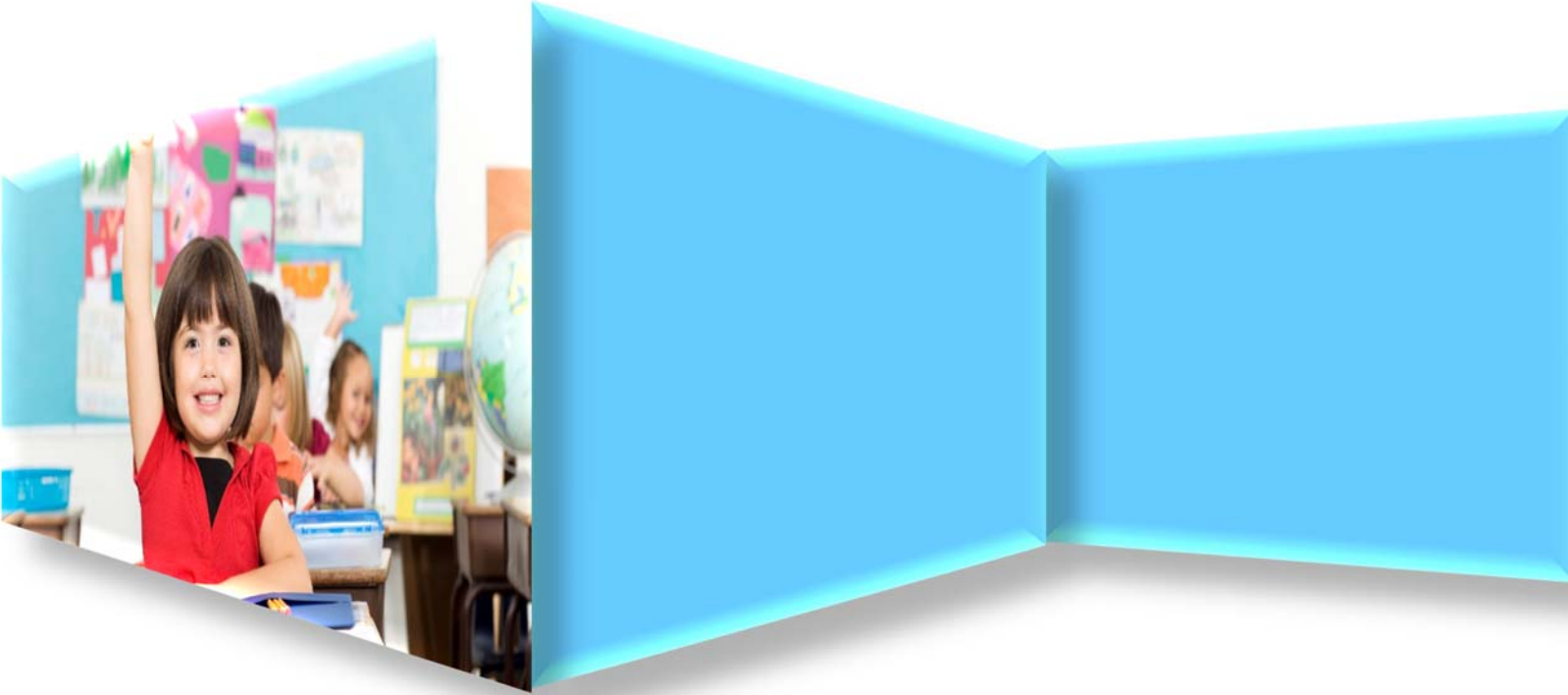
Office of the School Board Clerk
1450 N.E. Second Avenue, Room 311
Miami, FL 33132
Phone: 305 995-1440
Fax: 305 995-1448

- B. Within thirty (30) days after the thirty (30) day period has expired, an unbiased and qualified hearing officer shall conduct an open public hearing on all petitions timely received. The hearing officer shall be appointed by the Superintendent and shall be neither an employee nor agent of the School Board.
- C. The hearing before the hearing officer is not subject to the provisions of Chapter 120, F. S. but the hearing officer shall provide sufficient procedural protections to allow each petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer.
- D. Within fourteen (14) days of the conclusion of the hearing, the hearing officer will present his or her findings and recommendation in writing to the School Board.
- E. Within thirty (30) days after the School Board receives the hearing officer’s findings and recommendation, the School Board, at a public meeting, will consider the petition, the

hearing officer's findings and recommendation, and any evidence presented to the hearing officer, and make a final decision on the petition.

- F. The decision of the School Board shall be final and is not subject to further review or petition.

APPENDICES



Appendices

- Appendix A – Glossary of Terms Related to Instructional Materials
- Appendix B – Florida Adoption Cycle
- Appendix C – Hurricane Emergency Preparedness
- Appendix D – Memorandum Requesting Pick-Up of Obsolete Materials
- Appendix E – Forms
 - Form FM-1637 – *Lost Textbook Notice*
 - Form FM-6111 – *Instructional Materials Cash Transmittal Report and Buyer Quotation Worksheet*
 - Form FM-7088 – *Lost/Damaged Textbook Invoice*
 - Form FM-7574 – Community Service Record for Instructional Materials Obligation
 - Form FM-7581 – Petition to Object to Instructional Materials Selected for Adoption
- Appendix F – TARS
 - How to Access TARS
 - Ordering Textbook Requests in TARS
 - Monitoring Textbook Requests in TARS
- Appendix G – Destiny Textbook Manager
 - Barcode Placement

Glossary of Terms Related to Instructional Materials

Back Orders: these are materials that have been ordered but that have not been received from the publisher or the Florida School Book Depository.

Consumable Instructional Materials: these materials are intended to be written in and consumed by the students. These materials are replaced every year of the adoption.

DTM: Destiny Textbook Manager (DTM) is an application used to track, manage, and inventory instructional materials.

Delivery Discrepancy: these refer to shortages of the quantity ordered for the school. It can also refer to incorrect materials delivered. Staff from the Department of Stores and Mail Distribution (S&MD) handle delivery discrepancies of instructional materials. In the event of delivery discrepancies, school staff should direct inquiries to S&MD by calling 786-275-0630 or by sending an email to textbooks@dadeschools.net

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. These materials may no longer be ordered.

Florida School Book Depository (FSBD): the depository that carries all state adopted instructional materials in the state of Florida, and from which we order all state adopted instructional materials for our district. FSBD is a private business that is located in Jacksonville, FL

All schools receive copies of the FSBD catalogs every year. The catalogs list the series, item title, item number, and state contract price for each item.

Instructional Materials: student or site licenses or sets of materials that have intellectual content that by design serve as the major tool for assisting in the instruction of a subject or course. These items may be provided in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software.

Non-State-Adopted Instructional Materials: Those instructional materials that are **not** under contract with the state of Florida and not listed in the Florida Catalog of State-Adopted Instructional Materials.

Off-Adoption Instructional Materials: Instructional materials whose district adoption period has expired. These materials are obsolete and must be disposed of according to procedures listed in School Board Policy 7310.

Ratio: The quantitative relation between two amounts showing the number of times one value contains or is contained within the other. In textbooks, this comparative number demonstrates the quantity of textbooks one must purchase in order to receive a certain amount of free items. For example, a ratio of 1:25 indicates one must purchase twenty-five (25) textbooks to receive one (1) *free* item.

Request for Additional Instructional Materials: Requests for additional quantities of materials needed due to an increase in student population or new course offerings. These requests are created using the Textbook Automated Request System (TARS).

STAIRS: Student Textbook Automated Inventory Report System. An integrated computerized system that automates the textbook inventory process for all schools in our district.

State-Adopted Instructional Materials: Those instructional materials that are currently under contract with the State of Florida as published in the Florida Catalog of State-Adopted Instructional Materials.

TARS: Textbook Automated Request System; used by school administrators to place requests for additional instructional materials.

**FLORIDA INSTRUCTIONAL MATERIALS ADOPTION SCHEDULE
FOR ADOPTION YEARS 2019-2020 THROUGH 2023-2024**

Adoption Year	Subject Area	Specifications and Criteria Available	State Adoption Process	Effective Date of Contract April 1 - March 31	Current Contracts Expire March 31
2019-2020	World Languages, <i>K-12</i>	March 2019	April 2019-2020	2020-2025	2020/2021
	Computer Science, <i>6-12</i>				
	Career and Technical Education, <i>6-12</i>				
2020-2021	English Language Arts, <i>K-12</i>	April 2020 <i>(based on new standards approval)</i>	April 2020-2021	2021-2026	2018 <i>*contracts extended through 3/31/2020</i>
2021-2022	Mathematics, <i>K-12</i>	Nov 2020	April 2021-2022	2022-2027	2019 <i>*contracts extended through 3/31/2021</i>
2022-2023	Social Studies, <i>K-12</i>	Nov 2021	Apr 2022-2023	2023-2028	2022**
2023-2024	Science, <i>K-12</i>	Nov 2022	Apr 2023-2024	2024-2029	2023**

* Current contract extensions

**Contract will need extension for adjusted adoption schedule

Updated: 2/13/2019

Hurricane Emergency Preparedness for Instructional Materials

With an impending hurricane, schools are busy following emergency preparedness plans. Below is a list of preliminary steps that should be carried out to safeguard instructional materials during hurricane season:

1. Update Instructional Materials Inventory in STAIRS.
2. Make sure to move instructional materials away from windows.
3. If plastic sheets are available, cover print instructional materials to avoid water damage.
4. Remove instructional materials from floor level shelves.
5. Identify staff that will assist in moving Instructional Materials to a windowless storage.
6. If a "Hurricane Watch" is called (A hurricane could occur within 36 hours):
 - a) If possible, retrieve all instructional materials from classrooms and other areas in the school and move them to a watertight storage area.
 - b) Seal file cabinets with waterproof tape.
7. If a "Hurricane Warning" is called (A hurricane is expected within 24 hours):
 - a) Implement school plan for securing windows and other openings.
 - b) Move Instructional Materials away from windows.
8. Identify staff who will visit classrooms to ensure guidelines indicated above have been carried out.

REQUEST FOR PICK-UP OF OBSOLETE INSTRUCTIONAL MATERIALS

Date

TO: Stores and Mail Distribution (S&MD)
surplus@dadeschools.net

FROM: _____ (*Person's Name and Title*)
_____ (*School Name and Work Location*)

**SUBJECT: REQUEST FOR PICKUP OF OBSOLETE (OUT OF ADOPTION)
INSTRUCTIONAL MATERIALS**

We have a total of _____ boxes of obsolete instructional materials.

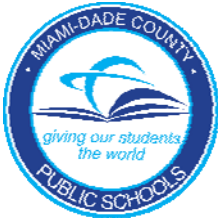
These boxes are located in _____.

We need to have these boxes picked up and moved these materials to the S&MD
warehouse.

Please contact _____ at _____

or via e-mail at _____ if you have any questions
or need additional information.

Thank you,



**MIAMI-DADE COUNTY PUBLIC SCHOOLS
LOST and/or DAMAGED TEXTBOOK NOTICE**

Date: _____

Dear Parent/Guardian:

Miami-Dade County Public Schools, assigned _____
(Title/ISBN of textbook)

to _____ that has been lost or damaged.
(Name of Student)

Textbooks are the property of Miami-Dade County Public Schools and are only loaned to the students and parents/guardians while they are pursuing their courses of study. Students are responsible for returning textbooks when requested and for payment of lost or damaged textbooks. At this time you are financially responsible to pay the amount of \$ _____ for the textbook(s) mentioned above.

Please help the student locate the above mentioned textbook(s) or reimburse the school. If during the inventory process the missing textbook(s) is found, your money will be refunded to you.

Florida Statute 1006.42 Responsibility of students and parents for instructional materials:

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

Florida Statute 1006.28, subsection (4)(b) Money collected for lost or damaged instructional materials; enforcement:

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

For further information or clarification please contact:

Contact Name: _____

Phone Number: _____

Time available to take the call: _____



TEXTBOOK CASH TRANSMITTAL REPORT AND BUYER QUOTATION WORKSHEET

SCHOOL NAME

LOCATION NUMBER

PREPARER'S NAME (Please print)

TELEPHONE NUMBER

SIGNATURE OF PRINCIPAL (or designee)

DATE

This form is required to request an electronic funds transmittal transfer from the Internal Fund Bank account to the District's Office of Treasury Management. The original signed form must be retained by the school along with any other supporting documentation. Please note that funds will be automatically debited from the Internal Fund account one day after the transfer entry is made and posted in the electronic School Accounting System (eSAS).

Invoice number **T:** _____ in the amount of \$ _____

Please credit to the following revenue account:

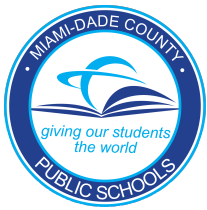
DR/CR	CR. AMOUNT	OBJECT	SCHOOL LOCATION	PROGRAM	FUNCTION	DESCRIPTION
CR		449800		85600000	400000	Proceeds From Sales of Obsolete Instructional Materials
CR		449800		85600000	400000	Proceeds From Collection of Lost & Damaged Instructional Materials

TEXTBOOK BUYER QUOTATION WORKSHEET

COMPANY NAME	TELEPHONE NO.	CONTACT PERSON	TOTAL NO. OF ITEMS PURCHASED	TOTAL PURCHASE PRICE	NO RESPONSE/NO QUOTATION OFFERED*

*No response or no quotation offered, count toward the contract requirement.

Schools must send copies of this Cash Transmittal Report to Instructional Materials, mail code # 9629 – Room 337.



MIAMI-DADE COUNTY PUBLIC SCHOOLS LOST and/or DAMAGED TEXTBOOK INVOICE

Student's Name	Grade	Date
School Name		Location Number
Lost/Damaged textbook (Title)		\$ Fine Amount
Lost/Damaged textbook number (ISBN or FSBD)		
Other - Lost/Damaged textbook (Title)		\$ Fine Amount
Other - Lost/Damaged textbook number (ISBN or FSBD)		
Teacher's Name (Please Print)	Teacher's Signature	\$ Total Amount

Note: Textbooks are the property of Miami-Dade County Public Schools and are only loaned to the student. Students are responsible for returning textbooks when requested and for payment of lost or damaged textbooks.

Textbook paid by the student Textbook not paid by the student

SCHOOL OFFICE ONLY

This form is required to request an electronic funds transmittal transfer from the Internal Fund Bank account to the District's Office of Treasury Management. The original signed form must be retained by the school along with any other supporting documentation. Please note that funds will be automatically debited from the Internal Fund account one day after the transfer entry is made and posted in the electronic School Accounting System (eSAS).

Invoice number **L:** _____ in the amount of \$ _____

Please credit to the following:

DR/CR	CREDIT AMOUNT	OBJECT	LOCATION	PROGRAM	FUNCTION	DESCRIPTION
CR		449800	1962900	85600000	400000	Proceeds From Collection of Lost & Damaged Instructional Materials

Preparer's Name (Please Print)
Principal's Signature or Designee
Telephone number

Schools must send copies of this LOST and/or DAMAGED Textbook Invoice to Instructional Materials, mail code # 9629 – Room 337.



Miami-Dade County Public Schools Community Service Record for Instructional Materials Obligation

Student Name <i>(last, first, middle)</i>	Student ID #
Student Address <i>(street number, street, apt, city, state, zip code)</i>	Student Telephone Number
Name of Parent/Guardian <i>(please print)</i>	Parent/Guardian Telephone Number
Address of Parent/Guardian <i>if different from student (street number, street, apt, city, state, zip code)</i>	Teacher's Name <i>(please print)</i>

Title of Instructional Material	FSBD # or ISBN	Publisher	Fees
Total Fees Owed by Student			
Amount Paid _____ Date Received _____	Remaining Fees Owed by Student <i>(once partial amount paid has been deducted)</i>		

Community Service Obligation

Remaining obligation divided by \$8.56 = _____ hours of service to be performed.

Actual service hours performed _____ X \$8.56 = total community service payment.

Community Service Activity

Community Service Verified by _____

Signature of School Staff *Print Name* *Date*

Community Service Payment

Total Obligation Balance Due by Student

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Was a parent notification letter sent? Date sent _____ Sent by _____
<input type="checkbox"/>	<input type="checkbox"/>	Was student excluded from extracurricular activities? Provide brief explanation _____
<input type="checkbox"/>	<input type="checkbox"/>	Was a parent conference requested? Request date _____

Barcode Labels

Barcoding Textbooks

Textbook barcode labels are to be placed according to the following guidelines developed by Miami-Dade County Public Schools:

- Barcode labels are to be placed on the outside front cover of the textbook.
- Barcodes must be placed parallel to the spine of the textbook. See Figure 1 on the left side of this page.
- Place barcodes one finger-width away from the bottom edge of the book *and* one finger-width away from the spine gutter. See Figure 2 below.
- The barcode identity strip is to be placed on the copyright page of the textbook.

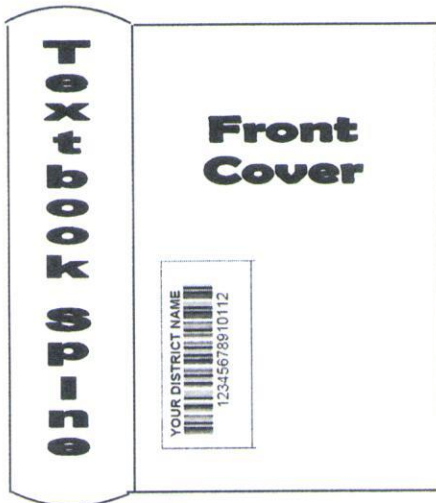


Figure 1

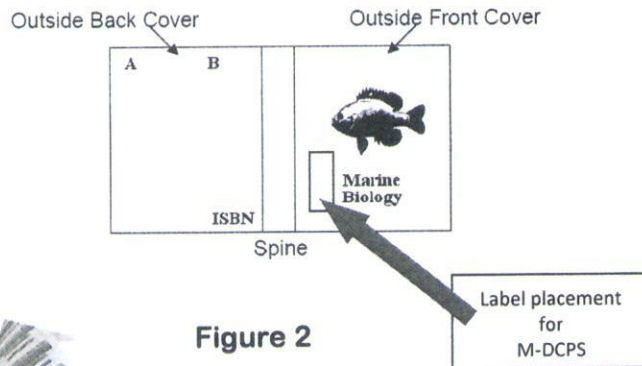


Figure 2

Barcoding Label Placement

The exact placement of the barcode label is important. It's equally important to determine if there's a district policy. Barcode labels include the actual label and an identity strip, see Figure 3 below, that will allow you to identify the textbook should the barcode be removed. The identity strip should be placed on an inconspicuous page in the textbook such as the copyright page, bibliography page, or index. The use of the identity strip is optional.

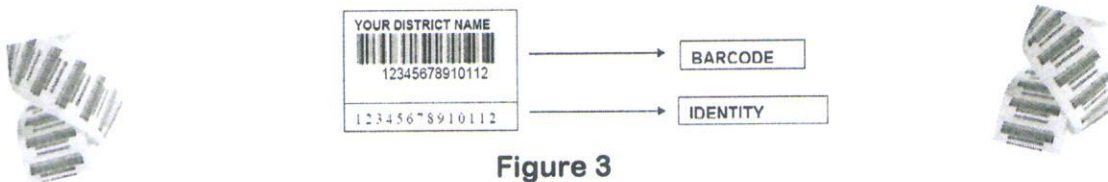


Figure 3

Poly Thermal Labels

The district recommends schools use poly thermal barcode labels for schools using the Destiny Textbook Manager program. These barcode labels are more durable than other barcode labels because they feature a laminate finish that won't yellow or fade. Therefore, there is no need to use label protectors with the poly thermal barcode label.

IMPORTANT NOTE: When ordering barcode labels, please select code 3 of 9 symbology and do not request a check digit.

Information and graphics taken from the Destiny Textbook Manager training manual developed by the Follett Software Company



Anti-Discrimination Policy

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

Age Discrimination Act of 1975 - prohibits discrimination based on age in programs or activities.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – No public school shall deny equal access to, or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 (as a patriotic society).

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, sex/gender, gender identification, social and family background, linguistic preference, pregnancy, citizenship status, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

Revised 07/2020



How to Access TARS

Purpose

Use this procedure to replace the current spreadsheet method of replacing state adopted textbooks and ordering additional materials throughout the school year as needed.

Prerequisites

The user must have school administrator authorize them through RACF and grant WTAU.

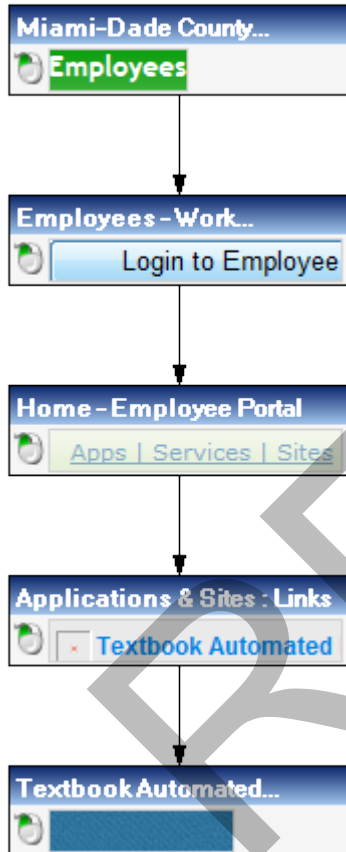
Helpful Hints

REPEATED



How to Access TARS

Screen Flow





How to Access TARS

Procedure

1. Log in to the Employee Portal

Miami-Dade County Public Schools

The screenshot shows the DadeSchools.net website. The header includes the logo and the tagline "Giving our students the world". Below the header is a navigation menu with links for Discover M-DCPS, Calendars, Committees, Directories, Schools, School Board, Superintendent, and Portal. A secondary navigation bar features five tabs: Students (Grades...), Parents (Child Info...), Employees (HR, payroll...), Community (Events...), and Bond (Updates...). The Employees tab is highlighted in green. Below the navigation bar is a large banner image showing a group of people at an event, with the text "Local Students Show Off Technical Skills at Expo" and a link to read more about the STEM Expo in Miami. Below the banner are three columns of content: "Welcome to Miami-Dade County Public Schools" with a paragraph of text, "Highlights" with a list of items (2014 Open Enrollment, 2014 Employee Benefits, 2013 FCAT Results, 5-yr Capital Plan), and "Resources" with a list of items (Legislative Resource Center, 2013 FAFSA Assistance, ACCEL Option, Adult ED Classes).

2. Click **Employees** HR, payroll... the Employees tab to access the login button for the **Employee Portal**.



How to Access TARS

Employees - Work Together to Provide a Superior Learning Environment | Miami-Dade County Public Schools

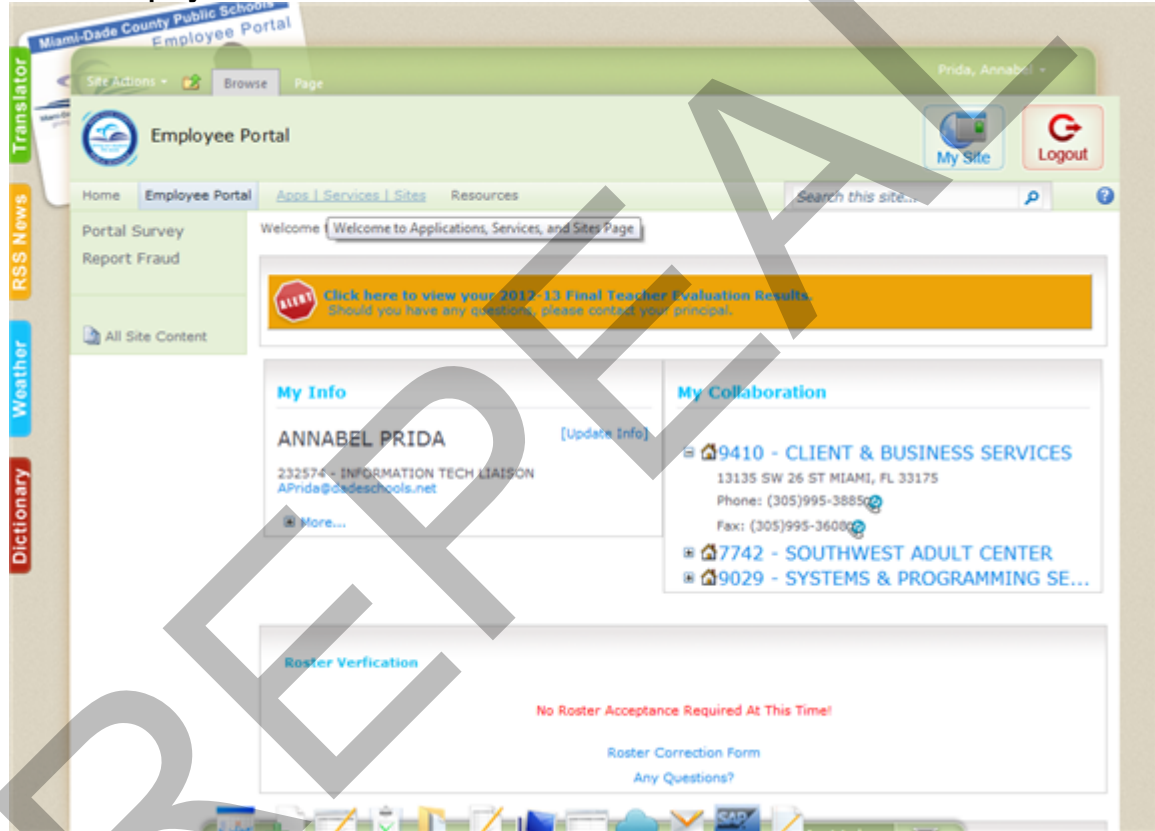
The screenshot shows the DadeSchools.net website. The main navigation bar includes links for Discover M-DCPS, Calendars, Committees, Directories, Schools, School Board, Superintendent, and Portal. Below this is a secondary navigation bar with colored buttons for Students, Parents, Employees (highlighted in green), Community, and Bond Updates. The Employees section features a banner for the 2014 M-DCPS Teacher of the Year, Marshall Ruffo, with the text 'Working Together To provide a Superior Learning Environment'. A blue button labeled 'Login to Employee Portal' is prominently displayed, with a 'Forgot Password?' link below it. To the right, there are sections for 'Teachers' and 'Employee Resources', each containing a list of links.

3. Click [Login to Employee Portal](#) to Login to the Employee Portal.



How to Access TARS

Home - Employee Portal



4. Click [Apps | Services | Sites](#) to find the new **TARS** application link.

Applications & Sites : Links

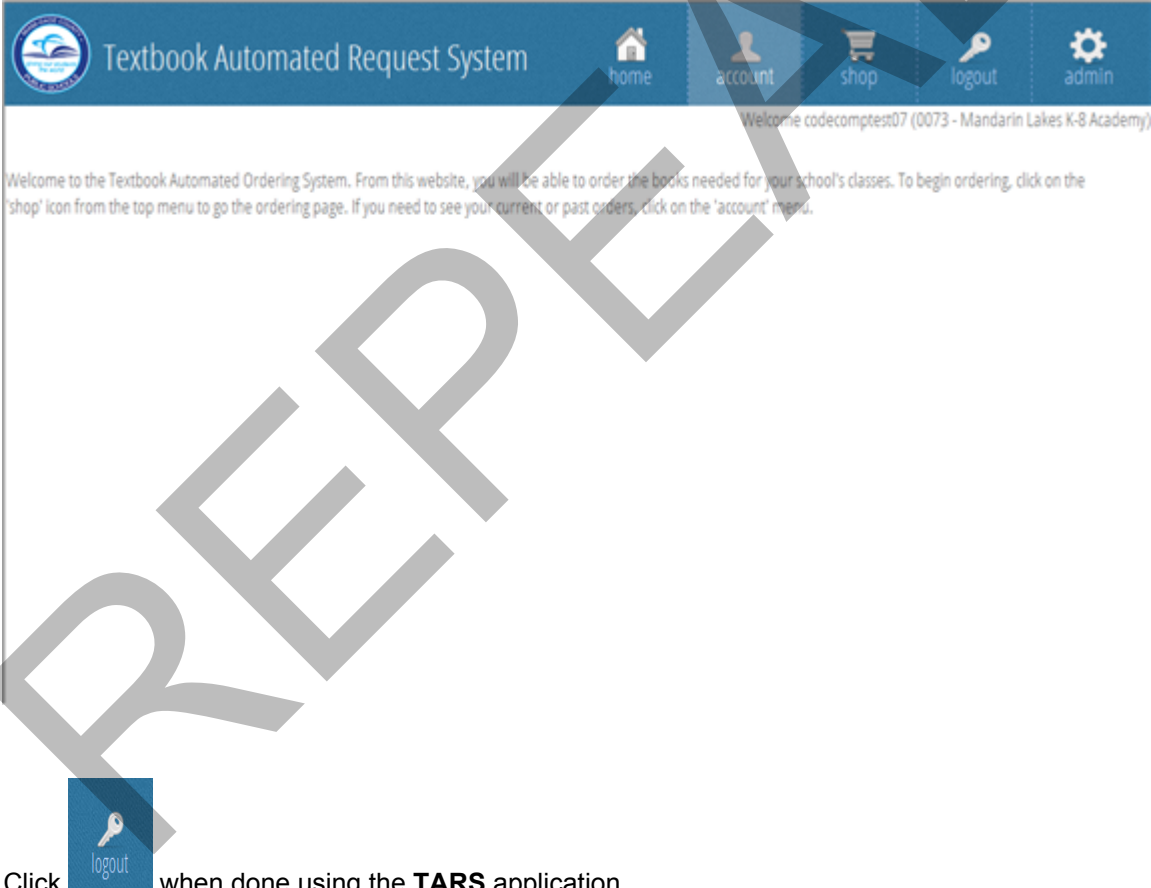
<p><i>school bathroom that needs to be cleaned or repaired.</i></p>	<p>Web Math ☆</p> <p><i>Are you stuck on a problem? We'd like to help you solve it.</i></p>	<p>Weekly Briefings ☆</p> <p><i>Click here to get access to your briefings.</i></p>	<p>Textbook Automated Request System</p>
---	--	--	--



How to Access TARS


5. Click  to access the new **TARS** application.

Textbook Automated Request System



Welcome codecompst07 (0073 - Mandarin Lakes K-8 Academy)

Welcome to the Textbook Automated Ordering System. From this website, you will be able to order the books needed for your school's classes. To begin ordering, click on the 'shop' icon from the top menu to go the ordering page. If you need to see your current or past orders, click on the 'account' menu.

6. Click  when done using the **TARS** application.

Please view other tutorials such as **Ordering Textbooks through TARS**, and **Monitoring Requests** to learn more about **TARS**.



In this tutorial, you will learn how to Access the **Textbook Automated Request System (TARS)** through the **Employee Portal**.

Prior to accessing TARS, please make sure your school administrator grants you rights through RACF. You need **WTAU**



Congratulations!!! You have learned how to access the new **TARS**



How to Access TARS

Result

You have successfully completed a tutorial for **How to Access TARS**.

Comments

None

REPEATED



Ordering Textbook through TARS

Purpose

Use this procedure to replace the current spreadsheet method of replacing state adopted textbooks and ordering additional materials throughout the school year as needed.

Prerequisites

The user must have school administrator authorize them through RACF and grant WTAU.

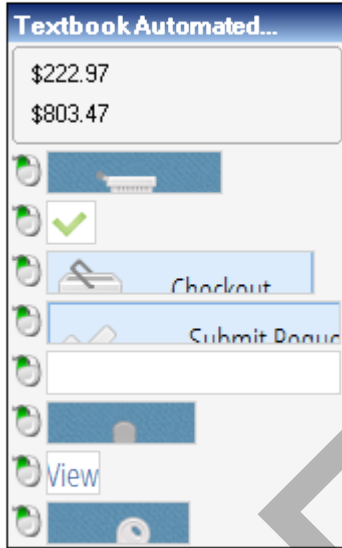
Helpful Hints

REPEATED



Ordering Textbook through TARS

Screen Flow



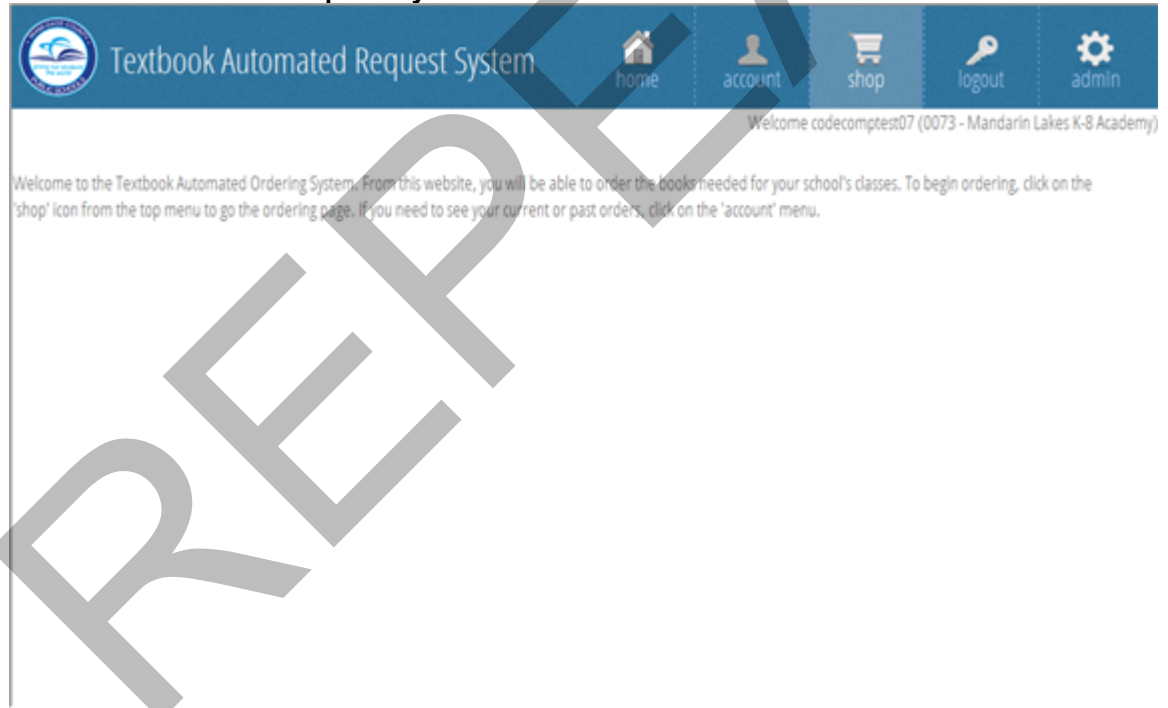



Ordering Textbook through TARS

Procedure

1. Log into the Employee Portal and Access Textbook Automated Request System.

Textbook Automated Request System




2. Click  the Shop button to request textbooks.

3. As required, complete/review the following fields:

Field	R/O/C	Description
\$222.97	R	Example: 2



Ordering Textbook through TARS

4. Click  to view what items are **Free** with your order.



5. As required, complete/review the following fields:

Field	R/O/C	Description
\$803.47	R	Example: 3

6. Click  when ready to place your order.

7. Click  when you are ready to **Submit your Request**.

8. Click Textbook Automated Request System control


 Thank you. Your request #18 has been submitted. You can check the status of your requests from your 'Account' page. 

9. Click  the **Account** button to review the status of your request.

10. Click the [View](#) link to see the ordered items.



Ordering Textbook through TARS

11. Click the  button when done using the application.

For further assistance with **TARS**, view the **Monitoring Requests** tutorial.



In this tutorial, you will learn how to **Order Textbooks through TARS**



Note: Free Items appear in text box after clicking on the green checkmark.



Use the **SAVE**



Review your order before submitting it.



After you have clicked **Submit**



Note: The textbook list appears with the **Quantity**



Congratulations!!! You have learned how to **Order Textbooks through TARS**



Ordering Textbook through TARS

Result

You have successfully completed a tutorial for how to **Order Textbooks through TARS**.

Comments

None

REPEATED



Monitoring Textbook Requests

Purpose

Use this procedure to replace the current spreadsheet method of replacing state adopted textbooks and ordering additional materials throughout the school year as needed.

Prerequisites

The user must have school administrator authorize them through RACF and grant WTAU.

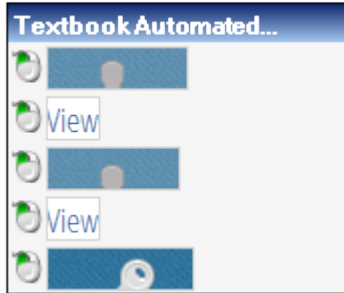
Helpful Hints

REPEATED



Monitoring Textbook Requests

Screen Flow



REPEAL

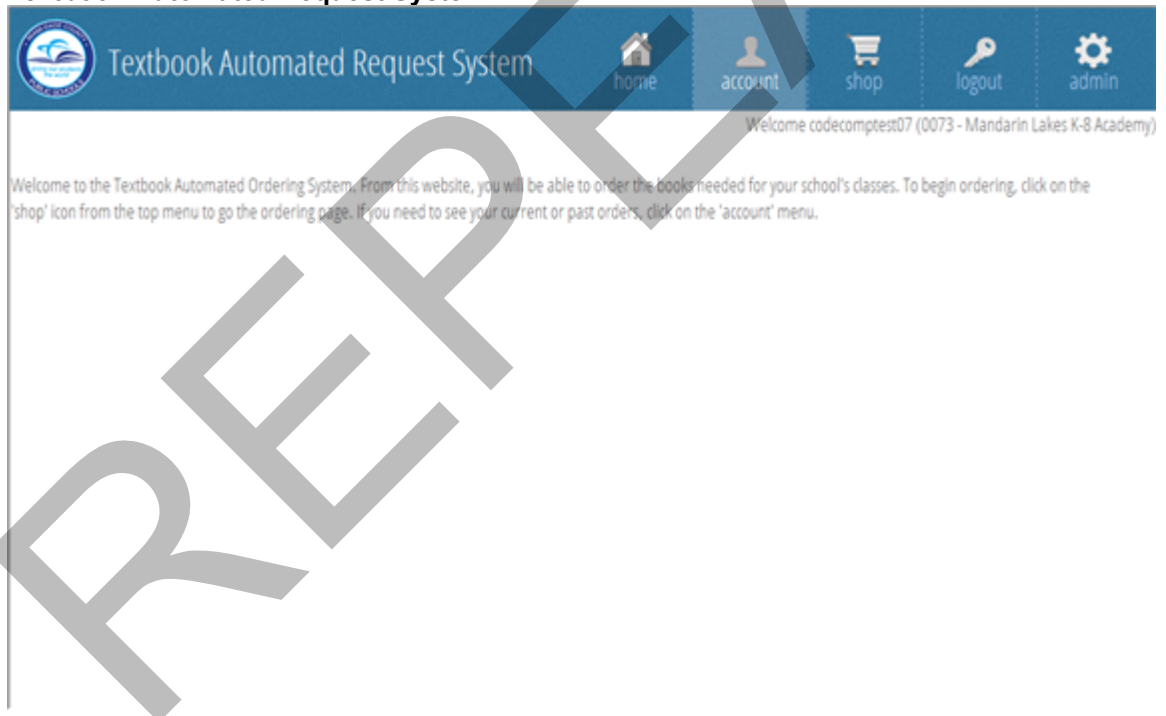



Monitoring Textbook Requests

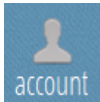
Procedure

1. Log into the Employee Portal and Access Textbook Automated Request System

Textbook Automated Request System




2. Click the  button to view all requests.
3. Click the [View](#) link to view the reasons for this request being declined.

4. Click the  button to return to the list of **Requests**.



Monitoring Textbook Requests

5. Click [View](#) link to **View** the next **Request**.

6. Click the  button when done using the application.



In this tutorial, you will learn how to **Monitor Textbook Requests** made in **TARS**.



This school has 3 **Requests** pending **Approval** and 1 that has been **Declined**.

To view the reason for the decline, click on the **View** link in front of the **Request**.

If you ever see a **Request** with the status of **Draft**, that indicates that the **Request** was not finished and **Saved**



The reasons for why this **Request** was **Declined**



NOTE: The items in this **Request** are listed at the top of the page. You may also note the items **Requested** by looking at the **QTY**



Congratulations!!! You have completed the tutorial for how to **Monitor Textbook Requests in TAR**.



Monitoring Textbook Requests

Result

You have successfully completed a tutorial for **How to Monitor Textbook Requests**.

Comments

None

REPEATED