

INSTRUCTIONAL MATERIALS PROCEDURES MANUAL



GALENA PARK ISD



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2023-2024

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GALENA PARK ISD

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Proclamation 2024

Proclamation 2024

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Introduction

This proclamation serves as a notice to publishers, the public, and education service centers (ESCs) that the State Board of Education (SBOE) is inviting bids to furnish instructional materials for the following courses:

Chapter 112. Texas Essential Knowledge and Skills for Science

- Science, grades K–8
- Aquatic Science
- Astronomy
- Biology
- Chemistry
- Science (Spanish), grades K–6
- Earth Systems Science
- Environmental Systems
- Integrated Physics and Chemistry
- Physics

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

- Personal Financial Literacy and Economics**

Chapter 126. Texas Essential Knowledge and Skills for Technology Applications

- Technology Applications, grades K–8**

Chapter 127. Texas Essential Knowledge and Skills for Career Development

Subchapter G. Education and Training

- Child Development
- Child Development Associate Foundations
- Communication and Technology in Education
- Instructional Practices
- Human Growth and Development
- Principles of Education and Training

Subchapter I. Health Science

- Anatomy and Physiology*
- Health Science Theory
- Healthcare Administration and Management
- Leadership and Management in Nursing
- Medical Assistant
- Medical Billing and Coding
- Medical Microbiology*
- Medical Terminology
- Pathophysiology*
- Pharmacology

Subchapter I. Health Science (continued)

- Pharmacy I
- Pharmacy II
- Respiratory Therapy I
- Respiratory Therapy II

Subchapter J. Hospitality and Tourism

- Food Science*

Subchapter M. Law and Public Service

- Forensic Science*

Subchapter O. Science, Technology, Engineering, and Mathematics

- Biotechnology I*
- Computer Science I**
- Computer Science II**
- Cybersecurity Capstone**
- Digital Forensics**
- Fundamentals of Computer Science**
- Foundations of Cybersecurity**
- Engineering Design and Presentation I
- Engineering Design and Presentation II
- Principles of Applied Engineering
- Intermediate Computer-Aided Design and Drafting
- Introduction to Computer-Aided Design and Drafting

Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education

Subchapter Q. Energy

- Foundation of Energy
- Introduction to Process Technology
- Petrochemical Safety, Health, and Environment
- Oil & Gas Production III
- Oil & Gas Production IV

* CTE courses for which a student will earn science credit

** Courses with TEKS adopted in June 2022

In this proclamation you will find an [adoption timeline](#), [list of deliverables and requirements](#), [enrollment information](#), a link to the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS), and a [glossary of terms](#). Additional information and specific instructions for publishers can be found in the *Publisher Handbook*, which will be available on the [Texas Education Agency \(TEA\) website](#).

To be eligible for adoption, science, technology applications, and CTE instructional materials submitted in response to this proclamation must cover at least 50% of the TEKS for the grade level or course for which the materials are intended in both the material intended for student use and intended for teacher use, be suitable for the subject and grade level, be reviewed by academic experts, comply with applicable manufacturing standards, and be free from factual errors at the time they are delivered to schools. All materials submitted for science and any CTE courses that meet high school graduation requirements for a foundation subject area must also cover 100% of the applicable ELPS.

Instructional materials submitted in response to this proclamation may be

- new instructional materials developed to align to the TEKS, or
- existing instructional materials that have been aligned to the revised TEKS.

Publishers with materials on the current adopted list for the courses included in this proclamation can also submit supplemental materials to address the new or expanded TEKS. Publishers that submit new instructional materials must also provide new correlations to any currently adopted materials if they plan to continue selling those materials.

The submission of [open education resource materials](#) is welcome under this proclamation (TAC §[66.27\(g\)\(9\)](#)).

Instructional materials submitted in response to this proclamation will be reviewed by the state review panels (SRPs) to determine the extent to which the materials meet the required TEKS and ELPS and to identify factual errors. At the completion of the review, the panels will report their findings to the commissioner of education.

The panels' findings serve as the basis for the commissioner of education's report to the SBOE regarding instructional materials eligible for adoption. Instructional materials found to have extensive errors or to be of a quality not acceptable in schools at initial review may be rejected by the SBOE (TAC §[66.66\(e\)](#)). The SBOE is scheduled to vote on *Proclamation 2024* materials at the meeting in November 2023. The SBOE's determination is final.

To comply with TEC §31.082, TEA will contract with a private entity to evaluate instructional materials submitted in response to this proclamation for science through the [Texas](#)

[Resource Review](#) (TRR). The TRR reports will be presented to the SBOE prior to their adoption vote.

Instructional materials adopted under this proclamation will be available beginning in the 2024–25 school year. Adopted materials can be purchased using instructional materials and technology allotment funds and can be ordered by Texas public schools through EMAT, the Texas instructional materials ordering system. Publishers must host adopted digital materials on a Texas-specific platform or ensure that content may only be accessed using a Texas-specific login. Publishers cannot make changes to adopted materials without the prior review and consent by the commissioner of education or the SBOE (TAC §§[66.75](#) and [66.76](#)). Publishers who make changes without consent may incur penalties from the SBOE (TAC §[66.15\(f\)\(3\)](#)). Publishers can make technical enhancements to adopted electronic instructional materials that do not affect content.

Publishers are responsible for all expenses incurred by their participation in this proclamation (TAC §[66.28\(b\)](#)).

All documents and forms must be submitted in a format approved by the commissioner of education.

All publishers should carefully read and fully understand the requirements listed in this proclamation as well as both the state statutes and the administrative rules that govern the review and adoption of instructional materials process.

Chapter 31 of the Texas Education Code (TEC) is available at <https://statutes.capitol.texas.gov/Docs/ED/htm/ED.31.htm>.

Chapter 66 of the Texas Administrative Code (TAC), Title 19, is available at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=2&ch=66](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=2&ch=66).

Adoption Timeline

This adoption timeline includes deadlines and information that is applicable to publishers, the public, education service centers, districts and charter schools, the SBOE, and the agency.

Please see the “Deliverables and Requirements for Publishers” and “Deliverables and Requirements for ESCs” sections in this proclamation for further details on specific deliverables and requirements.

2022 Activities and Deliverables

January 25–28

Proclamation 2024 is presented to the SBOE for discussion.

Responsible Party: [TEA](#)

Recipient/Audience: [SBOE](#), [Publishers](#)

February–April

TEA conducts webinars to introduce *Proclamation 2024* and solicit feedback.

Responsible Party: [TEA](#)

Recipient/Audience: [Districts and Charter Schools](#), [Publishers](#), [ESCs](#)

April 6–8

Proclamation 2024 is presented to the SBOE for action.

Responsible Party: [TEA](#)

Recipient/Audience: [SBOE](#), [Publishers](#)

June–July

TEA posts the TRR science rubric for public comment.

Responsible Party: [TEA](#)

Recipient/Audience: [Districts and Charter Schools](#), [Publishers](#), [ESCs](#), Public

August

TEA releases the *Proclamation 2024* [Publisher Handbook](#).

Responsible Party: [TEA](#)

Recipient/Audience: [Publishers](#)

Nominations to the SRP are accepted via the [State Review Panel Application](#).

Responsible Party: [Districts and Charter Schools](#), [ESCs](#), Public

Recipient/Audience: [TEA](#)

August 30–September 2

Proclamation 2024 [Questions and Answers](#) is presented to the SBOE for approval.

Responsible Party: [TEA](#)

Recipient/Audience: [SBOE](#), [Publishers](#)

2022 Activities and Deliverables (continued)

September–October

TEA posts the final TRR science rubric.

Responsible Party: [TEA](#)
Recipient/Audience: [Districts and Charter Schools](#), [Publishers](#), [ESCs](#), Public

October–November

TEA conducts a webinar for publishers interested in participating in *Proclamation 2024*.

Responsible Party: [TEA](#)
Recipient/Audience: [Publishers](#)

Monday, December 5

The [Company Information](#) and [Statement of Intent to Bid](#) are due to TEA.

Responsible Party: [Publishers](#)
Recipient/Audience: [TEA](#)

2023 Activities and Deliverables

Monday, February 13

[Preliminary correlations](#) for one science or CTE course is due to TEA.

Responsible Party: [Publishers](#)
Recipient/Audience: [TEA](#)

Each ESC must [designate the person who will supervise the sample materials and publish a news release notifying area districts about the availability of materials](#).

Responsible Party: [ESCs](#)
Recipient/Audience: [Districts and Charter Schools](#), Public

April

TEA notifies candidates of their appointment to the SRP.

Responsible Party: [TEA](#)
Recipient/Audience: [Districts and Charter Schools](#), Public

2023 Activities and Deliverables (continued)

April-May

TEA provides details (dates/locations) of upcoming SRP meetings to publishers.

Responsible Party: [TEA](#)

Recipient/Audience: [Publishers](#)

April-August

Instructional materials submitted for science are reviewed through TRR.

Monday, April 10

[Pre-adoption samples](#), the [Report on Interoperability and Ease of Use](#), and [Complete Descriptions](#) are due to TEA for science and CTE courses.

Responsible Party: [Publishers](#)

Recipient/Audience: [TEA](#), [Districts and Charter Schools](#), Public

[Pre-adoption samples](#) are due to each of the twenty ESCs for science and CTE courses.

Responsible Party: [Publishers](#)

Recipient/Audience: [ESCs](#)

[Certification of Editorial Review](#), and the [Affidavit of Authorship or Contribution](#) are due to TEA for science and CTE courses.

Responsible Party: [Publishers](#)

Recipient/Audience: [TEA](#)

[Preliminary correlations](#) for one technology applications course, one CTE course in computer science or cybersecurity, Personal Financial Literacy and Economics, or K-6 Spanish science is due to TEA.

Responsible Party: [Publishers](#)

Recipient/Audience: [TEA](#)

April 17

ESCs must notify TEA of [any irregularities in sample materials submitted by publishers](#) for science and CTE courses.

Responsible Party: [ESCs](#)

Recipient/Audience: [TEA](#), [Publishers](#)

2023 Activities and Deliverables (continued)

Monday, May 8

[Final correlations](#) are due to each of the twenty ESCs for science and CTE courses.

Responsible Party: **Publishers**

Recipient/Audience: **ESCs**

[Final correlations](#) are due to TEA for science and CTE courses.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

Tuesday, May 30

[Pre-adoption samples](#), the [Report on Interoperability and Ease of Use](#), and [Complete Descriptions](#) are due to TEA for technology applications courses, CTE courses in computer science and cybersecurity, Personal Financial Literacy and Economics, and K–6 Spanish science.

Responsible Party: **Publishers**

Recipient/Audience: **TEA, Districts and Charter Schools, Public**

[Pre-adoption samples](#) are due to each of the twenty ESCs for technology applications courses, CTE courses in computer science and cybersecurity, Personal Financial Literacy and Economics, and K–6 Spanish science.

Responsible Party: **Publishers**

Recipient/Audience: **ESCs**

The [Certification of Editorial Review](#) and [Affidavit of Authorship or Contribution](#) are due to TEA for technology applications courses, CTE courses in computer science and cybersecurity, Personal Financial Literacy and Economics, and K–6 Spanish science.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

2023 Activities and Deliverables (continued)

Monday, June 26

[Final correlations](#) are due to TEA for technology applications courses, CTE courses in computer science and cybersecurity, Personal Financial Literacy and Economics, and K–6 Spanish science.

Responsible Party: [Publishers](#)

Recipient/Audience: [TEA](#), [Districts and Charter Schools](#), Public

[Final correlations](#) are due to each of the twenty ESCs for technology applications courses, CTE courses in computer science and cybersecurity, Personal Financial Literacy and Economics, and K–6 Spanish science.

Responsible Party: [Publishers](#)

Recipient/Audience: [ESCs](#)

June–July

TEA hosts [SRP meetings](#).

Responsible Party: [TEA](#)

Recipient/Audience: [Publishers](#), Public

Monday, July 31

The [Vendor Setup Form](#) is due to TEA from publishers without EMAT usernames and passwords.

Responsible Party: [Publishers](#)

Recipient/Audience: [TEA](#)

Wednesday, August 16

The [List of Corrections and Editorial Changes](#) is due to TEA.

Responsible Party: [Publishers](#)

Recipient/Audience: [TEA](#)

Monday, August 21

- [Requests for show-cause hearings](#) are due to TEA from eligible publishers that elect to protest the preliminary report.
- Electronic samples of [new content](#) provided to and approved by the SRP are due to TEA.
- The [Order Processing Information](#) and [initial official bids](#) are due to TEA.

Responsible Party: [Publishers](#)

Recipient/Audience: [TEA](#)

2023 Activities and Deliverables (continued)

September

TEA releases the preliminary report on instructional materials under consideration, and TEA posts TRR science reviews to the TRR website.

Responsible Party: [TEA](#)

Recipient/Audience: [SBOE](#), [ESCs](#), [Districts and Charter Schools](#), Public

TEA posts to the agency website public and SRP comments and lists of alleged errors, editorial changes, and new content.

Responsible Party: [TEA](#)

Recipient/Audience: [SBOE](#), [Publishers](#), [Districts and Charter Schools](#), Public

SBOE holds a public hearing on instructional materials under consideration for adoption.

Responsible Party: Public

Recipient/Audience: [Publishers](#), [SBOE](#)

October

TEA posts the *Report of Required Corrections and Approved New Content* and the *List of Instructional Materials Eligible for Adoption* to the agency website.

Responsible Party: [TEA](#)

Recipient/Audience: [ESCs](#), [Publishers](#), [Districts and Charter Schools](#), Public

Monday, October 16

The [Certification of Intent to Correct](#) and the [Disclosure of Campaign Contributions and Gifts](#) is due to TEA.

Responsible Party: [Publishers](#)

Recipient/Audience: [TEA](#)

Monday, October 30

Official written comments and alleged factual errors from Texas residents concerning materials under consideration are due to TEA.

Responsible Party: Public

Recipient/Audience: [TEA](#)

2023 Activities and Deliverables (continued)

Monday, November 6

[Additional official bids](#) are due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**, **Districts and Charter Schools**

Tuesday, November 7

- [Content changes](#) made in materials under consideration in response to public comment are due to TEA.
- An updated *List of Corrections and Editorial Changes* is due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **SBOE**, **TEA**, Public

Thursday, November 9

TEA posts to the agency website content changes to materials made by publishers in response to public comment.

Responsible Party: **TEA**

Recipient/Audience: **SBOE**, Public

Wednesday, November 15

[Content changes](#) made to materials under consideration in response to public testimony are due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **SBOE**, **TEA**, Public

Tuesday–Friday, November 14–17

The SBOE votes regarding materials under consideration.

Responsible Party: **SBOE**

Recipient/Audience: **Publishers**, **Districts and Charter Schools**, Public, **ESCs**

2023 Activities and Deliverables (continued)

Friday, December 1

TEA posts the *List of Instructional Materials Adopted* on the agency website.

Responsible Party: [TEA](#)

Recipient/Audience: [ESCs](#), [Publishers](#), [Districts and Charter Schools](#), [Public](#)

The [Register of Contact](#) is due to TEA.

Responsible Party: [Publishers](#)

Recipient/Audience: [TEA](#)

2024 Activities and Deliverables

Monday, February 5

One [high-quality accessible PDF](#), one copy of [NIMAS files](#) for student materials, blackline masters, and any other materials included in the teacher component that are intended for student use, and a screenshot from the NIMAC Validation Wizard showing that each file has passed validation are due to designated braille producer.

Responsible Party: [Publishers](#)

Recipient/Audience: [Braille Producer](#)

Monday, February 5

[Form 1295 Certificate of Interested Parties](#) is due to TEA.

Responsible Party: [Publishers](#)

Recipient/Audience: [TEA](#)

Monday, March 25

- One [complete, post-adoption sample](#) that incorporates all required corrections and approved new content is due to TEA.
- The *Affidavit of Corrections and New Content* is due to TEA.
- The *Certification of Compliance with Manufacturing Standards* is due to TEA.
- The *Accessibility Compliance Report*, along with the cover sheet, is due to TEA.

Responsible Party: [Publishers](#)

Recipient/Audience: [TEA](#)

2024 Activities and Deliverables (continued)

Monday, March 25

One [complete, post-adoption sample](#) that incorporates all required corrections and approved new content is due to each of the twenty ESCs.

Responsible Party: **Publishers**

Recipient/Audience: **ESCs**

Three final complete copies of [adopted print student materials](#), blackline masters, and any other materials included in the teacher component(s) that are intended for student use. If changes were made to instructional materials between Monday, February 5, and Monday, March 25, one [high-quality accessible PDF](#), one copy of [NIMAS files](#), a [side-by-side list of changes](#), and a screenshot from the NIMAC Validation Wizard showing that each file has passed validation due to the designated braille producer. If no changes were made, notice must be provided to the designated braille producer.

Responsible Party: **Publishers**

Recipient/Audience: **Braille Producer**

One copy of [adopted print student materials](#), blackline masters, and any other materials included in the teacher component(s) that are intended for student use; one [high-quality accessible PDF](#); one copy of [NIMAS files](#); and a screenshot from NIMAC Validation Wizard showing that the file passed validation are due to the designated audio producer.

Responsible Party: **Publishers**

Recipient/Audience: **Audio Producer**

One copy of [adopted print student materials](#), blackline masters, and any other materials included in the teacher component(s) that are intended for student use; one [high-quality accessible PDF](#); one copy of [NIMAS files](#); and a screenshot from NIMAC Validation Wizard showing that the file passed validation are due to the designated large-print producer.

Responsible Party: **Publishers**

Recipient/Audience: **Large-Print Producer**

Final [NIMAS files](#) and a [side-by-side list of changes](#) made between Monday, February 5, and Monday, March 25, or notice that no changes were made are due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

2024 Activities and Deliverables (continued)

Monday, March 25

Final [NIMAS files](#) are due to NIMAC.

Responsible Party: [Publishers](#)

Recipient/Audience: NIMAC

May

TEA sends executed contracts to publishers.

Responsible Party: [TEA](#)

Recipient/Audience: [Publishers](#)

Texas public schools that have funding available can begin submitting orders for new materials through EMAT.

Responsible Party: [Districts and Charter Schools](#)

Recipient/Audience: [Publishers](#), [TEA](#)

June-August

Publishers distribute adopted materials to Texas public schools.

Responsible Party: [Publishers](#)

Recipient/Audience: [Districts and Charter Schools](#)

TEA conducts a review of adopted materials to ensure publishers have made all corrections on the *Report of Required Corrections and Approved New Content*.

Responsible Party: [TEA](#)

Recipient/Audience: [Publishers](#), [SBOE](#)

Deliverables and Requirements for Publishers

Below is a list of deliverables and requirements that each publisher participating in this proclamation will be expected to meet. The deadline for each deliverable is provided in the [“Adoption Timeline”](#) section of this proclamation, and further details can be found in the *Publisher Handbook*.

A publisher’s inability to meet any of the requirements by the deadline in this proclamation can result in that publisher’s materials being removed from consideration for adoption (TAC §66.66(g)).

Accessibility Compliance Report and Cover Sheet

Publishers with adopted electronic instructional materials are required to contract with an independent third party to review each electronic student and teacher component included on official bids for compliance with WCAG 2.1 AA standards and technical standards required by the Federal Rehabilitation Act, Section 508 (TAC §66.28(a)(2)). The selected vendor must provide a compliance report that includes the *Accessibility Compliance Report Cover Sheet*.

When testing the accessibility of the materials, the auditor must take the following steps:

- Use automated web accessibility evaluation tools to analyze the selected pages and note any problems indicated by the tools
- Manually check pages to determine that form labels and alternative text on images and graphs is appropriate
- Manually check pages with dynamic content, forms, or other applications
- Determine whether page content and controls can be accessed, operated, and reset when necessary using only a keyboard
- Examine pages with graphical user interface (GUI) browser (e.g., Internet Explorer, Edge, Firefox, Chrome) while listening to the page with screen-reader software
- Employ and include documentation of the experience of real users with disabilities for manual testing
- Test a random sample of each different type of electronic component

The final report provided to TEA must include, at a minimum, the audit results from the following pages:

- The home page people use to enter the site
- One page with at least one table or form
- One page with at least one informational image (e.g., a diagram, map, or graph)
- One page from each component of the product
- One page with interactive content

Accessibility Compliance Report and Cover Sheet (continued)

Publishers can determine the total number of pages included in the testing. Failure to provide a report with a cover sheet and/or material that is found to not meet any of the required accessibility standards will result in that product's removal from the adopted list and EMAT and the publisher's contract may be presented to the SBOE for termination. If the contract has not yet been terminated, the product will be returned to the adopted list and EMAT when the publisher certifies that the product meets the required accessibility standards and submits an updated cover sheet.

Accessibility Requirements for Electronic Materials

Publishers that offer electronic materials (e.g., CD-ROMs, DVDs, or web-based materials) are required to offer these materials in an accessible format in accordance with the technical standards of the Federal Rehabilitation Act, Section 508. The standards are available at <http://www.section508.gov/summary-section508-standards>.

Web content in materials adopted under this proclamation must be created to conform to the WCAG 2.1 Level AA standards available at <https://www.w3.org/TR/WCAG21/>. Electronic materials that are not compliant with all of the WCAG 2.1, Level AA, standards and with technical standards of the Federal Rehabilitation Act, Section 508, will be removed from the adopted list and EMAT and the publisher's contract may be presented to the SBOE for termination (TAC §[66.28\(a\)\(6\)](#)).

A publisher that provides access to materials to students with disabilities through an alternate format must include a link to that material on the entrance page of the main product.

Accessibility Requirements for Print Materials

Publishers that don't have an existing account with NIMAC must email nimac@aph.org to request a publisher account. The NIMAC will provide instructions to set up an account, correctly prepare metadata, and submit files. A new publisher may be required to provide a sample NIMAS file to the NIMAC for review before establishing an account.

Specific information and resources, including a list of frequently asked questions, can be found at the NIMAC website, <http://www.nimac.us/publishers-conversion-houses/>.

Please see [Certification of Compliance with Manufacturing Standards](#) for additional information.

Affidavit of Authorship or Contribution

Publishers must list everyone whose name is listed as an author or contributor and include in general terms the involvement of each author or contributor to the development of the material (TAC §[66.28\(h\)](#)).

Publishers cannot submit instructional materials that have been authored or contributed to by a current employee of TEA (TAC §[66.28\(i\)](#)).

Affidavit of Corrections and New Content

Publishers must verify that all corrections of factual errors have been made and confirm that all approved new content has been added to the final material. This is required as a condition of adoption by the SBOE (TAC §[66.28\(h\)\(1\)\(C\)](#)).

Certification of Compliance with Manufacturing Standards

Publishers must certify that all materials meet applicable manufacturing standards in the latest edition of *Manufacturing Standards and Specifications for Textbooks*, approved by the Advisory Commission on Textbook Specifications.

The certification is required for all print student materials used to demonstrate TEKS coverage and all electronic components submitted for adoption (TAC §§[66.28\(a\)\(1\)](#) and [66.66\(b\)\(2\)](#)).

Certification of Editorial Review

Publishers must affirm that all instructional materials have been edited for accuracy, content, and compliance with the requirements of the proclamation (TAC §[66.28\(m\)](#)).

Certification of Intent to Correct

Publishers must affirm that they intend to make all required corrections of factual errors and add approved new content in the final adopted material (TAC §[66.66\(b\)\(4\)](#)).

Company Information

Publishers must provide the contact information for individuals who will be managing their participation in this proclamation and for phone calls or emails related to deliverables, bids and contracts, accessible materials, customer service, and new sales.

Only those publishers that submit a completed form by the deadline will be allowed to participate in this proclamation process.

Complete Description

Publishers must submit information regarding each component that will be used to demonstrate standards alignment. This information will be used by TEA staff to plan for the state review meetings (TAC §[66.28\(d\)\(6\)](#)).

Content Changes in Response to Public Comment and/or Testimony

Publishers that wish to make content changes based on public comment and/or public testimony provided at the SBOE hearings are required to submit changes to TEA (TAC §[66.43](#)). TEA posts all changes to the agency website.

Correlations (Preliminary and Final)

Publishers must provide correlations that indicate where in each instructional material they believe the required standards are addressed. The correlation must be submitted in the manner designated by TEA (TAC §[66.28\(k\)](#)).

Correlations for electronic materials must also include a link to the exact location where each expectation is addressed.

Publishers with electronic materials (not currently adopted) are required to embed the *Correlations to the TEKS and ELPS* in the pre-adoption sample material.

Instructional materials must cover at least 50% of the TEKS and 100% of the applicable ELPS in materials intended for student use and materials intended for teacher use as specified in TAC §[66.27\(h\)](#). In determining the percentage of the TEKS covered by the material, each student expectation counts as an independent element of the standards (TAC §[66.66\(b\)\(1\)](#)).

A student expectation is subdivided into constituent parts called breakouts. Each individual breakout must be sufficiently covered for the expectation to be considered covered and counted toward the 50% minimum requirement.

A publisher can solicit feedback from TEA regarding the completion of their correlations by submitting preliminary correlations. Preliminary correlations should include citations for at least three student expectations.

Disclosure of Campaign Contributions and Gifts

Publishers must list any political contributions made by any individual or entity in the preceding four years to a candidate or member of the SBOE ([SBOE Operating Rule 4.3](#)).

Electronic Copies of New Content Reviewed and Approved by the SRP

Publishers must provide electronic copies of all new content reviewed and approved by the SRP (TAC §[66.41\(f\)](#)) and confirm that final products will be updated to include all approved new content. If provided in a PDF format, copies must be fully accessible. TEA posts new content on the agency website.

Please see "[Samples](#)" for additional information.

Form 1295 Certification of Interested Parties

Publishers must meet reporting requirements with the Texas Ethics Commission before entering into a contract and conducting business with the state of Texas.

One form is required from each publisher each time the publisher enters into a contract with the agency (Government Code §[2252.908](#)). An additional form may be required by each district a publisher does business with.

High-Quality PDF

Publishers must provide a high-quality, color, accessible PDF (i.e., high-resolution, optimized PDF) of their print student materials along with their print sample copies and NIMAS files to each of the designated producer(s).

Instructional Materials Contract

Publishers with materials adopted by the SBOE enter into a contract to provide the materials to all Texas public schools that order them for an initial contract period of eight years with the possibility of one contract renewal for a period of no more than four years (TAC §[66.72](#)). Publishers that do not return signed contracts to TEA will have materials removed from the adopted list and the EMAT system.

List of Corrections and Editorial Changes

Publishers must provide a list of all corrections, editorial changes, and approved new content made to each component after pre-adoption samples were submitted. Publishers should include responses to errors identified by the SRP and the public and editorial changes made in response to comments from the SRP and the public.

If no changes or corrections are required, the publisher must notify TEA (TAC §[66.28\(l\)](#)). All errors must be corrected before adopted materials are delivered to schools (TAC §[66.66\(b\)\(4\)](#)).

NIMAS Files for the Production of Braille, Large-Print, and Audio Materials

Publishers must submit electronic NIMAS files and agree to allow TEA or its agents to reproduce adopted materials in a format suitable for students and teachers with visual impairments and students with other learning disabilities (TAC §[66.27\(g\)\(6\)–\(7\)](#)). The NIMAS Technical Specifications v1.1 can be found at <http://aem.cast.org/creating/nimas-technical-specification-annotated.html#.WG1HgU3fOrR>.

Publishers must adhere to all NIMAS guidelines that have been approved by NIMAC on or before November 30, 2022.

If the requirements for NIMAS files are not met for any specific product, that product will be removed from the adopted list and the EMAT system (TAC §[66.66\(g\)](#)).

Please see “[Samples](#)” for additional information.

Official Bids

Publishers must submit at least one bid for each product eligible for adoption, listing each component that will be offered along with the price of the material by the initial deadline. A separate bid is required for each package option a publisher submits to include in EMAT. Each component or subcomponent offered as part of the bundle, including items provided free with purchase of the bundle, must also be available for purchase individually (TAC §[66.28\(f\)–\(g\)](#)). Bids of adopted materials become part of the instructional materials contract.

Publishers must provide per-student pricing and information regarding volume discounts in the manner designated by TEA.

The package and component pricing on the bids may not exceed the lowest price at which the publisher offers that instructional material for sale to any state, public school, or school district in the United States. If the materials are sold at a lower price elsewhere at any time during the contract, the publisher must also reduce the contracted price (TEC §[31.151\(a\)\(1\)–\(2\)](#)). The SBOE may assess an administrative penalty against a publisher or manufacturer who violates the TEC §[31.151\(a\)\(1\)–\(2\)](#) by offering instructional materials in this state at a higher price than offered to any other state, public school or school district in the United States (TAC §[66.15\(b\)–\(c\)](#)).

Publishers can add to or replace initial bids after the initial deadline; however, additional bids may not be submitted for prices higher than were provided in the initial bids. Additional bids can only be submitted if a correct initial bid was received by the deadline.

Order Processing Information Form

Publishers must provide information regarding how orders for adopted materials will be processed.

Register of Contact

Publishers must submit a register listing all visits, meetings, or contacts of any employee for any reason with SBOE members between January 28, 2022, and December 1, 2023, including the date, time, location, and purpose of the communication (TAC [§66.4\(b\)](#)).

Report on Interoperability and Ease of Use

Publishers must provide information regarding their products' interoperability and ease of use for review by the SBOE and districts. The information from each publisher's report will be posted to the agency website.

Request for Show-Cause Hearing

Publishers that are eligible for a show-cause hearing will be notified by TEA.

Eligible publishers that elect to protest the findings of the SRP must file a request for a show-cause hearing with TEA (TAC [§66.63\(d\)](#)).

Samples

All publishers participating in this proclamation must provide digital access to instructional materials submissions at no cost to TEA and each of the twenty ESCs. If requested, samples must be provided to SBOE members and districts at no cost. Samples provided to the SRP may be in print or electronic format. The agency does not guarantee return of samples.

Pre-adoption Samples

Pre-adoption samples must be complete electronic versions of the final product and must include all content, components, and features intended to be in the final product, not just the content identified in the correlations (e.g., all student and teacher materials, diagnostic tools, test banks, etc.). The original pre-adoption samples must remain available and unchanged until final (post-adoption) samples are submitted in March 2024. Publishers may provide access to a second version of the pre-adoption sample that incorporates changes proposed as a result of an additional editorial review, public comment and/or testimony, and state review panel feedback. Electronic samples must be free of sales or marketing materials, allow for multiple, simultaneous user access, be equipped with a word-search feature, and contain embedded correlations that direct users to the content cited for standards alignment (TAC [§66.28\(d\)](#)).

Publishers must supply TEA and each of the twenty ESCs with all information, including locator information and passwords, required to ensure public access to their pre-adoption materials (TAC §[66.28\(d\)](#)). If the materials are not sold digitally, publishers may provide public access using a PDF; however, the PDF must pass an accessibility check. TEA will post access information or accessible PDFs of the pre-adoption sample to the agency website. Publishers that wish to protect content such as test questions and answers may provide two versions: a public-facing version that does not include protected content and a full version that will not be posted online.

Publishers are encouraged to add a watermark throughout pre-adoption samples to identify copyright-protected information.

If requested, publishers must supply SBOE members with print samples of materials under consideration or adopted (TAC §[66.28\(a\)\(7\)](#)).

Samples can be provided in either print or electronic format at the SRP meetings. SRP samples must be fully functional and contain all content that will be available in the final version supplied to districts. Samples must also be free of sales or marketing materials (TAC §[66.28\(d\)\(3\)](#)).

Publishers that provide electronic samples must provide the appropriate hardware or equipment for the review (TAC §[66.28\(d\)\(9\)](#)).

TEA will provide shipping instructions for publishers that wish to mail print samples to the location of the SRP meeting. TEA does not guarantee the return of print materials (TAC §[66.28\(d\)\(8\)](#)).

Post-adoption Samples

Publishers must supply TEA and each of the twenty ESCs with post-adoption electronic samples. Publishers must supply TEA and each of the twenty ESCs with all information, including locator information and passwords, required to ensure public access to their post-adoption samples for the duration of the contract period. The public can access post-adoption samples by making an appointment at the nearest ESC or through the Instructional Materials and Implementation Division at TEA located in Austin, Texas.

Publishers are required to notify TEA if user access information changes. TEA will periodically conduct audits of final electronic post-adoption sample access information. Publishers that do not maintain proper access for TEA and the ESCs may have materials removed from the adopted list and the EMAT system.

Publishers must use the machine-readable TEKS provided by TEA when tagging content aligned to the TEKS. Doing so creates a consistent way of documenting and referencing

learning standards and competencies. Publishers will access the machine-readable TEKS and related guidance on the [Texas Gateway](#).

TEA may request additional samples if they are needed (TAC §[66.28\(e\)](#)).

At the request of a Texas school district, publishers must supply a complete electronic post-adoption sample (TAC §[66.28\(d\)\(7\)](#)). If requested, publishers may also provide print samples; however, all samples must be provided at no cost. If samples must be returned, the publisher must notify the district in advance and provide a shipping label and date by which the sample should be shipped back (TAC §[66.101](#)).

Post-adoption Samples for Braille, Large-Print, and Audio Producers

Publishers must submit three print post-adoption sample copies of adopted student materials to the designated braille, large-print, and audio material producers. Publishers must also include blackline masters or any other materials included in the teacher materials that are intended for student use.

Should a braille or large-print teacher edition be required by a district, a publisher must provide two printed teacher editions to the designated producer(s).

Publishers must markup print materials eligible for NIMAS submission that contain mathematical or scientific instructional content by using the latest applicable version of the MathML 3 module of the DAISY/NIMAS Structure Guidelines as posted and maintained at the DAISY Consortium website, available at <http://www.daisy.org/z3986/structure/SG-DAISY3/part2-math.html>.

If the requirements for samples to the designated producer(s) are not met for any specific product, that product will be removed from the adopted list and the EMAT system.

Side-by-Side List of Changes to Braille Producer(s)

Publishers must provide a side-by-side list of changes made to pre-adoption samples when submitting corrected post-adoption sample materials to the designated braille producer(s).

Statement of Intent to Bid

Publishers interested in participating in the SBOE's process must submit one *Statement of Intent to Bid* for each product for each course for which it is intended. A publisher that does not submit a *Statement of Intent to Bid* by the deadline is not eligible to participate in the process (TAC §[66.28\(c\)](#)).

Vendor Setup Form

The Texas Comptroller of Public Accounts uses the Texas Identification Number (TIN) to track and process all payments made to a payee. Each publisher with adopted materials is required to have a TIN.

This TIN is also required when a publisher applies for access to the EMAT system. If a publisher already has EMAT access and there are no changes, a new application is not required.

Publishers that wish to receive payments from the State of Texas directly into their checking accounts must fill out the direct deposit section of the Vendor Setup Form. If a publisher declines this option, payments will be made by a warrant (state check) sent via the U.S. Postal Service.

Direct deposit is strongly recommended but not required. Publishers that already have direct deposit established do not have to submit a form unless payee information has changed.

If banking information changes during the adoption period, publishers must notify TEA.

Deliverables and Requirements for ESCs

Each of the twenty ESCs is expected to fulfill the following list of requirements. The deadline for each deliverable is provided in the “Adoption Timeline” in this document.

Report of Sample Irregularities

ESCs are required to ensure public and district access to pre- and post-adoption samples. To that end, ESCs are required to notify TEA of any irregularities in electronic or sample print materials (TAC §[66.39\(b\)](#)).

ESCs may link to the pre-adoption samples on the TEA website but must also designate a time for on-site viewing. Post-adoption samples can only be viewed in person.

ESC Samples (Pre- and Post-Adoption)

Each ESC is required to provide public access to materials under consideration and adopted materials. Each ESC should designate one person to supervise access to all samples and establish reasonable public access, including access outside of normal working hours that can be scheduled by appointment. Each ESC is required to notify districts in its region and publicize the date on which samples materials will be available for review (TAC §[66.39](#)).

TEKS and Course Enrollment

The TEKS describe what students should know and be able to do for each grade level and course in the required curriculum. The table that follows provides links to the TEKS for the courses included in *Proclamation 2024* and reported course enrollment for the 2021–22 school year.

Chapter 112. Texas Essential Knowledge and Skills for Science

Course	Enrollment
Science, Kindergarten	201,869
Science, Grade 1	337,342
Science, Grade 2	363,404
Science, Grade 3	367,647
Science, Grade 4	370,501
Science, Grade 5	383,255
Science, Grade 6	290,367
Science, Grade 7	407,054
Science, Grade 8	401,319
Science (Spanish), Kindergarten	76,011**
Science (Spanish), Grade 1	82,294**
Science (Spanish), Grade 2	81,607**
Science (Spanish), Grade 3	83,825**
Science (Spanish), Grade 4	86,146**
Science (Spanish), Grade 5	86,527**
Science (Spanish), Grade 6	84,364**
Aquatic Science	50,892
Astronomy	32,792
Biology	445,818
Chemistry	362,217
Earth Systems Science	30,742
Environmental Systems	80,047
Integrated Physics and Chemistry	104,933
Physics	197,703

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Course	Enrollment
Personal Financial Literacy and Economics	Not Available*

Chapter 126. Texas Essential Knowledge and Skills for Technology Applications

Course	Enrollment
Technology Applications, Kindergarten	38,722
Technology Applications, Grade 1	48,755
Technology Applications, Grade 2	55,311
Technology Applications, Grade 3	52,451
Technology Applications, Grade 4	52,187
Technology Applications, Grade 5	50,333
Technology Applications, Grade 6	52,833
Technology Applications, Grade 7	37,804
Technology Applications, Grade 8	20,513

Chapter 127. Texas Essential Knowledge and Skills for Career Development

Subchapter G. Education and Training

Course	Enrollment
Child Development	25,909
Child Development Associate Foundations	86
Communication and Technology in Education	249
Human Growth and Development	17,167
Instructional Practices	7,631
Principles of Education and Training	14,877

Subchapter I. Health Science

Course	Enrollment
Anatomy and Physiology	79,081
Health Science Theory	34,880
Healthcare Administration and Management	Not Available*
Leadership and Management in Nursing	Not Available*
Medical Assistant	Not Available*
Medical Billing and Coding	Not Available*
Medical Microbiology	7,079
Medical Terminology	47,301
Pathophysiology	7,377
Pharmacology	2,574
Pharmacy I	23
Pharmacy II	Not Available*
Respiratory Therapy I	Not Available*
Respiratory Therapy II	Not Available*

Subchapter J. Hospitality and Tourism

Course	Enrollment
Food Science	15,097

Subchapter M. Law and Public Service

Course	Enrollment
Forensic Science	72,672

Subchapter O. Science, Technology, Engineering, and Mathematics

Course	Enrollment
Biotechnology I	1,798
Computer Science I	25,729
Computer Science II	5,032
Cybersecurity Capstones	392
Digital Forensics	337
Engineering Design and Presentation I	10,952
Engineering Design and Presentation II	2,923
Foundations of Cybersecurity	3,720
Fundamentals of Computer Science	23,494
Intermediate Computer-Aided Design and Drafting	20
Introduction to Computer-Aided Design and Drafting	186
Principles of Applied Engineering	34,607

Chapter 127. Texas Essential Knowledge and Skills for Career and Technical Education

Subchapter Q. Energy

Course	Enrollment
Foundation of Energy	54
Introduction to Process Technology	10
Petrochemical Safety, Health, and Environment	229
Oil & Gas Production III	40
Oil & Gas Production IV	Not Available*

*Newly adopted courses

** Districts do not report separate enrollment data for Spanish science. The enrollment data provided is the number of English learners who reported that Spanish is their home language

Ethical Standards

Texas administrative rules dictate requirements and standards of publishers and appointed SRP members (Government Code, §[572.051](#) (relating to Standards of Conduct) and Texas Penal Code, §[36.02](#) (relating to Bribery)).

Publishers and SRP members are required to maintain a no-contact period that begins at appointment to the panel and ends once the preliminary report of materials under consideration is announced (TAC §[66.36\(h\)](#)).

To be eligible to serve on the SRP, nominees may not be employed by or have received funds from an individual or publishing company involved or connected to the adoption process; owned or controlled any interest valued at more than \$5,000 in a privately owned publishing company or an entity receiving funds from a publishing company involved or connected to the adoption process; or been employed by an institution of higher education that has submitted open education resources or is a publisher of materials (TAC §[66.30\(d\)](#)).

Publishers or authors may not solicit input, directly or indirectly, on original or new content from a member of the SRP for any product. This includes products under consideration and adopted products (TAC §[66.28\(j\)](#)).

Glossary of Proclamation Terms

Below are words and terms commonly used in this proclamation.

accessibility

Design features of products and services that ensure equitable access for people with and without disabilities

Publishers are required to ensure all materials are made accessible for all students.

adopted materials

Instructional materials formally adopted by the SBOE in an open meeting

adoption timeline

Schedule of adoption procedures, deadlines, and requirements of publishers, the public, ESCs, and the agency

ancillaries

Components that are not reviewed by the SRP, are not adopted by the SBOE, and are offered for free to school districts

breakouts

The separate parts of a student expectation.

The breakouts are shown on the correlations and evaluation forms.

citation

The identification of one specific example of content that covers one element of the TEKS or ELPS

consumable

Any instructional material component that is intended to be written in, depleted, or otherwise consumed during the first year of use

depository

Any entity through which publishers receive and fill orders for instructional materials

Depositories must be EMAT and Electronic Data Interchange (EDI) compliant. Publishers are not required to use a depository.

EMAT

TEA's statewide electronic instructional materials management system that processes all requisitions and payments for adopted instructional materials

Texas public schools also use EMAT to requisition adopted materials and request disbursements from their technology and instructional materials allotment.

education service centers (ESCs)

Public entities created by state statute (TEC, [§8.001](#)) to provide educational support programs and services to local schools and districts

Each of the twenty ESCs serves districts in a [specific geographic area](#).

enrichment subjects

Languages other than English, health, physical education, fine arts, career and technical education, technology applications, and religious literature, including Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature

exhibit A

A document that is part of the instructional materials contract listing adopted materials and corresponding fixed prices

foundation subjects

English and Spanish language arts and reading, mathematics, science, and social studies

instructional materials

Content that conveys the essential knowledge and skills of a subject in the public-school curriculum through a medium or a combination of media for conveying information to a student

The term includes books, supplemental materials, a combination of a book, workbook, and supplemental materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, online services, or an electronic medium or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open education resources (TEC, [§31.002](#)).

Instructional Materials & Implementation Division

The division of TEA that coordinates the SBOE's review and adoption of instructional materials, coordinates the Texas Resource Review quality review process, provides accessible instructional materials for students with disabilities, manages funds, facilitates the

distribution of SBOE approved instructional materials in various media, and provides districts with access to allotment funds for allowable expenditures

International Standard Book Number (ISBN)

A unique number that identifies books and book-like products internationally

An ISBN should be assigned to each edition and variation of a book. ISBNs are issued by the registration agency that is responsible for that country or territory. In the United States, R.R. Bowker is the only company authorized to administer ISBNs.

machine-readable TEKS

A technical format by which all standards are formatted that can be easily processed

[Manufacturing Standards and Specifications for Textbooks \(MSST\)](#)

The physical standards of quality and performance for K–12 instructional materials

These standards and specifications are developed by the State Instructional Material Review Association, in consultation with the American Publishers and Book Manufacturers' Institute.

markup

A sequence of characters or other symbols that are inserted at specific places in a text file to indicate how the file is produced when it is printed or displayed or to describe the document's logical structure

The markup indicators are often called "tags."

MathML

An XML application that describes mathematical notation and captures structure and content

MathML enables mathematics to be served, received, and processed on the World Wide Web.

multiple simultaneous users

Access granted to an instructional material by several individuals at the same time

National Instructional Materials Accessibility Standard (NIMAS)

A technical standard used to produce XML-based source files, from which accessible, student-ready alternate-format versions of textbooks and core materials (e.g., braille, etextbooks, electronic talking book, large-print, etc.) can be created and distributed to students with print disabilities

no-contact period

The time during which SRP members are not permitted to have either direct or indirect communication with any person having an interest in the adoption process regarding the content of the instructional materials under evaluation by the panel

new content

Content that was created in response to the report from the SRP meeting that has been reviewed and approved by the SRP only

Publishers must use a specific template to provide new content for the SRP to review.

new citations

Citations of content in a product that was not initially cited on the correlation document and is provided to the SRP in response to the panel's report

non-consumable

Any instructional material component that is intended for use during the entire period of the adoption

open education resource material

Material that is freely accessible, openly licensed, and available to Texas school districts, including those available through the [Texas Gateway](#)

proclamation

The document issued by the SBOE calling for bids for instructional materials that identifies subject areas and courses/grade levels scheduled for review and outlines requirements for participation

Proclamations are named for the year in which the materials are intended to be made available in the classroom.

Publisher Handbook

A proclamation-specific guidance document issued by TEA that contains detailed requirements and additional information about each publisher deliverable

Questions and Answers Document

A proclamation-specific document issued by the SBOE that consists of questions presented by publishers and answers provided by TEA

show-cause hearing

An opportunity for eligible publishers to present evidence of required TEKS and ELPS content provided to the SRP but not accurately reflected in the preliminary report

specialized format materials

Published material converted into an alternative medium, such as braille, large-print, audio, or electronic text, which is exclusively for use by persons with print disabilities, as authorized by the Vocational-Rehabilitation Act and the Americans with Disabilities Act

State Board of Education (SBOE)

A board of SBOE members elected from single-member districts who set policies and standards for Texas public schools

Publishers are encouraged to view SBOE meeting webcasts on the agency [website](#) or attend in person, if allowable.

state review panel (SRP)

A group of public-school teachers, university professors, parents, business and industry representatives, and other content experts that reviews instructional materials submitted for adoption to determine the extent to which the TEKS and ELPS are covered and to identify factual errors

State Review Panel Application

Application that educators, parents, business and industry representatives complete to serve on the SRP

State Technology and Instructional Materials Fund

A reserve of capital comprised of an amount set aside by the SBOE from the available school fund and any amounts lawfully paid into the fund from any other source and appropriated by the Legislature

Money from the fund finances the instructional materials and technology allotment.

student component

Any print or electronic instructional material component that is specifically intended for use by the student

teacher component

Any print or electronic resource that is specifically intended for use by the teacher
Teacher components may also include materials intended for use by the students.

Instructional Materials and Technology Allotment

A biennial allotment of money from the state instructional materials and technology fund to Texas public schools

Texas Education Agency (TEA)

The agency that oversees primary and secondary public education in the state of Texas

Texas Essential Knowledge and Skills (TEKS)

The state standards for foundation and enrichment curriculum, adopted by the SBOE, that identify what students should know and be able to do at the end of each grade level or course

Texas Resource Review (TRR)

The online review that provides Texas educators with free, transparent, and user-friendly information about the quality of materials

word search

Feature in an instructional material that allows for keywords to be located

Timeline

Galena Park ISD

Instructional Materials Alignment Timeline

Task	Responsible Party(ies)
July	
Delivery of newly adopted instructional materials and yearly refills to each campus	Assistant Director for Warehouse Operations
Lost inventory invoices sent out to campuses	Assistant Director for Warehouse Operations
Generate / revise scoring criteria for instructional material selection process	Program Directors
TEA state review panels evaluate instructional materials submitted for adoption	TEA personnel & selected district review panel members
August	
Campus leaders submit Instructional Committee Adoption Committee nominations	Campus Principals and Program Directors
Program Directors / Directors request sample materials from vendors for reviewing Proclamation _____ materials	Program Directors
September	
Board of Trustees approves Proclamation _____ Adoption Committee representatives	Assistant Superintendent of Curriculum and Instruction
Request for additional resources, based on enrollment growth, is submitted in Eduphoria Formsplace, verified, and processed	Campus IM Coordinators & Assistant Director for Warehouse Operations
Kickoff meeting of Adoption Committees and Program Directors / Directors to outline adoption process and begin Proclamation ____ adoption selection.	IMA Committee and Program Directors
District IMA Committee convenes to discuss IMA fund balance, Proclamation ----- and to review tasks of Adoption Committees	IMA Committee
October / November	
Adoption Committees / departments review and rate instructional materials	IMA Committee members and Program Directors
Adoption Committees / departments attend Publisher's Hearings at HCDE, Region IV, neighboring districts, and/or conduct in-house Hearings.	IMA Committee members and Program Directors
December	
The official list of instructional materials adopted under Proclamation _____ is posted on the Texas Education Agency website.	TEA personnel
Program Directors / Directors convene IMA committee representations to officially vote on instructional materials to be recommended for adoption.	Program Directors & Assistant Superintendent of Curriculum and Instruction
Mid-year campus inventory check.	Campus IM Coordinators & Assistant Director for Warehouse Operations

Task	Responsible Party(ies)
January	
Program Directors / Directors submit Proclamation _____ instructional materials recommendations and official voting records to District IMA Coordinator for district review and Board of Trustees approval.	Program Directors
Program Directors / Directors submit bundling option and quantities requested for each grade level / course to IMA Committee for district review..	Program Directors
District personnel meet with vendors to discuss ancillary materials, technology specifications, delivery processes, and publisher agreements.	IMA Committee
Cost analysis of Proclamation _____ recommendations is compiled	Assistant Superintendent of Curriculum and Instruction
February	
District IMA committee convenes to review Proclamation _____ recommendations, individual department needs, and funding considerations.	IMA Committee
Proclamation _____ recommendatons and funding approval is submitted to Chief Financial Officer to be placed on March Board of Trustees agenda.	Assistant Superintendent of Curriculum and Instruction
Financial Officer submits Board Action Item to Superintendent's office for placing on May BOT agenda for approval of Proclamation _____ funding needs.	CFO & Assistant Superintendent of Curriculum and Instruction
Instructional Materials Allotment and TEKS certification form is submitted to the Superintendent's office to be placed on March Board of Trustees agenda.	Director for Warehouse Operations & Assistant Superintendent of Curriculum
March	
Board of Trustees considers Proclamation _____ instructional materials recommendations and funding for purchasing of materials	Board of Trustees
Board of Trustees considers the District's Instructional Materials Allotment and TEKS certification form.	Board of Trustees
The District's Instructional Materials Allotment and TEKS certification form is submitted to TEA.	Director for Warehouse Operations
Instructional materials recommended for adoption are displayed in the adminstration building for parent review.	Director for Warehouse Operations & Assistant Superintendent of Curriculum
Instructional materials requests for new courses are submitted in Eduphoria Formspace	Program Directors & Executive Director for Curriculum & Instruction
Instructional materials renewals, refills, and out-of-adoption materials are reviewed.	Assistant Director for Warehouse Operations & Assistant Superintendent of Curriculum and Instruction
April	
Proclamation _____ EMAT orders, as well as renewals, and refills are processed.	Assistant Director for Warehouse Operations
End of year inventory reminders and textbook inventory procedures are sent out to campus intructional materials coordinators.	Assistant Director for Warehouse Operations
May	
Calendars are coordinated with campus Instructional Materials Coordinators and Principals to ensure availability to receive summer deliveries.	Assistant Director for Warehouse Operations

Task	Responsible Party(ies)
June	
Campus inventory checks are conducted.	Assistant Director for Warehouse Operations
Campus audit reports are sent out to Principals and to campus Instructional Materials Coordinators and invoices for lost textbooks are paid.	Principals, Campus IM Coordinators and Assistant Director for Warehouse Operations
Receiving, stamping, sorting and inventory of newly adopted instructional materials, as well as renewals and refills is completed.	Warehouse Operations
Out-of-adoption materials are collected from each campus.	Warehouse Operations
Notification to view Proclamation _____ pre-adoption samples is posted on the District website.	Coordinator for Web Services & Assistant Superintendent of Curriculum and Instruction

Adoption Cycle—February 2023

	Budget Year 2020	Budget Year 2021
	Proclamation 2019 State Adoption, Fall 2018 Materials Ordered, Spring 2019 Implementation, 2019–20 School Year English and Spanish Language Arts and Reading, K–8 English Learners Language Arts, 7–8 Handwriting, K–5 (English and Spanish) Spelling, 1–6 (English and Spanish) Personal Financial Literacy	Proclamation 2020 State Adoption, Fall 2019 Materials Ordered, Spring 2020 Implementation, 2020–21 School Year English Language Arts and Reading, English I–IV Reading I, II, III English for Speakers of Other Languages, English I, II English Learners Language Arts, 7–8
	Budget Year 2022	Budget Year 2023
	Proclamation 2021 State Adoption, Fall 2020 Materials Ordered, Spring 2021 Implementation, 2021–22 School Year Pre-Kindergarten Systems	Proclamation 2022 State Adoption, Fall 2021 Materials Ordered, Spring 2022 Implementation, 2022–23 School Year Health and PE
	Budget Year 2024	Budget Year 2025
	Proclamation 2023 State Adoption, Fall 2022 Materials Ordered, Spring 2023 Implementation, 2023–24 School Year Not Issued	Proclamation 2024 State Adoption, Fall 2023 Materials Ordered, Spring 2024 Implementation, 2024–25 School Year Science, K–12 Technology Applications, K–8 CTE: See Proclamation Personal Financial Literacy and Economics
	Budget Year 2026	Budget Year 2027
	Proclamation 2025 State Adoption, Fall 2024 Materials Ordered, Spring 2025 Implementation, 2025–26 School Year Not Issued	Proclamation 2026 State Adoption, Fall 2025 Materials Ordered, Spring 2026 Implementation, 2026–27 School Year Mathematics, K–12 CTE: Subchapter A. Agriculture, Food, and Natural Resources
	Budget Year 2028	Budget Year 2029
	Proclamation 2027 State Adoption, Fall 2026 Materials Ordered, Spring 2027 Implementation, 2027–28 School Year Fine Arts, K–12 CTE: TBD	Proclamation 2028 State Adoption, Fall 2027 Materials Ordered, Spring 2028 Implementation, 2028–29 School Year CTE: TBD

Sch		
2030-2031 Biennium School Years 2029-30 and 2030-31	Budget Year 2030	Budget Year 2031
	Proclamation 2029 State Adoption, Fall 2028 Materials Ordered, Spring 2029 Implementation, 2029-30 School Year Languages other than English CTE: TBD	Proclamation 2030 State Adoption, Fall 2029 Materials Ordered, Spring 2030 Implementation, 2030-31 School Year English Language Arts and Reading, K-8 Spanish Language Arts and Reading, K-6 English Learners Language Arts, 7-8 Handwriting, K-5 (English and Spanish) Spelling, 1-6 (English and Spanish)
2032-2033 Biennium School Years 2031-32 and 2032-33	Budget Year 2032	Budget Year 2033
	Proclamation 2031 State Adoption, Fall 2030 Materials Ordered, Spring 2031 Implementation, 2031-32 School Year English Language Arts and Reading, English I-IV ELA Electives English for Speakers of Other Languages, English I, II CTE: TBD	Proclamation 2032 State Adoption, Fall 2031 Materials Ordered, Spring 2032 Implementation, 2032-33 School Year CTE: TBD

Responsibilities

RESPONSIBILITIES FOR INSTRUCTIONAL MATERIALS

Effective instructional materials management involves clear, precise communications between all parties involved. Communication must be based on factual, accurate and objective information. Complete accurate records of instructional material requisitions, distributions, adjustments, collections, payments, and damages/fines are essential and must be maintained from year to year.

BOARD OF TRUSTEES

The Board of Trustees is informed of the approved list for instructional materials and financial needs. The Board shall consider and consider the instructional material adoption committee recommendations. Final selections are recorded in the Board minutes.

SUPERINTENDENT

The Superintendent approves the adoption process and budget for all instructional materials.

ADOPTION COMMITTEE

The adoption committee will evaluate the instructional materials and the make final recommendations. The finalized recommended list will be submitted to the Board for approval.

EXECUTIVE DIRECTOR FOR CURRICULUM AND INSTRUCTION

The Executive Director for Curriculum and Instruction shall perform the functions set out in the statutes and regulations and such other duties as may be prescribed by the Superintendent.

Responsibilities include:

- Leading District Instructional Materials Committee meetings.
- Overseeing the instructional materials adoption process.
- Meeting with curriculum leaders and adoption committees to ensure district policies and procedures are followed.
- Coordinating with curriculum leaders, the District Instructional Materials committee, and textbook vendors to determine bundling options, technology requirements, quantity, and costs of materials selected for the adoption.
- Submitting Board of Trustees funding approval requests to the District's business office.
- Collaborating with the District Instructional Materials Coordinator regarding yearly instructional materials that need to be ordered.
- Overseeing the approval process for campus and curriculum department requests for additional instructional materials.

ASSISTANT DIRECTOR FOR WAREHOUSE OPERATIONS

The Assistant Director for Warehouse Operations shall assist in performing the functions set out in the State and District rules, procedures, and regulations and such other duties as prescribed by the Superintendent.

Responsibilities include:

- Maintaining accurate district wide inventory using the districts accountability application and coordinating all instructional material activity with TEA.
- Communicating with various departments and campus IM coordinators regarding instructional material needs, errors in shipment, and inventories.
- Scheduling the retrieval of out-of-adoption, return surplus and worn instructional materials.
- Facilitating all deliveries and transfers from warehouse to school campuses.
- Supervising all shipping and receiving of instructional materials from TEA and depositories.
- Scheduling and completing end-of-year instructional materials audits at all campuses and providing an invoice for all losses.
- Completing annual physical audit of the textbook warehouse.
- Training new campus IM coordinators.
- Processing annual instructional materials requisitions through TIPWeb-IM /EMAT or the districts requisition process.
- Coordinating with warehouse personnel for barcode printing and labeling of all newly adopted instructional materials, printing pick tickets for campus requisitions, adjustments and transfers.
- Maintaining annual renewal and refill orders and notifying the IM Coordinator and Executive Director for Curriculum and Instruction regarding auto-fills and/or need for updated enrollment data.
- Ensuring an annual physical inventory of all instructional materials is conducted at each campus.

DIRECTOR FOR WAREHOUSE OPERATIONS

The Director for Warehouse Operations shall perform the functions set out in the State and District rules, procedures, and regulations and such other duties as prescribed by the Superintendent.

Responsibilities include:

- Providing warehouse services to all district campuses and departments in a way that ensures the appropriate requisition and distribution of instructional materials.
- Supervising district-wide preparation and prompt delivery of instructional Materials to campuses and departments.
- Supervising the requisition of instructional materials from TEA according to student enrollment through the duration of the school year. Confer with the Curriculum Department on specific areas of need.
- Supervise the processing of annual instructional materials requisitions through TIPWeb-IM/EMAT and the districts requisition process.
- Overseeing all deliveries and transfers from warehouse to school campuses.
- Plan and direct the inventory and stock control program for instructional materials and supplies.
- Direct and facilitate the compiling, maintaining, and filing of all instructional materials reports (Required by TEA on specific dates), records, and other documents as required.
- Managing an accurate accounting and balance of the IMA allotment funds distributed to the district by TEA.
- Supervise the updating, compliance, and maintenance of the TIPWeb-IM inventory system including all components of the adopted materials (textbooks, workbooks, electronic licenses and ancillaries).

CAMPUS INSTRUCTIONAL MATERIALS COORDINATOR/PRINCIPAL

The authority to manage instructional materials at the campus level is delegated to the campus instructional materials coordinator appointed by the school principal. The expectation is that well-defined policies and procedures will be consistently implemented. The campus instructional materials coordinator ensures that all instructional materials are available in adequate quantities to meet the needs of students and teachers while maintaining accurate records. In addition, he/she is also responsible for the security and accurate physical count of instructional materials delivered from the district warehouse.

Responsibilities include:

- Verifying all instructional materials have barcodes and request from warehouse as needed.
- Insuring all instructional materials are distributed in adequate quantity to meet the needs of students/teachers while maintaining accurate records.
- Signing and dating all documents including: requisitions, district-initiated transfers, and adjustments.
- Completing a physical count of all IM shipments, receiving materials/ reporting discrepancies in TipWeb-IM within 10 business days.
- Collecting all distributed materials at the end of the school year and hold students financially accountable for lost, worn or intentionally destroyed materials. Any fines collected must have a receipt indicating the ISBN and accession number for the lost materials.
- Keeping all surplus instructional materials in a controlled secure book room separated by grade and subject. Books should be arranged in a five-in, five-out manner for easy counting.
- Requiring teachers to perform book checks at least once a semester.
- Informing the Assistant Director for Warehouse Operations when the campus instructional materials coordinator changes name and/or role.
- Completing campus mid-year inventory and submit to district instructional materials coordinator.

Any lost or damaged textbooks, teacher editions, or kits for which a fine has not been collected must be paid for from campus activity funds. Payment for lost textbooks, teacher editions, or kits will be made by journal entry in the Business Office. It is necessary to enter lost textbooks on an "Additional Existing Materials Request" in Eduphoria to receive replacements. Campuses may not replace lost textbooks outside of IMA Procedures and must go through the Assistant Director for Warehouse Operations.

TEACHER

The teacher is accountable for all instructional materials issued to the class which he/she teaches. Teachers should demonstrate proper care of materials as well as account for lost, damaged, or destroyed materials.

Responsibilities include:

- Conducting periodic book checks as directed by the campus instructional materials coordinator.
- Reporting lost, damaged or destroyed materials to the campus instructional materials coordinator. Properly place all instructional materials in specified location(s) for year-end audit.
- Serving on the adoption committee if selected as a representative from respective campus.
- Notifying the campus instructional materials coordinator of any surplus materials, defined as any materials on hand that are in excess of the number of students, so they may be picked up and returned to the campus bookroom. The ratio is one material per student.

STUDENT/PARENT/GUARDIAN

The student/parent/guardian is responsible for all instructional materials assigned to them. All material must be kept in good condition; writing in or marking on non-consumable materials is not allowed and will result in a fine up to the full cost of the material.

Responsibilities include:

- Returning all distributed instructional materials at the end of the semester, close of the campus year or upon withdrawal of the campus. Failure to do so will require full payment by the student/parent/guardian for all missing materials before issuance of new materials.
- Presenting instructional materials as requested for book checks.

GPISD Campus Textbook Information

Cimarron Elementary
816 Cimarron
Houston, Tx 77015
832-386-3250
LaKeisha Sanderson

14310 Duncannon
Houston, Tx 77015
832-386-4668
Kenneth Loving

Cloverleaf Elementary
1035 Frankie
Houston, Tx 77015
832-386-3212
Angeles Rosales

Purple Sage Elementary
6500 Purple Sage Blvd.
Houston, Tx 77049
832-386-3102
Nely Ornelas

Galena Park Elementary
401 N. Main
Galena Park, Tx 77547
832-386-1684
Sandra Cardenas

Pyburn Elementary
12302 Coulson
Houston, Tx 77015
832-386-2789
Angelica Cuellar

Green Valley Elementary
13350 Woodforest
Houston, Tx 77015
832-386-4395
Katricia Johnson

Sam Houston Elementary
4101 E. Sam Houston Pkwy.
Houston, Tx 77015
832-386-4453
Ilene Duran

Havard Elementary
15150 Wallisville
Houston, Tx 77015
832-386-4788
Karen Bernal

Shirley J. Williamson Elementary
6720 New Forest Pkwy.
Houston, Tx 77049
832-386-4006
Kimberly Wells

Jacinto City Elementary
10910 Wiggins
Houston, Tx 77029
832-386-4610
Cecelia Meza

Tice Elementary
14120 Wallisville
Houston, Tx 77049
832-386-4067
Stephen Gonzales

MacArthur Elementary
1801 N. Main
Galena Park, Tx 77547
832-386-4636
Sandra Rendon

Woodland Acres Elementary
12936 Sarah Ln.
Houston, Tx 77015
832-386-2224
Alaide Zavala

Normandy Crossing Elementary
12500 Normandy Crossing
Houston, Tx 77015
832-386-1608
Ashleigh Barrett
Dr. Brian Keil

North Shore Elementary

Cobb Sixth Grade Campus
6722 Uvalde

GPISD Campus Textbook Information

Houston, Tx 77049
832-386-2119
Matthew Day

Cunningham Middle School
14110 Wallisville
Houston, Tx 77049
832-386-4491
James Hair

Galena Park Middle
400 Keene
Galena Park, Tx 77547
832-386-1711
Raul Gutierrez

North Shore Middle
120 Castlegory
Houston, Tx 77015
832-386-2771
Terika Stewart

Woodland Acres Middle
12947 Myrtle Ln.
Houston, Tx 77015
832-386-4707
Lakeisha Washington

Galena Park High
1000 Keene St.
Galena Park, Tx 77547
832-386-2823
Chad Jones

North Shore Senior 9th Grade Center
13501 Holly Park
Houston, Tx 77015
832-386-3430
Chris Johnson

832-386-4106
Ariel Aleman

North Shore Senior High 10th
353 N. Castlegory
Houston, Tx 77049
832-386-5269
Erik Esparza

ACE
13801 Holly Park
Houston, Tx 77015
832-386-3679
Kresha Lane

Center for Success
13801 Holly Park
Houston, Tx 77015
832-386-3679
Kresha Lane

Night School
13801 Holly Park
Houston, Tx 77015
832-386-3635
Tanisha Rogers

PRS (PEP/ACE)
13801 Holly Park
Houston, Tx 77015
832-386-2040
Lekesha Garrett

Homebound
800 Keene St.
Galena Park, Tx 77547
832-386-3770
Kerry Ledwig

North Shore Senior High
353 N. Castlegory
Houston, Tx 77049

Policies and Procedures

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Survey Pre-Work:

TEKS Certification 2023–24 Form

In accordance with [Texas Education Code §31.004](#), local education agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C). The TEKS Certification 2023–24 Survey includes a section to allow LEAs to certify they meet this requirement.

In response to feedback from last year's process, the agency refined the TEKS Certification Process and will utilize the following tools:

TEKS Certification 2023-24 Form:

Printable, hard copy of the survey to be completed offline and presented to the board of trustees or governing body for ratification and signatures.

TEKS Certification 2023-24 Survey:

Web-based application where LEAs will submit their responses, collected on the TEKS Certification 2023-24 Form, and where LEAs will upload the signature page of the Form.

This year's TEKS Certification Process requires:

- The completion of the TEKS Certification 2023-24 Form,
- Ratification by the LEA's board of trustees or governing body in an open, public-noticed meeting; and
- Submission of the TEKS Certification 2023-24 Survey and upload of the signature page of the ratified TEKS Certification 2023-24 Form.

TEA recommends that LEAs complete these steps by **May 1, 2023**. The TEKS Certification 2023-24 Survey can be accessed beginning on March 20, 2023, on the [Instructional Materials webpage](#).

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 31, 2023, and is scheduled to reopen on May 15, 2023. **Completion of the TEKS Certification Process is required to regain access to allotment funds when EMAT reopens in May of 2023.**

TEKS Certification 2023–24 Survey submissions received after May 15, 2023, will typically be processed within five business days, then access to EMAT provided.

Instructions to Complete the TEKS Certification Process for 2023-24

1. **Review the TEKS Certification 2023-24 Form.**
2. **Gather information:** The form may require consultation with content area leads or other LEA staff.
3. **Complete TEKS Certification 2023-24 Form:** Complete the TEKS Certification 2023–24 Form by hand or digitally.
4. **Obtain needed signatures:** Ratify the **TEKS Certification 2023-24 Form** by the LEA's board of trustees or governing body in an upcoming, open board meeting.
5. **Submit TEKS Certification 2023-24 Survey:** Complete the online TEKS Certification 2023–24 Survey by answering the questions. Inside the survey you will upload the signature page of the signed Allotment and TEKS

Certification 2023–24 Form from Step 4. The survey will be open for submissions beginning Monday, March 20, 2023, and will be located on the [Instructional Materials website](#).

Additional Supports

- The TEA will be hosting a webinar to review the TEKS Certification 2023–24 Process on *Monday, March 20, at 2:00 p.m. CDT*. You can find the registration link [here](#).
- The TEA will host office hours on *Tuesday, March 28, at 11:00 a.m. CDT*. Registration link for office hours can be found [here](#).
- For questions about the TEKS Certification 2023–24 form, survey, or process, please submit a [Help Desk ticket](#).

Review Terminology

Additional Supports

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier 1 or core materials): Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.
- **Supplemental materials** (may be used in Tier 1, Tier 2, or Tier 3 settings): Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

About the Qualtrics Survey

Within the Qualtrics survey, you will be given a list of commonly known publishers and products. Should your district use a district-developed product, or the product is not listed, you will be asked to write in the name of the publisher and product.

TEKS Certification 2023–24 Form

Background Information

QUESTION 1.0: Name of person completing this form

INSERT HERE

QUESTION 1.1: Your email address

INSERT HERE

QUESTION 1.2: Select the role that best describes your position at your district or charter: [Single Select]

- ☐ Instructional Material Coordinator
- ☐ Curriculum Director
- ☐ Principal
- ☐ Administrative Assistant
- ☐ Superintendent
- ☐ Other

LEA Information

QUESTION 2.0: Region #

INSERT HERE

QUESTION 2.1: District or Charter Name and County District Number

INSERT HERE

QUESTION 2.2: Superintendent's Name

INSERT HERE

QUESTION 2.3: Superintendent's email address

INSERT HERE

QUESTION 2.4: School board president's or governing body's name

INSERT HERE

QUESTION 2.5: School board president's or governing body's email address

INSERT HERE

QUESTION 2.6: Date of the school board meeting at which the TEKS Certification Form was presented and approved

INSERT HERE

Reading Language Arts TEKS Certification

Scope and Sequence - All Grade Levels RLA

QUESTION 3.0: Do you manage the scope and sequence of your reading language arts content at a LEA (district or charter) level? Please indicate your LEA's approach to managing the scope and sequence of the reading language arts content in each of the following grade bands. [Single select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product- specific scope and sequence	Use LEA-developed scope and sequence	Use TEKS Resource System (TRS) scope and sequence	N/A
QUESTION 3.1:	Kindergarten – 2 nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	3 rd –5 th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	6 th –8 th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	9 th - 12 th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

English Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 4.0: For school year 23–24 will your LEA make materials available for use that cover 100% of the **K–5 English RLA TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

- ☐ Yes
☐ No

English Reading Language Arts K-5 Instructional Materials

QUESTION 5.0:

Share the **full-subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **K-5 English RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K–2 English RLA full- subject publisher/ product used:

Insert here

Grades 3–5 English RLA full- subject publisher/ product used:

Insert here

QUESTION 5.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 English RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K–2 English RLA supplemental publisher/ product used:

Insert here

Grades 3–5 English RLA supplemental publisher/ product used:

Insert here

Spanish Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 6.0: For school year 23–24 will your LEA make materials available for use that cover 100% of the **K-5 Spanish RLA TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single select]

☐ Yes

☐ No

Spanish Reading Language Arts K-5 Instructional Materials

QUESTION 7.0: Share the **full-subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **K-5 Spanish RLA** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K–2 Spanish RLA full- subject publisher/ product used:

Insert here

Grades 3–5 Spanish RLA full- subject publisher/ product used:

Insert here

QUESTION 7.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Spanish RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K–2 Spanish RLA supplemental publisher/ product used:

Insert here

Grades 3–5 Spanish RLA supplemental publisher/ product used:

Insert here

English Reading Language Arts 6-8 TEKS Coverage Certification

QUESTION 8.0: For school year 2023–24 will your LEA make materials available for use that cover 100% of the **English 6-8 RLA TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

☐ Yes

☐ No

English Reading Language Arts 6-8 Instructional Materials

QUESTION 9.0: Share the **full-subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **English 6-8 RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 6-8 English RLA full- subject publisher/ product used:

Insert here

QUESTION 9.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **English 6-8 RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 6-8 English RLA supplemental publisher/ product used:

Insert here

English Reading Language Arts 9-12 TEKS Coverage Certification

QUESTION 10.0 For school year 2023-24 will your LEA make materials available for use that cover 100% of the **English 9-12 RLA TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

☐ Yes

☐ No

English Reading Language Arts 9-12 Instructional Materials

QUESTION 11.0 Share the full-**subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **English 9-12 RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 9 - 12 English RLA full- subject publisher/ product used:

Insert here

QUESTION 11.1 Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **English 9-12 RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 9-12 English RLA supplemental publisher/ product used:

Insert here

Mathematics TEKS Certification

QUESTION 12.0: Do you manage the scope and sequence of your mathematics content at a LEA (district or charter) level? Please indicate your LEA's approach to managing the scope and sequence of the mathematics content in each of the following grade bands. [Single Select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product- specific scope and sequence	Use LEA-developed scope and sequence	Use TEKS Resource System (TRS) scope and sequence	N/A
Question 12.1:	Kindergarten – 2nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 12.2:	3rd –5th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 12.3:	6th –8th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 12.4:	9th - 12th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mathematics K-5 TEKS Coverage Certification

QUESTION 13.0: For school year 2023-24 will your LEA make materials available for use that cover 100% of the **K–5 Mathematics TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

☐ Yes

☐ No

Mathematics K-5 Instructional Materials

QUESTION 14.0: Share the **full-subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **K–5 Mathematics** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K–5 Mathematics full- subject publisher/ product used:

Insert here

QUESTION 14.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Mathematics** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K–5 Mathematics supplemental publisher/ product used:

Insert here

Mathematics 6-8 TEKS Coverage Certification

QUESTION 15.0 For school year 2023-24 will your district make materials available for use that cover 100% of the **6-8 Mathematics TEKS**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

☐ Yes

☐ No

Mathematics 6-8 Instructional Materials

QUESTION 16.0: Share the **full-subject** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **6-8 Mathematics** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 6-8 Mathematics full- subject publisher/ product used:

Insert here

QUESTION 16.1: Share the **supplemental** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **6-8 Mathematics** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 6–8 Mathematics supplemental publisher/ product used:

Insert here

Mathematics 9-12 TEKS Coverage Certification

QUESTION 17.0: For School Year 2023-24 will your LEA make materials available for use that cover 100% of the **9-12 Mathematics TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

☐ Yes

☐ No

Mathematics 9-12 Instructional Materials

QUESTION 18.0: Share the **full-subject** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **9-12 Mathematics** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 9-12 Mathematics full- subject publisher/ product used:

Insert here

QUESTION 18.1: Share the **supplemental** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **9-12 Mathematics** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 9-12 Mathematics supplemental publisher/ product used:

Insert here

Social Studies TEKS Certification

QUESTION 19.0: Do you manage the scope and sequence of your social studies content at a LEA (district or charter) level? Please indicate your LEA's approach to managing the scope and sequence of the social studies content in each of the following grade bands. [Single Select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product- specific scope and sequence	Use LEA-developed scope and sequence	Use TEKS Resource System (TRS) scope and sequence	N/A
Question 19.1:	Kindergarten – 2nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 19.2:	3rd –5th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 19.3:	6th –8th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 19.4:	9th - 12th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Studies K-5 TEKS Coverage Certification

QUESTION 20.0: For school year 2023-24 will your LEA make materials available that cover 100% of the Grades K–5 Social Studies TEKS? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

- ☐ Yes
☐ No

Social Studies K-5 Instructional Materials

QUESTION 21.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Social Studies** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K-5 Social Studies full- subject publisher/ product used:

Insert here

QUESTION 21.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Social Studies** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K-5 Social Studies supplemental publisher/ product used:

Insert here

Social Studies 6-8 TEKS Coverage Certification

QUESTION 22.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **6-8 Social Studies TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

☐ Yes

☐ No

Social Studies 6-8 Instructional Materials

QUESTION 23.0: Select **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **6-8 Social Studies** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 6-8 Social Studies full- subject publisher/ product used:

Insert here

QUESTION 23.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **6-8 Social Studies** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 6-8 Social Studies supplemental publisher/ product used:

Insert here

Social Studies 9-12 TEKS Coverage Certification

QUESTION 24.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **9-12 Social Studies TEKS**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials.)

☐ Yes

☐ No

Social Studies 9-12 Instructional Materials

QUESTION 25.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **9-12 Social Studies** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 9 - 12 Social Studies full- subject publisher/ product used:

Insert here

QUESTION 25.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **9-12 Social Studies** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band

Grades 9 - 12 Social Studies supplemental publisher/ product used:

Insert here

Science TEKS Certification

QUESTION 26.0: Do you manage the scope and sequence of your science content at a LEA (district or charter) level?
Please indicate your LEA's approach to managing the scope and sequence of the science content in each of the following grade bands. [Single select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product- specific scope and sequence	Use LEA-developed scope and sequence	Use TEKS Resource System (TRS) scope and sequence	N/A
Question 26.1:	Kindergarten – 2nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 26.2:	3rd – 5th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 26.3:	6th – 8th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 26.4:	9th – 12th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Science K-5 TEKS Coverage Certification

QUESTION 27.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **K–5 Science TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

- ☐ Yes
☐ No

Science K-5 Instructional Materials

QUESTION 28.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Science** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K-5 Social Science full- subject publisher/ product used:

Insert here

QUESTION 28.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Science** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K-5 Science supplemental publisher/ product used:

Insert here

Science 6-8 TEKS Coverage Certification

QUESTION 29.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **6-8 Science TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

☐ Yes

☐ No

Science 6-8 Instructional Materials

QUESTION 30.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **6-8 Science** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 6 - 8 Science full- subject publisher/ product used:

Insert here

QUESTION 30.1: Share the **supplemental** publisher/product that teachers in your district or charter will regularly use (once a week or more, on average) for **6-8 Science** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 6 - 8 Science supplemental publisher/ product used:

Insert here

Science 9-12 TEKS Coverage Certification

QUESTION 31.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **9-12 Science TEKS**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.)

☐ Yes

☐ No

Science 9-12 Instructional Materials

QUESTION 32.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **9-12 Science** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 9 – 12 Science full- subject publisher/ product used:

Insert here

QUESTION 32.1: Share the **supplemental** publisher/product that teachers in your district or charter will regularly use (once a week or more, on average) for **9-12 Science** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 9 - 12 Science supplemental publisher/ product used:

Insert here

Phonics Informational Questions

QUESTION 33.0 Share the full-**subject** publisher/ product that teachers in your district will use regularly (once a week or more, on average) for Grades **K-3 Phonics RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K-3 Phonics RLA full- subject publisher/ product used:

Insert here

Children's Internet Protection

The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

QUESTION 34.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).?

☐ Yes

☐ No

Additional Informational Questions (Optional)*

QUESTION 35.0 Has your district or charter ever used the Texas Resource Review (TRR) to make decisions about which instructional materials to use?*

☐ Yes

☐ No

QUESTION 35.1 If **"Yes" is selected:** In which subject area(s) have you used the TRR to obtain information about the quality of products? *

- ☐ English Reading Language Arts
- ☐ Spanish Reading Language Arts
- ☐ Prekindergarten
- ☐ Math

QUESTION 36.0 **How likely is it you would recommend TRR to other educators? 0 (Not at all likely) to 10 (Extremely Likely)***

1. ☐
2. ☐
3. ☐
4. ☐
5. ☐
6. ☐
7. ☐
8. ☐
9. ☐
10. ☐

QUESTION 37.0

Assessment Platform: Select the assessment platform (if any) your district leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DMAC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<div>Insert here</div>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<div>Insert here</div>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<div>Insert here</div>			

TEKS Certification and Allotment Survey Ratification [Printed and uploaded PDF]

In accordance with Texas Education Code [§31.04](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

Other Certified Subject Areas:

Please select each subject in the required curriculum below for which your LEA provides each student with instructional materials that cover all elements of the essential knowledge and skills: [multiple select]

- ☐ Career & Technical Education
- ☐ Fine Arts
- ☐ Health
- ☐ Technology Applications
- ☐ English Language Proficiency Standards
- ☐ Languages other than English

District County Number (6-digit ID):

Insert here

District or Charter Name:

Insert here

Date of Ratification by Local School Board of Trustees or Governing Body:

Insert here

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, LEAs will submit this page of the TEKS Certification 2023–24 Form to the TEA through an electronic [TEKS Certification 2023–24 Survey](#). The survey is also available on the [TEA State-Adopted Instructional Materials webpage](#).

Note: For provisions regarding selection and adoption of instructional materials, see EFA.

**Instructional
Materials and
Technology**

Instructional materials selected for use in the public schools shall be furnished without cost to the students attending those schools. Except as provided by Education Code 31.104(d), a district may not charge a student for instructional material or technological equipment purchased by the district with the district's technology and instructional materials allotment. *Education Code 31.001*

Each instructional material, including electronic instructional material only to the extent of any applicable licensing agreement, purchased as provided by Education Code Chapter 31 for a district is the property of the district. *Education Code 31.102(a)–(b)*

Allotment

A district is entitled to an allotment each biennium from the state instructional materials and technology fund for each student enrolled in the district on a date during the last year of the preceding biennium specified by the commissioner of education. The commissioner shall determine the amount of the allotment per student each biennium on the basis of the amount of money available in the state instructional materials and technology fund to fund the allotment. The allotment shall be transferred from the state instructional materials and technology fund to the credit of the district's instructional materials and technology account as provided by Education Code 31.0212. *Education Code 31.0211(a)*

The commissioner shall, as early as practicable during each biennium, notify each district of the estimated amount to which the district will be entitled during the next fiscal biennium. *Education Code 31.0215(a)*

No Appeal

The amount of the allotment determined by the commissioner is final and may not be appealed. *19 TAC 66.1307(d)*

**Delayed Publisher
Payment Option**

A district may requisition and receive state-adopted instructional materials before allotment funds for those materials are available. The total cost of delayed-payment-option materials requisitioned may not exceed 80 percent of the district's expected allotment for the subsequent biennium.

When a district submits a requisition for instructional materials under this provision, the Texas Education Agency (TEA) will expend a district's existing allotment balance before applying the delayed payment option. TEA will make payment for any remaining balance for a district's order as the allotment funds become available and

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will prioritize payment for requisitions under this provision over reimbursement of purchases made directly by a district.

19 TAC 66.1312(a)–(e)

The commissioner shall ensure that publishers of instructional materials are informed of any potential delay in payment and that payment is subject to the availability of appropriated funds. *Education Code 31.0215(d)*

Publishers may decline orders for which payments could be delayed. A publisher's decision to decline an order shall affect all of that publisher's orders for which payments could be delayed. Publishers may not selectively decline individual orders or orders from individual districts. *19 TAC 66.1312(f); Education Code 31.0215(d)*

Government Code Chapter 2251 (payments for goods and services) does not apply to requisitions under this provision. *Education Code 31.0215(e); 19 TAC 66.1312(g)*

Allotment
Adjustment
*Change in
Enrollment*

Not later than May 31 of each school year, a district may request that the commissioner adjust the number of students for which the district is entitled to receive an allotment on the grounds that the number of students attending school in the district will increase or decrease during the school year for which the allotment is provided. The commissioner may also adjust the number of students for which a district is entitled to receive an allotment, without a request by the district, if the commissioner determines a different number of students is a more accurate reflection of students who will be attending school in the district. The commissioner's determination is final. *Education Code 31.0211(e)*

*High Enrollment
Growth*

Each year the commissioner shall adjust the instructional materials and technology allotment of districts experiencing high enrollment growth. *Education Code 31.0214(a)*

High-enrollment growth adjustments will be based on the difference between the district's percentage of enrollment growth and that of the state. Enrollment growth calculations will be determined each fiscal year based on fall Texas Student Data Systems Public Education Information Management System (TSDS PEIMS) enrollment data. The amount of the adjustment determined by the commissioner is final and may not be appealed.

If sufficient funds are available, high-enrollment growth adjustments will be granted once each fiscal year. Notwithstanding this, a district that experiences an unexpected growth:

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1. Of at least two percent due to a natural or man-made disaster or catastrophic event may apply for additional allotment funding at any time during a fiscal year.
2. In its bilingual population of at least ten percent in any school year may apply for additional bilingual allotment funding at any time during a fiscal year.

Any additional funding will be dependent on the availability of funds.

The per-student high-enrollment growth adjustment granted in the second year of a biennium shall not exceed one-half of the per-student amount established as the biennial allotment.

19 TAC 66.1309

Permitted
Expenditures

Each district's allotment funds must be expended according to the following priorities established in Education Code 31.0211:

1. First, instructional materials necessary to permit the district to certify that the district has instructional materials that cover all elements of the essential knowledge and skills of the required curriculum, other than physical education, for each grade level as required by Education Code 28.002; and
2. Then, any other instructional materials or allowed technological equipment.

Maintaining the priorities above, the allotment funds may be used to pay for:

1. Instructional materials on the list adopted by the commissioner under Education Code 31.0231;
2. Instructional materials on the list adopted by the State Board of Education (SBOE) under Education Code 31.024;
3. Non-adopted instructional materials;
4. Consumable instructional materials;
5. Instructional materials for use in bilingual education classes, as provided by Education Code 31.029;
6. Versions of non-adopted instructional materials that are fully accessible to students with disabilities;
7. Instructional materials for use in college preparatory courses under Education Code 28.014, as provided by Education Code 31.031;

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8. Supplemental instructional materials, as provided by Education Code 31.035;
9. State-developed open-source instructional materials, as provided by Education Code Chapter 31, Subchapter B-1;
10. Instructional materials and technological equipment under any continuing contracts of the district in effect on September 1, 2011;
11. Activities related to the local review and adoption of instructional materials;
12. Technological equipment that contributes to student learning, including equipment that supports the use of instructional materials;
13. Training educational personnel directly involved in student learning in the appropriate use of instructional materials;
14. Providing access to technological equipment for instructional use;
15. The salary and other expenses of an employee who provides technical support for the use of technological equipment directly involved in student learning;
16. Inventory software or systems for storing, managing, and accessing instructional materials;
17. Software for analyzing the use and effectiveness of instructional materials;
18. Services, equipment, and technology infrastructure necessary to ensure internet connectivity and adequate bandwidth;
19. Costs associated with distance learning, including services, equipment, and technology such as Wi-Fi, internet access hotspots, wireless network service, broadband service, and other services and technological equipment to ensure internet access; and
20. Training for personnel in the electronic administration of assessment instruments.

The allotment funds may not be used to pay for:

1. Services for installation;
2. The physical conduit that transmits data such as cabling and wiring or electricity, except to the extent allotment funds are

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necessary to pay for allowable expenses under items 18 and 19, above;

3. Office and school supplies;
4. Items that are not directly related to student instruction such as furniture, athletic equipment, extension cords, temporary contractors, or video surveillance equipment;
5. Travel expenses; or
6. Equipment used for moving or storing instructional materials.

19 TAC 66.1307(e)–(g); Education Code 31.0211(c)

*Technological
Equipment*

In purchasing technological equipment, a district shall:

1. Secure technological solutions that meet the varying and unique needs of students and teachers in the district; and
2. Consider both the long-term cost of ownership of the technological equipment and flexibility for innovation.

19 TAC 66.1307(l); Education Code 31.0211(d-1)

Certification of
Allotment

A district shall annually certify to the commissioner that the district's allotment has been used only for permitted expenses. *Education Code 31.0213*

**Instructional
Materials and
Technology Account**

The commissioner shall maintain an instructional materials and technology account for each district. In the first year of each biennium, the commissioner shall deposit the district's allotment in the account. The commissioner shall pay the cost of instructional materials requisitioned by a district under Education Code 31.103 using funds from the district's instructional materials and technology account.

A district may also use funds in the district's account to purchase electronic instructional materials or technological equipment. The district shall submit to the commissioner a request for funds for this purpose from the district's account in accordance with the commissioner's rules.

Money deposited in a district's instructional materials and technology account during each state fiscal biennium remains in the account and available for use by the district for the entire biennium. At the end of each biennium, a district with unused money in the district's account may carry forward any remaining balance to the next biennium.

Education Code 31.0212

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Access to Allotment

The allotment for each biennium will be made available for district use through the state's online instructional material ordering system as early as possible in the fiscal year preceding the beginning of the biennium for which the funds have been appropriated. A district may access its allotment for any upcoming school year upon completion of:

1. Submission to the commissioner certification that:
 - a. The district has instructional materials that cover all the required Texas Essential Knowledge and Skills (TEKS), except those for physical education, as required by Education Code 31.004 [see Certification of Instructional Materials, below]; and
 - b. The district has used its allotment for only allowable expenditures [see Permitted Expenditures and Certification of Allotment Use, above]; and
2. Preparation by TEA of the state ordering system for the new school year with the new allotment amounts.

Upon completion of these requirements, a district may access its funds by correctly providing all information required in the state ordering system.

19 TAC 66.1307(h)–(j)

Online Requisition System

The commissioner shall maintain an online requisition system for districts to requisition instructional materials to be purchased with the district's allotment. *Education Code 31.101(f)*

Delegation of Authority

The board may delegate to an employee the authority to requisition, distribute, and manage the inventory of instructional materials, consistent with Education Code Chapter 31 and rules adopted under that chapter. *Education Code 31.104(a)*

Local Funds

A district may use local funds to purchase any instructional materials in addition to those selected under Education Code Chapter 31. *Education Code 31.106*

Requisitions, Use, and Distribution

A district shall make a requisition for instructional materials using the online requisition program maintained by the commissioner. A district may requisition instructional materials on the SBOE instructional materials list for grades above the grade level in which a student is enrolled. *Education Code 31.103(b)–(c)*

Distribution

The board shall distribute printed instructional materials to students in the manner that the board determines is most effective and economical. *Education Code 31.102(c)*

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Supplemental
Instructional
Materials

A district may requisition supplemental instructional material adopted by the SBOE but not on the instructional material list adopted under Education Code 31.023 only if the district requisitions the supplemental instructional material along with other supplemental instructional materials or instructional materials on the list adopted under Education Code 31.023 that in combination cover each element of the essential knowledge and skills for the course for which the district is requisitioning the supplemental instructional materials. *Education Code 31.035(d)*

Availability of Open
Education Resource
Instructional
Materials

A district that selects open education resource instructional material shall requisition a sufficient number of printed copies for use by students unable to access the instructional material electronically unless the district provides to each student:

1. Electronic access to the instructional material at no cost to the student; or
2. Printed copies of the portion of the instructional material that will be used in the course.

Education Code 31.103(d)

Employee Training

The board shall require the employee responsible for ordering instructional materials to complete TEA-developed training in the use of the allotment and the use of the instructional materials ordering system known as EMAT. Training shall be completed prior to ordering instructional materials for the first time and again each time the district is notified by TEA that the training has been updated. The district shall maintain documentation of the completion of the required training. *19 TAC 66.107(d)*

**Special Instructional
Materials**

All laws and rules applying to instructional materials provided to students with no disabilities that are not in conflict with Education Code 31.028 or 19 Administrative Code 66.1311 shall apply to the distribution and control of special instructional materials. Special instructional materials include braille, large-print, and audio books and any other formats designed specifically to provide equal access to students with disabilities.

Requisitions for special instructional materials shall be based on actual student enrollment but may include up to two copies per student if necessary to meet individual need.

Special instructional materials are the property of the state. A district is responsible for replacing or reimbursing the state for lost, stolen, or damaged special instructional materials.

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For Teachers

Adopted instructional materials needed by a teacher with a print disability to carry out his or her instructional duties shall be furnished in the required format without cost. The materials are to be loaned to the district as long as needed and are to be returned to the state when they are no longer needed.

For Parents

Adopted instructional materials in a specialized format that are requested by a parent with a print disability shall be furnished without cost by the state. Requests for electronic files shall be filled by TEA after the parent signs and TEA receives a statement, through the district, promising that the parent will safeguard the security of the files and observe all current copyright laws, including those that forbid reproduction of the files and their transfer to other parties. All specialized instructional material formats and electronic files that have been provided must be returned to the local school district at the end of the school year.

19 TAC 66.1311(a)–(d), (h), (j)

**Bilingual
Instructional
Materials**

A district shall purchase with its allotment or otherwise acquire instructional materials for use in bilingual education classes. The commissioner shall determine the amount of the allotment for bilingual education based on TSDS PEIMS bilingual enrollment data from the fall collection of the school year preceding the first year of each biennium. *Education Code 31.029; 19 TAC 66.1307(c)*

**Certification of
Instructional
Materials**

Prior to the beginning of each school year, a district shall submit to the SBOE and commissioner certification that for each subject in the required curriculum under Education Code 28.002, other than physical education, and each grade level, the district provides each student with instructional materials that cover all elements of the essential knowledge and skills adopted by the SBOE for that subject and grade level. The certification shall be submitted in a format approved by the commissioner and can be based on both state-adopted and non-state-adopted materials.

To determine whether each student has instructional materials that cover all elements of the essential knowledge and skills, a district may consider:

1. Instructional materials adopted by the SBOE;
2. Materials adopted or purchased by the commissioner under Education Code 31.0231 or Education Code Chapter 31, Subchapter B-1;
3. Open education resource instructional materials submitted by eligible institutions and adopted by the SBOE;

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4. Open education resource instructional materials made available by other public schools;
5. Instructional materials developed or purchased by the district; and
6. Open education resource instructional materials and other electronic instructional materials included in the repository under Education Code 31.083.

Each district shall certify, in a format approved by the commissioner, that the district protects against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 U.S.C. 254(h)(5)(B) and (C). [See CQ]

The certifications shall be ratified by the board in a public, noticed meeting.

Education Code 31.004; 19 TAC 66.105

Ownership

Except as otherwise provided, a student must return all instructional materials to the teacher at the end of the school year or when the student withdraws from school. At the end of the school year for which open education resource instructional material that a district does not intend to use for another student is distributed, the printed copy of the open education resource instructional material becomes the property of the student to whom it is distributed.

This provision does not apply to an electronic copy of open education resource instructional material.

Education Code 31.104(c), (g)–(h); 19 TAC 66.107(b)

**Responsibility for
Instructional
Materials and
Equipment**

Each student or the student's parent or guardian is responsible for all instructional material and technological equipment not returned in an acceptable condition by the student. A student who fails to return in an acceptable condition all instructional materials and technological equipment forfeits the right to free instructional materials and technological equipment until all instructional materials and technological equipment previously issued but not returned in an acceptable condition are paid for by the student, parent, or guardian.

As provided by board policy, a district may waive or reduce the payment required if the student is from a low-income family. [See FP] The district shall allow the student to use instructional materials and technological equipment at school during each school day.

If instructional materials or technological equipment is not returned in an acceptable condition or paid for, a district may withhold the

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student's records. A district may not prevent the student from graduating, participating in a graduation ceremony, or receiving a diploma. [See FL and GBA regarding student and parental right to access records; and FD, FFAB, and FL regarding a district's duties to provide records to another district]

The board may not require an employee of the district who acts in good faith to pay for instructional materials or technological equipment that is stolen, misplaced, or not returned by a student. [See DG]

These provisions do not apply to an electronic copy of open education resource instructional material.

Education Code 31.104(d), (e), (h); 19 TAC 66.107(c) [See also EF]

Acceptable
Condition

Printed instructional materials are considered to be in acceptable condition if:

1. The cover, binding, pages, spine, and all integral components of the instructional materials are wholly intact and the instructional materials are fully usable by students; and
2. No component of the instructional materials is soiled, torn, or damaged (whether intentionally or by lack of appropriate care) to the extent that any portion of the content is too disfigured or obscured to be fully accessible to other students.

Electronic instructional materials are considered to be in acceptable condition if:

1. All components or applications that are a part of the electronic instructional materials are returned;
2. The electronic materials perform as they did when they were new;
3. The electronic instructional materials do not contain computer code (e.g., bug, virus, worm, or similar malicious software) that has been designed to self-replicate, damage, change, or otherwise hinder the performance of any computer's memory, file system, or software; and
4. The electronic instructional materials have not been installed with plug-ins, snap-ins, or add-ins without the prior approval of the district.

Technological equipment is considered to be in acceptable condition if:

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1. The equipment is returned with the software and hardware in their original condition unless the district authorized changes; and
2. The physical condition of the equipment is fully usable as it was originally intended to be used.

19 TAC 66.1310

Lost or Damaged Instructional Materials	A district may order replacements for instructional materials that have been lost or damaged directly from the publisher of the instructional materials or any source for a printed copy of open education resource instructional material. <i>Education Code 31.104</i>
Sale or Disposal	The board shall determine how the district will dispose of discontinued printed instructional materials, electronic instructional materials, and technological equipment.
Sale	The board may sell printed instructional materials on the date the instructional material is discontinued for use in the public schools by the SBOE or the commissioner. The board may also sell electronic instructional materials and technological equipment owned by the district.
<i>Use of Proceeds</i>	Any funds received by a district from a sale must be used to purchase instructional materials and technological equipment allowed under Education Code 31.0211.
Disposal	The board may dispose of printed instructional material before the date the instructional material is discontinued for use in the public schools by the SBOE if the board determines that the instructional material is not needed by the district and the board does not reasonably expect that the instructional material will be needed. A district must notify the commissioner of any instructional material the district disposes of under this provision. <i>Education Code 31.105</i>
Annual Inventory	A district shall conduct an annual physical inventory of all currently adopted instructional materials that have been requisitioned by and delivered to the district. The results of the inventory shall be recorded in the district's files. <i>19 TAC 66.107(a)</i>
Local Handling Expenses	School districts shall not be reimbursed from state funds for expenses incurred in local handling of instructional materials. <i>19 TAC 66.104(d)</i>

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**Prohibited Activities
by Public Servants—
State Law**

“Public servant” means a person elected, selected, appointed, employed, or otherwise designated as an officer, employee, or agent of government, even if the person has not yet qualified for office or assumed his or her duties. *Penal Code 1.07(a)(41)(A), (E)*

Bribery

A person commits an offense if the person intentionally or knowingly offers, confers, or agrees to confer on another, or solicits, accepts, or agrees to accept from another, any benefit:

1. As consideration for the recipient’s decision, opinion, recommendation, vote, or other exercise of discretion as a public servant;
2. As consideration for a violation of a duty imposed by law on a public servant; or
3. That is a political contribution as defined by Election Code Title 15 or an expenditure made and reported in accordance with Government Code Chapter 305 (regarding registration of lobbyists), if the benefit was offered, conferred, solicited, accepted, or agreed to pursuant to an express agreement to take or withhold a specific exercise of official discretion, if such exercise of official discretion would not have been taken or withheld but for the benefit.

“Benefit” means anything reasonably regarded as pecuniary gain or pecuniary advantage, including benefit to any other person in whose welfare the beneficiary has a direct and substantial interest.

Penal Code 36.01(3), .02

Illegal Gifts

A public servant who exercises discretion in connection with contracts, purchases, payments, claims, or other pecuniary transactions of government commits an offense if the public servant solicits, accepts, or agrees to accept any benefit from a person the public servant knows is interested in or likely to become interested in any contract, purchase, payment, claim or transaction involving the exercise of the public servant’s discretion. *Penal Code 36.08(d)*

A public servant who receives an unsolicited benefit that the public servant is prohibited from accepting under the provisions above may donate the benefit to a governmental entity that has the authority to accept the gift or may donate the benefit to a recognized tax exempt charitable organization formed for educational, religious, or scientific purposes. *Penal Code 36.08(d), (i)*

Exceptions

Illegal Gifts does not apply to:

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1. A fee prescribed by law to be received by a public servant or any other benefit to which the public servant is lawfully entitled or for which the public servant gives legitimate consideration in a capacity other than as a public servant;
2. A gift or other benefit conferred on account of kinship or a personal, professional, or business relationship independent of the official status of the recipient;
3. A benefit to a public servant required to file a statement under Government Code Chapter 572 or a report under Election Code Title 15 that is derived from a function in honor or appreciation of the recipient if:
 - a. The benefit and the source of any benefit in excess of \$50 is reported in the statement; and
 - b. The benefit is used solely to defray the expenses that accrue in the performance of duties or activities in connection with the office which are nonreimbursable by the state or political subdivision;
4. A political contribution as defined by Election Code Title 15;
5. An item with a value of less than \$50, excluding cash or a negotiable instrument as described by Business and Commerce Code 3.104;
6. An item issued by a governmental entity that allows the use of property or facilities owned, leased, or operated by the governmental entity; or
7. Food, lodging, transportation, or entertainment accepted as a guest and, if the donee is required by law to report those items, reported by the donee in accordance with that law.

Penal Code 36.10

Honoraria and
Expenses

A public servant commits an offense if the public servant solicits, accepts, or agrees to accept an honorarium in consideration for services that the public servant would not have been requested to provide but for the person's official position or duties. This provision does not prohibit a public servant from accepting transportation and lodging expenses or meals in connection with a conference or similar event in which the public servant renders services, such as addressing an audience or engaging in a seminar, to the extent those services are more than merely perfunctory. *Penal Code 36.07*

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Abuse of Official
Capacity

A public servant commits an offense if, with intent to obtain a benefit or with intent to harm or defraud another, he intentionally or knowingly violates a law relating to the public servant's office or employment, or misuses government property, services, personnel, or any other thing of value, belonging to the government that has come into the public servant's custody or possession by virtue of the public servant's office or employment. *Penal Code 39.02(a)*

"Law relating to a public servant's office or employment" means a law that specifically applies to a person acting in the capacity of a public servant and that directly or indirectly imposes a duty on the public servant or governs the conduct of the public servant. *Penal Code 39.01(1)*

"Misuse" means to deal with property contrary to:

1. An agreement under which the public servant holds the property;
2. A contract of employment or oath of office of a public servant;
3. A law, including provisions of the General Appropriations Act specifically relating to government property, that prescribes the manner of custody or disposition of the property; or
4. A limited purpose for which the property is delivered or received.

Penal Code 39.01(2)

**Misuse of Official
Information**

A public servant commits an offense if, in reliance on information to which the public servant has access by virtue of the person's office or employment and that has not been made public, the person:

1. Acquires or aids another to acquire a pecuniary interest in any property, transaction, or enterprise that may be affected by the information;
2. Speculates or aids another to speculate on the basis of the information; or
3. As a public servant, including as a school administrator, coerces another into suppressing or failing to report that information to a law enforcement agency.

A public servant commits an offense if with intent to obtain a benefit or with intent to harm or defraud another, the public servant discloses or uses information for a nongovernmental purpose that:

1. The person has access to by means of the person's office or employment; and

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2. Has not been made public.

“Information that has not been made public” means any information to which the public does not generally have access, and that is prohibited from disclosure under Government Code Chapter 552 (the Public Information Act).

Penal Code 39.06(a), (b), (d)

**Instructional
Materials Violations
— Commissions**

An administrator or teacher commits an offense if the person receives any commission or rebate on any instructional materials or technological equipment used in the schools with which the person is associated. *Education Code 31.152(a)*

**Instructional
Materials Violations
— Conflict**

An administrator or teacher commits an offense if the person accepts a gift, favor, or service that:

1. Is given to the person or the person’s school;
2. Might reasonably tend to influence the person in the selection of instructional materials or technological equipment; and
3. Could not be lawfully purchased with state instructional material funds.

“Gift, favor, or service” does not include staff development, in-service, or teacher training; or ancillary materials, such as maps or worksheets, that convey information to the student or otherwise contribute to the learning process.

Education Code 31.152(b)–(d)

**Instructional
Materials Violations
— Purchase and
Distribution**

A person commits a Class C misdemeanor offense if the person knowingly violates any law providing for the purchase or distribution of free instructional materials for the public schools. *Education Code 31.153*

Holding Civil Office

No person shall hold or exercise at the same time more than one civil office of emolument, except for offices listed in the constitutional provision, unless otherwise specifically provided. *Tex. Const., Art. XVI, Sec. 40(a)*

A position in or membership in the Texas military forces is not considered to be a civil office of emolument. *Gov’t Code 437.203*

Individuals who receive all or part of their compensation either directly or indirectly from funds of the state of Texas and who are not state officers shall not be barred from serving as members of the governing bodies of school districts (other than those in which they are employed), cities, towns, or other local governmental districts. Such individuals may not receive a salary for serving as members of such governing bodies, except that a schoolteacher, retired

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schoolteacher, or retired school administrator may receive compensation for serving as a member of a governing body of a school district, city, town, or local governmental district, including a water district created under Section 59, Article XVI, or Section 52, Article III. *Tex. Const., Art. XVI, Sec. 40(b)*

**Conflicts Disclosure
Statement**

A local government officer shall file a conflicts disclosure statement with respect to a vendor if the vendor enters into a contract with the district or the district is considering entering into a contract with the vendor; and the vendor:

1. Has an employment or other business relationship with the local government officer or a family member of the officer, and the business relationship results in the officer or family member receiving taxable income, other than investment income, that exceeds \$2,500 during the 12-month period preceding the date that the officer becomes aware that:
 - a. A contract between the district and the vendor has been executed; or
 - b. The district is considering entering into a contract with the vendor;
2. Has given to the local government officer or a family member of the officer one or more gifts, as defined by law, and the gift or gifts have an aggregate value of more than \$100 in the 12-month period preceding the date the officer becomes aware that:
 - a. A contract between the district and the vendor has been executed; or
 - b. The district is considering entering into a contract with the vendor; or
3. Has a family relationship with the local government officer.

A local government officer is not required to file a conflicts disclosure statement in relation to a gift accepted by the officer or a family member of the officer if the gift is a political contribution as defined by Title 15, Election Code, or food accepted as a guest.

Local Gov't Code 176.003(a)–(a-1)

Definitions

“Local government officer” means a member of the board; the superintendent; or an agent (including an employee) of the district who exercises discretion in the planning, recommending, selecting, or contracting of a vendor. *Local Gov't Code 176.001(1), (4)*

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“Gift” means a benefit offered by a person, including food, lodging, transportation, and entertainment accepted as a guest. The term does not include a benefit offered on account of kinship or a personal, professional, or business relationship independent of the official status of the recipient. *Local Gov’t Code 176.001(2-b)*

Note: For additional provisions and definitions relating to conflict disclosure statements, see BBFA(LEGAL).

**Personal Services
Performed by
Superintendent**

A superintendent of a school district may not receive any financial benefit for personal services performed by the superintendent for any business entity that conducts or solicits business with the district. Any financial benefit received by a superintendent for performing personal services for any other entity, including a school district, open-enrollment charter school, regional education service center, or public or private institution of higher education, must be approved by the board on a case-by-case basis in an open meeting. The receipt of reimbursement for a reasonable expense is not considered a financial benefit. *Education Code 11.201(e)*

Note: See also CBB for requirements when federal funds are involved.

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School Library

A district possesses significant discretion to determine the content of its school libraries. A district must, however, exercise its discretion in a manner consistent with the First Amendment.

**Removal of Library
Materials**

Students' First Amendment rights are implicated by the removal of books from the shelves of a school library. A district shall not remove materials from a library for the purpose of denying students access to ideas with which the district disagrees. A district may remove materials because they are pervasively vulgar or based solely upon the educational suitability of the books in question.

Bd. of Educ. v. Pico, 457 U.S. 853 (1982)

**Instructional
Materials**

Instructional materials selected for use in the public schools shall be furnished without cost to students attending those schools. Except as provided by Education Code 31.104(d), a district may not charge a student for instructional material or technological equipment purchased by the district with the district's technology and instructional materials allotment [see CMD]. *Education Code 31.001*

Parental Access

A parent is entitled to:

1. Review all teaching materials, instructional materials, including while the child is participating in virtual or remote learning, and other teaching aids used in the classroom of the parent's child;
2. Review each test administered to the child after the test is administered; and
3. Observe virtual instruction while the parent's child is participating in virtual or remote learning to the same extent the parent would be entitled to observe in-person instruction of the child.

A district shall make teaching materials and tests readily available for parental review and may specify reasonable hours for such review.

***Taking Home
Materials***

A student's parent is entitled to request that a district allow the student to take home any instructional materials used by the student. Subject to the availability of the instructional materials, a district or school shall honor the request. A student who takes home instructional materials must return the instructional materials to school at the beginning of the next school day if requested to do so by the student's teacher.

***Students Without
Reliable Access
to Technology***

A district must provide the instructional materials to the student in printed format if the student does not have reliable access to technology at the student's home. This requirement does not require a

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district to purchase printed copies of instructional materials that the district would not otherwise purchase. A district may comply with this requirement by providing the student a printout of the relevant electronic instructional materials.

*Learning
Management
System or Online
Portal*

A district that uses a learning management system or any online learning portal to assign, distribute, present, or make available instructional materials as defined by Education Code 31.002 [see EFA] to students shall provide login credentials to the system or portal to each student's parent.

Education Code 26.006

Harmful Materials

"Harmful material" means material whose dominant theme taken as a whole:

1. Appeals to the prurient interest of a minor, in sex, nudity, or excretion;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Is utterly without redeeming social value for minors.

Penal Code 43.24(a)

Obscene

"Obscene" means material or a performance:

1. The average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex;
2. Depicts or describes
 - a. Patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or
 - b. Patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and
3. Taken as a whole, lacks serious literary, artistic, political, and scientific value.

Penal Code 43.21(1)

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**Information
Collection and
Access**

U.S. ED–Funded
Surveys (PPRA)

*Consent
Required*

Under the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education (ED), to submit to a survey, analysis, or evaluation that reveals information concerning the topics listed at Protected Information, below, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent. *20 U.S.C. 1232h(b)*

*Parental
Inspection*

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material, that will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. ED shall be available for inspection by the parents or guardians of the children. *20 U.S.C. 1232h(a)*

Information
Collection Funded
by Other Sources

Policies

Except as provided by 20 U.S.C. 1232h(a) or (b) [see U.S. ED Funded Surveys, above], as a condition of receiving funds for a program funded in whole or in part by the U.S. ED, a district shall develop and adopt policies, in consultation with parents, pursuant to 20 U.S.C. 1232h(c)(1), regarding the following:

1. The parent's right to inspect a survey created by a third party before the survey is administered or distributed by a school to the student and any applicable procedures for granting a request by a parent for reasonable access to such survey within a reasonable period of time after the request is received.
2. A district's arrangements to protect student privacy in the event a survey containing one or more of the items listed under Protected Information, below, is administered or distributed to a student.
3. The parent's right to inspect any instructional material used in the educational curriculum for the student and any applicable procedures for granting a request by a parent for reasonable access to instructional material within a reasonable period of time after the request is received.
4. The administration of physical examinations or screenings that a district may administer to the student.
5. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. This provision does not apply to use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as recruiters, book clubs, curriculum and instruc-

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tional materials used by schools, sale by students of products or services to raise funds for school-related or education-related activities, or student recognition programs.

6. The parent's right to inspect any instrument used in collection of personal information in item 5 above, before the instrument is administered and any applicable procedures for granting a request by a parent for reasonable access to such instrument within a reasonable period of time after the request is received.

A district need not develop and adopt new policies if TEA or the district had in place, on January 8, 2002, policies covering the requirements of 20 U.S.C. 1232h(c)(1). [See CRD, FFAA, FL, and FNG]

*Parental
Notification*

A district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of the students enrolled in schools served by the district. At a minimum, a district shall:

1. Provide notice at least annually, at the beginning of the school year and within a reasonable time after any substantive change in the policies; and
2. Offer an opportunity for the parent to opt the student out of participation in an activity described below.

A district shall directly notify the parent of a student, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when activities, described below, are scheduled or expected to be scheduled. The following activities require notification under this section:

1. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information.
2. The administration of any survey containing one or more items described at Protected Information, below.
3. Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or of other students.

20 U.S.C. 1232h(c)(1)–(4) [See FFAA]

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Protected
Information

Protected information addressed by 20 U.S.C. 1232h includes:

1. Political affiliations or beliefs of the student or the student's parents.
2. Mental and psychological problems of the student or the student's family.
3. Sex behavior and attitudes.
4. Illegal, anti-social, self-incriminating, and demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or student's parent.
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

20 U.S.C. 1232h(b), (c)(1)(B)

"Personal
Information"
Defined

The term "personal information" means individually identifiable information, including a student's:

1. First and last name;
2. Home or physical address, including street name and city or town;
3. Telephone number; or
4. Social security identification number.

20 U.S.C. 1232h(c)(6)(E)

Note: For provisions regarding inventory and requisition of instructional materials, see CMD.

Definitions

“Instructional material” is defined as content that conveys the essential knowledge and skills of a subject in the public school curriculum through a medium or a combination of media for conveying information to a student. The term includes a book, supplementary materials, a combination of a book, workbook, and supplementary materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, online services, or an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open education resource instructional material. *Education Code 31.002(1)*

“Open education resource instructional material” is teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that allows for free use, reuse, modification, and sharing with others, including full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge. *Education Code 31.002(1-a)*

“Technological equipment” is hardware, a device, or equipment necessary for instructional use in the classroom, including to gain access to or enhance the use of electronic instructional materials; or professional use by a classroom teacher. *Education Code 31.002(4)*

**SBOE Instructional
Materials List**

For each subject and grade level, the State Board of Education (SBOE) shall adopt a list of instructional materials.

The list includes each instructional material that meets applicable physical specifications and contains material covering at least half of the elements of the essential knowledge and skills of the subject and grade level.

Education Code 31.023(a)

A district may requisition instructional materials on the SBOE’s list for grades above the grade level in which the student is enrolled. *19 TAC 66.104(b)*

Open Education
Resource
Instructional
Material

The SBOE shall place open education resource instructional material for a secondary-level course submitted for adoption by an eligible institution on the list if it satisfies the requirements described in Education Code 31.0241. *Education Code 31.0241(b)*

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**Commissioner
Instructional
Materials List**

The commissioner of education, with input from the SBOE, shall adopt a list of:

1. Electronic instructional material; and
2. Material that conveys information to the student or otherwise contributes to the learning process, including tools, models, and investigative materials designed for use as part of the foundation curriculum for science in kindergarten through grade 5 and personal financial literacy in kindergarten through grade 8.

Education Code 31.0231(a)

**Supplemental
Instructional
Materials List**

The SBOE may adopt supplemental instructional materials that are not on the SBOE instructional materials list. Supplemental instructional material adopted by the SBOE:

1. Must contain material covering one or more primary focal points or primary topics of a subject in the required curriculum;
2. Is not designed to serve as the sole instructional material for a full course;
3. Meets applicable physical specifications adopted by the State Board of Education;
4. Is free from factual errors;
5. Is suitable for the subject and grade level; and
6. Is reviewed by academic experts in the subject and grade level.

Education Code 31.035(a)

Local Selection

A board shall select instructional materials in an open meeting as required by the Texas Open Meetings Act, including public notice. *19 TAC 66.104(a)*

Notice to SBOE

Each year, during a period established by the SBOE, a board shall notify the SBOE of instructional materials selected in accordance with Education Code 31.101. *Education Code 31.101(a)*

*Foundation
Curriculum*

For subjects in the foundation curriculum, a board shall notify the SBOE of the instructional materials it selects from the instructional materials list, including the commissioner's instructional materials list. *Education Code 31.101(a)(1)*

INSTRUCTIONAL RESOURCES
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EFA
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<i>Enrichment Curriculum</i>	For a subject in the enrichment curriculum, a board shall notify the SBOE of instructional material it selects from the instructional materials list, including the commissioner's instructional materials list, or that it selected instructional materials that do not appear on the list. <i>Education Code 31.101(a)(2)</i>
<i>Open Education Resource Instructional Materials</i>	<p>In selecting instructional material each year, a district may consider the use of open education resource instructional materials. <i>Education Code 31.101(b)</i></p> <p>A district may adopt state-developed open education resource instructional material at any time, regardless of the instructional material review and adoption cycle. <i>Education Code 31.073(c)</i></p>
Supplemental Materials	A board may requisition supplemental instructional materials adopted by the SBOE, as set forth at Education Code 31.035 [see CMD]. If a board requisitions supplemental instructional materials, the district shall certify to TEA that the supplemental instructional materials, in combination with any other instructional materials or supplemental instructional materials used by the district, cover the essential knowledge and skills for the course. <i>Education Code 31.035(d), (f)</i>
Special Education	Adopted instructional materials shall be supplied to a student in special education classes as appropriate to the level of the student's ability and without regard to the grade for which the instructional material is adopted or the grade in which the student is enrolled. <i>19 TAC 66.104(c)</i>
Duration of Selection <i>Listed Materials</i>	<p>A district that selects subscription-based instructional material on the SBOE instructional materials list or electronic instructional material on the commissioner's instructional materials list may cancel the subscription and subscribe to new instructional material on the SBOE list or electronic instructional material on the commissioner's list before the end of the state contract period if:</p> <ol style="list-style-type: none">1. The district has used the instructional material for at least one school year; and2. TEA approves the change based on a written request to TEA by the district that specifies the reasons for changing the instructional material used by the district. <p><i>Education Code 31.101(e)</i></p>
<i>Other Materials</i>	For instructional material that is not on the instructional materials list, a district must use the instructional material for the period of the review and adoption cycle the SBOE has established for the subject and grade level for which the instruction material is used. <i>Education Code 31.101(d)</i>

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS

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Criminal Offense

A board member, administrator, or teacher commits an offense if the person receives any commission or rebate on any instructional materials or technological equipment used in the schools with which the person is associated.

A board member, administrator, or teacher commits an offense if the person accepts a gift, favor, or service that:

1. Is given to the person or the person's school;
2. Might reasonably tend to influence the person in the selection of instructional material or technological equipment; and
3. Could not be lawfully purchased with state instructional materials funds.

"Gift, favor, or service" does not include:

1. Staff development, in-service, or teacher training; or
2. Ancillary materials, such as maps or worksheets, that convey information to the student or otherwise contribute to the learning process.

Education Code 31.152

**Human Sexuality
Materials**

Course materials relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) shall be selected by a board with the advice of the local school health advisory council (SHAC).
Education Code 28.004(e)

For more information on the requirements for adopting human sexuality instructional materials, see EHAA.

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**Designing and
Implementing
Services**

A district shall use student performance data from state basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the district's schools that enable the students to perform at grade level at the conclusion of the next regular school term. *Education Code 29.081(a)*

[See EHBCA for information regarding acceleration instruction and accelerated learning committees.]

**Intensive Program of
Instruction**

State Assessments

A district shall offer an intensive program of instruction to a student who does not perform satisfactorily on a state assessment instrument or is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade 9, as determined by the district.

The program shall be designed to:

1. Enable the student to:
 - a. To the extent practicable, perform at the student's grade level at the conclusion of the next regular school term; or
 - b. Attain a standard of annual growth specified by a district and reported by the district to TEA; and
2. If applicable, carry out the purposes of Education Code 28.0211. [See EIE]

Students Receiving
Special Education
Services

For a student in a special education program who does not perform satisfactorily on an assessment instrument administered under Education Code 39.023(a), (b), or (c), the student's admission, review, and dismissal committee shall design the program to:

1. Enable the student to attain a standard of annual growth on the basis of the student's individualized education program (IEP); and
2. If applicable, carry out the purposes of Education Code 28.0211. [See EIE]

Use of State Funds

A district shall use funds appropriated by the legislature for an intensive program of instruction to plan and implement intensive instruction and other activities aimed at helping a student satisfy state and local high school graduation requirements.

No Cause of Action

A district's determination of the appropriateness of an intensive program of instruction for a student is final and does not create a cause of action.

Education Code 28.0213

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**Compensatory
Education Allotment**

Census Block

On a schedule determined by the commissioner of education and in accordance with Education Code 48.104, each district shall report to the agency the census block group in which each student enrolled in the district who is educationally disadvantaged resides.
Education Code 48.104(i)

Use

At least 55 percent of the district's compensatory education funds must be used to:

1. Fund supplemental programs and services, including services provided by an instructional coach, designed to eliminate any disparity in performance on assessment instruments administered under Education Code Chapter 39, Subchapter B or disparity in the rates of high school completion between:
 - a. Students who are educationally disadvantaged and students who are not educationally disadvantaged; and
 - b. Students at risk of dropping out of school, as defined below, and all other students; or
2. Support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 [see AID], and its subsequent amendments, and by federal regulations implementing that Act.

Education Code 48.104(k)

Dropout Prevention
Strategies

A district with a high dropout rate, as determined by the commissioner, shall submit a plan to the commissioner describing the manner in which the district intends to use its compensatory education allotment for developing and implementing research-based strategies for dropout prevention.

A district shall submit the plan not later than December 1 of each school year preceding the school year in which the district will receive the compensatory education allotment to which the plan applies.

A district may not spend or obligate more than 25 percent of the district's compensatory education allotment unless the commissioner approves the plan.

A district's plan shall:

1. Design a dropout recovery plan that includes career and technology education courses or technology applications courses that lead to industry or career certification;

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2. Integrate into the dropout recovery plan research-based strategies to assist students in becoming able academically to pursue postsecondary education, including:
 - a. High-quality, college readiness instruction with strong academic and social supports;
 - b. Secondary to postsecondary bridging that builds college readiness skills, provides a plan for college completion, and ensures transition counseling; and
 - c. Information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence and success, to the extent funds are available for the purpose; and
3. Plan to offer advanced academic and transition opportunities, including dual credit courses and college preparatory courses, such as advanced placement courses.

A district may enter into a partnership with a public junior college in accordance with Education Code 29.402 [see GNC] in order to fulfill a plan.

Any program designed to fulfill a plan must comply with the requirements of Education Code 29.081(e) and (f).

Education Code 29.918

Reporting

A district shall report financial information relating to expenditure of the state compensatory education allotment under the Foundation School Program to the Texas Education Agency (TEA), according to standards for financial accounting provided in 19 Administrative Code 109.41 (relating to *Financial Accountability System Resource Guide*). Costs charged to state compensatory education shall be for programs and services that supplement the regular education program. 19 TAC 109.25(a)

A district shall ensure that supplemental direct costs and personnel attributed to compensatory education and accelerated instruction are identified in district and/or campus improvement plans at the summary level for financial units or campuses. A district shall maintain documentation that supports the attribution of supplemental costs and personnel to compensatory education. A district must also maintain sufficient documentation supporting the appropriate identification of students in at-risk situations, under criteria established in Education Code 29.081 [see At-Risk Student, below]. 19 TAC 109.25(b)

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**Educationally
Disadvantaged
Students**

Student Eligibility

To be considered educationally disadvantaged in order to be counted to generate the compensatory education allotment pursuant to Education Code 48.104, a student must meet the income requirements for eligibility under the National School Lunch Program (NSLP), authorized by 42 U.S.C. 1751, et seq.

Districts may use the following approved methods for the purpose of receiving the compensatory education allotment pursuant to Education Code 48.104:

1. Parent certification, where the parent or guardian asserts meeting the income requirements for eligibility;
2. Direct certification, where the process by which eligible children are certified for free meals without the need for a household application based on household participation in one or more federal assistance programs; or
3. Direct verification, where public records are used to verify a student's eligibility for free or reduced-price meals when verification of student eligibility is required.

19 TAC 61.1027(a)

Virtual School
Network

Districts must request prior approval from the commissioner to claim students receiving a full-time virtual education through the state virtual school network in their counts of educationally disadvantaged students. The request must include a plan detailing the enhanced services to be delivered to full-time state virtual school network students and submitted in a manner and with a deadline specified by the commissioner. *19 TAC 61.1027(b)(3)(B)*

At-Risk Student

"Student at risk of dropping out of school" includes each student who is under 26 years of age and who:

1. Except as provided by TEA rule or if retained in prekindergarten under Education Code 28.02124 [see EIE], was not advanced from one grade level to the next for one or more school years, unless the student did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the student's parent;
2. If the student is in grades 7–12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year, or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

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3. Did not perform satisfactorily on a state assessment instrument and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. If the student is in prekindergarten, kindergarten, or grades 1–3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. Is pregnant or is a parent;
6. Has been placed in a DAEP in accordance with Education Code 37.006 during the preceding or current school year;
7. Has been expelled in accordance with Education Code 37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is an emergent bilingual student, as defined by Section 29.052;
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless [see FD];
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in a district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation;
14. Has been incarcerated, or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Penal Code 1.07; or
15. Is enrolled in a district or a campus that is designated as a dropout recovery school under Education Code 39.0548.

Education Code 29.081(d)(1)

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	<p>Regardless of the student's age, a student who participates in an adult education program provided under the adult high school charter school program is considered a "student at risk of dropping out of high school." <i>Education Code 29.081(d)(2)</i></p>
Local Eligibility Criteria	<p>In addition to students described above, a student who satisfies local eligibility criteria adopted by a board may receive compensatory education services. The number of students receiving services under local eligibility criteria during a school year may not exceed ten percent of the number of students described above who received services from the district during the preceding school year. <i>Education Code 29.081(g)</i></p>
Dropout Recovery Education Programs	<p>A district may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school. The program may be offered at a campus or through the use of an online program that leads to a high school diploma and prepares the student to enter the workforce. A campus-based dropout recovery education program must meet the criteria set forth at Education Code 29.081(e-1)(1)–(5). An online dropout recovery education program must meet the criteria set forth at Education Code 29.081(e-2)(1)–(8).</p> <p>Students in attendance at a dropout recovery education program shall be included in a district's average daily attendance for funding purposes.</p> <p><i>Education Code 29.081(e)–(f)</i></p>
Communities in Schools	<p>An elementary or secondary school receiving funding under Education Code 33.156 shall participate in the Communities in Schools (CIS) program if the number of students enrolled in the school who are at risk of dropping out of school is equal to at least ten percent of the number of students in average daily attendance at the school, as determined by TEA. <i>Education Code 33.157</i></p>
Optional Extended Year Program	<p>A district may set aside an amount from the district's compensatory education allotment or may apply to the agency for funding of an extended year program. <i>Education Code 29.082(a); 19 TAC 105.1001</i></p>
Optional Flexible Year Program	<p>A district may provide an optional flexible year program (OFYP) for students who did not or are not likely to perform successfully on state assessment instruments or who would not otherwise be promoted to the next grade level. <i>Education Code 29.0821; 19 TAC 129.1029</i></p>

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**Optional Flexible
School Day Program**

Notwithstanding Education Code 25.081 or 25.082, a district may apply to the commissioner to provide a flexible school day program (OFSDP) for students who:

1. Have dropped out of school or are at risk of dropping out of school as defined by Education Code 29.081;
2. Attend a campus that is implementing an innovative redesign of the campus or an early college high school under a plan approved by the commissioner; or
3. As a result of attendance requirements under Education Code 25.092, will be denied credit for one or more classes in which the students have been enrolled.

Education Code 29.0822

A district may apply to the commissioner to provide an OFSDP for students, in accordance with 19 Administrative Code 129.1027.

A board must approve the application. The board must include the OFSDP as an item on the regular agenda for a board meeting in compliance with 19 Administrative Code 129.1027(h)(2) before applying to operate an OFSDP. The application shall include the information described in 19 Administrative Code 129.1027.

19 TAC 129.1027(c)

Tutorial Services

A district may provide tutorial services at district schools. If a district provides tutorial services, it shall require a student whose grade in a subject for a reporting period is lower than the equivalent of 70 on a scale of 100 to attend tutorials. [See EC for provisions on loss of class time.]

A district may provide transportation services to accommodate students who are required to attend tutorials and who are eligible for regular transportation.

Education Code 29.084

**Basic Skills
Programs**

A district may apply to the commissioner for funding of basic skills programs for students in grade 9 who are at risk of not earning sufficient credit or who have not earned sufficient credit to advance to grade 10 and who fail to meet minimum skills levels established by the commissioner.

With the consent of a student's parent or guardian, a district may assign a student to the basic skills program.

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A basic skills program may not exceed 210 instructional days and must meet the requirements set forth at Education Code 29.086.

Education Code 29.086(a)

**After-School and
Summer Intensive
Mathematics and
Science Programs**

A district may provide an intensive after-school program or an intensive program during the period that school is recessed for the summer to provide mathematics and science instruction to:

1. Students who are not performing at grade level in mathematics or science to assist those students in performing at grade level;
2. Students who are not performing successfully in a mathematics course or science course to assist those students in successfully completing the course; or
3. Other students as determined by the district.

Before providing a program, a board must adopt a policy for:

1. Determining student eligibility for participating in the program that:
 - a. Prescribes the grade level or course a student must be enrolled in to be eligible; and
 - b. Provides for considering teacher recommendations in determining eligibility;
2. Ensuring that parents of or persons standing in parental relation to eligible students are provided notice of the program;
3. Ensuring that eligible students are encouraged to attend the program;
4. Ensuring that the program is offered at one or more locations in the district that are easily accessible to eligible students; and
5. Measuring student progress on completion of the program.

Education Code 29.088, .090; 19 TAC 102.1041

**Mentoring Services
Program**

A district may provide a mentoring services program to students at risk of dropping out of school. A board may arrange for any public or nonprofit community-based organization to come to the district's schools and implement the program.

A board shall obtain the consent of a student's parent or guardian before allowing the student to participate in the program.

Education Code 29.089

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**Accelerated Reading
Instruction Program**

A district shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to each student in kindergarten, first grade, or second grade who is determined, on the basis of reading instrument results [see EKC], to be at risk for dyslexia or other reading difficulties. The district shall determine the form, content, and timing of the program.

A district shall provide additional reading instruction and intervention to each student given the seventh grade reading assessment [see EKC], as appropriate to improve the student's reading skills in the relevant areas identified through the assessment instrument.

Education Code 28.006(g), (g-1)

**College Preparatory
Courses**

Each district shall partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts. The courses must be designed:

1. For students at the 12th grade level whose performance on:
 - a. An end-of-course assessment instrument required under Education Code 39.023(c) does not meet college readiness standards; or
 - b. Coursework, a college entrance examination, or an assessment instrument designated under Education Code 51.334 [Texas Success Initiative (TSI) assessment] indicates that the student is not ready to perform entry-level college coursework; and
2. To prepare students for success in entry-level college courses.

A course must be provided on the campus of the high school offering the course or through distance learning or as an online course provided through an institution of higher education with which the district partners.

Faculty

Appropriate faculty of each high school offering courses and appropriate faculty of each institution of higher education with which the district partners shall meet regularly as necessary to ensure that each course is aligned with college readiness expectations.

Notice

Each district shall provide a notice to each eligible student and the student's parent or guardian regarding the benefits of enrolling in a course.

Credit Earned

A student who successfully completes an English language arts course may use the credit earned toward satisfying the advanced

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English language arts curriculum requirement for the foundation high school program under Education Code 28.025(b-1)(1). A student who successfully completes a mathematics course may use the credit earned in the course toward satisfying an advanced mathematics curriculum requirement under Education Code 28.025 after completion of the mathematics curriculum requirements for the foundation high school program under Education Code 28.025(b-1)(2).

Dual Credit A course may be offered for dual credit at the discretion of the institution of higher education with which a district partners. [See EHDD]

Instructional
Materials Each district, in consultation with each institution of higher education with which the district partners, shall develop or purchase instructional materials for a course consistent with Education Code Chapter 31. The instructional materials must include technology resources that enhance the effectiveness of the course and draw on established best practices.

Education Code 28.014

End-of-Course
Exam A student enrolled in a college preparatory mathematics or English language arts course under Education Code 28.014 who satisfies the TSI college readiness benchmarks on an assessment instrument administered at the end of the course satisfies the requirements concerning and is exempt from the administration of the Algebra I or the English I and English II end-of-course assessment instruments, as applicable, as prescribed by Education Code 39.023(c) [see EKB], even if the student did not perform satisfactorily on a previous administration of the applicable end-of-course assessment instrument. A student who fails to perform satisfactorily on the assessment instrument may retake that assessment instrument or may take the appropriate end-of-course assessment instrument. *Education Code 39.025(a-1)*

Selection Process

ADOPTING INSTRUCTIONAL MATERIALS

A Process that Leads to Selections that Address
Galena Park ISD's Needs

Policies and Procedures

- ☐ Closed district – all contact and samples must be filtered through central office; vendors may NOT contact campuses directly.
- ☐ **Committee members must be present at all meetings in order to cast a vote**
- ☐ EFAA (legal) policy makes it a criminal offense to accept gifts, favors, or services from vendors
- ☐ Split adoptions are not recommended
- ☐ Technology support and infrastructures must be considered

Professional Development

- Study of the TEKS / Understanding of the course
- Defining depth and complexity
- Identifying and reviewing samples that reflect the depth and complexity of the TEKS
- Identifying curriculum-related needs based on data

Appropriate Instructional Materials

- Align to the depth and complexity of the TEKS
- Serve as a tool to support student learning and part of addressing 100% of TEKS. As single resource, it does not need to include all TEKS.
- Create a support structure for teachers in their efforts to reach **all** students

Appropriate Instructional Materials

- Are not replacements for district scopes and sequences
- Are not substitutes for well-planned instruction

Adoption Process

- Publishers submit textbooks or e-samples upon your request
- Board approved teacher committees determine alignment
- Committee determines quality
- Selection submitted only if needed; it is not required that a material is purchased if existing materials address 100% of TEKS are already in place (note: IMA and TEKS certified by BOT)

Process Leading to Selection

- ☐ Study the TEKS
- ☐ Identify *areas of need*
- ☐ Study the instructional materials
- ☐ Narrow the list of possibilities
- ☐ Evaluate the list of possibilities

Identify Areas of Need

- ☐ What do we do well?
- ☐ What can we do better?
 - ☐ Curriculum
 - ☐ Instruction
 - ☐ Assessment
- ☐ Which are our “top 10” needs?
 - ☐ As identified by teachers
 - ☐ As identified by students

Determining Scoring Levels

- ☐ Determine criteria for assigning ratings
 - ☐ Samples provided; however, the specific process used is dependent on individual department / content area
- ☐ Determine consensus regarding criteria
- ☐ Use same criteria in evaluation of all materials

Sample Scoring Levels

	Conceptual and Procedural Development	Rigor	Connections
4	Full development	Balance of Application and Analysis	Connections within and between TEKS strands
3	Moderate development	Application	Adequate connections within TEKS strands
2	Little development	Comprehension	Moderate connections within student expectation
1	Superficial development	Knowledge	Lack of connections

Study the Instructional Materials

- ☐ Determine a score/rating for each critical need
- ☐ Identify the ways in which an instructional resource addresses critical needs
- ☐ Describe the degree to which concepts are addressed
- ☐ Evaluate how the resource addresses needs of all students
- ☐ Justify the score/rating

Narrow the List of Possibilities

- ☐ Which two or three instructional materials / textbooks have the highest cumulative rating?
- ☐ Use a rating system to rank selections

Timeline Considerations

August	Nominate IMA committee representatives
September	Board of Trustees approves Proclamation, IMA committee representatives. Meetings with representatives to outline adoption process and begin rating process.
Oct. / Nov.	Generate scoring criteria. Study and rate textbooks.
December	Submit committee recommendations to IMA Director District IMA Committee reviews recommendations.
January	Submit selections to Superintendent's office to be placed on Board of Trustees agenda
February	Board of Trustees considers recommendations and funding request for Proclamation
February	Meet with vendors to complete publishers agreements
March	Submit selections to TEA / Place orders in EMAT.

Elementary Math and Science
Instructional Materials Adoption Committee
Nominations
2013 - 2014

	CIM	CLF	GVE	NSE	SAM
Grade level / Subject					
K Math (English)					
K Math (Spanish)					
Gr. 1 Math (English)					
Gr. 1 Math (Spanish)					
Gr. 2 Math (English)					
Gr. 2 Math (Spanish)					
Gr. 3 Math (English)					
Gr.3 Math (Spanish)					
Gr. 4 Math (English)					
Gr. 4 Math (Spanish)					
Gr. 5 Math (English)					
Gr. 5 Math (Spanish)					
K Science (English)					
K Science (Spanish)					
Gr. 1 Science (English)					
Gr. 1 Science (Spanish)					
Gr. 2 Science (English)					
Gr. 2 Science (Spanish)					
Gr. 3 Science (English)					
Gr. 3 Science (Spanish)					
Gr. 4 Science (English)					
Gr. 4 Science (Spanish)					
Gr. 5 Science (English)					
Gr. 5 Science (Spanish)					

Nominees must teach 50% of the instructional day and have extensive knowledge of their grade level TEKS.

Nominees for the Spanish versions must be fluent in Spanish and have extensive knowledge of academic vocabulary for their subject area.

Secondary Math
Instructional Materials Adoption Committee
Nominations
2013 - 2014

	Cobb	CMS	JPMS	NSMS	WAMS
Grade level / Subject					
Gr. 6 Math					
Gr. 7 Math					
Gr. 8 Math					
District Members - count for one vote combined					

Nominees must teach 50% of the instructional day and have extensive knowledge of their grade level TEKS.

Instructional Materials Evaluation

Title	
Publisher	
Grade Level/Subject	
URL	
Login and password	

Rating Scale: 0-5					
0=not included	1= minimal	2 = somewhat	3 = good	4 = strong	5=exemplary

Content	Rating: 0-5	Evidence / Comments
The content is clear, accurate and up-to-date.		
The content is aligned with the TEKS for Math.		
The content is engaging and visually appealing.		
Has a variety of interesting experiments for students.		
The content requires active learning on the part of student.		
Non-text content (maps, graphs, pictures) are accurate and well integrated into the text.		
The content encourages students to make meaningful connections between content areas and real-life situations.		
The content gives students more than one opportunity for mastery.		
Activities at different levels of inquiry are available.		
Problem-Based Learning opportunities are available.		
Key vocabulary routines are emphasized.		
Key reading and writing routines are emphasized and strategies are explicit.		
The content promotes critical thinking and higher order skills.		
The content supports the use of effective research-based instructional strategies by the teacher.		

Assessment	Rating: 0-5	Evidence / Comments
Program can record individual student data, including an on-going record of a students' progress.		
Has a program that gives positive and corrective student feedback.		
Has a flexible program that can be used in a variety of instructional settings including whole class, small group as well as individual instruction at school and at home.		
Allows students to present evidence of understanding through multiple forms of formative and summative assessments (i.e., observation checklists, portfolios, reflections, journals, quizzes, projects, essays).		
Has assessment items are STAAR-formatted and based upon TEKS objectives.		
Assessment items are identified by levels of difficulty.		
Includes assessment items that are dual-coded to both Math process TEKS and Math content TEKS.		

Rating Scale: 0-5					
0=not included	1= minimal	2 = somewhat	3 = good	4 = strong	5=exemplary

Support Materials (print and/or technology)	Rating: 0-5	Evidence / Comments
Online student tutorials support reinforcement of concepts.		
Online simulations and/or games support reinforcement of concepts.		
The teacher's guide has effective teaching strategies and strategies for different levels of inquiry.		
Teacher materials include vertical alignment above and below grade level of the content.		
Compatible with latest computer operating systems (Windows 8 /iOS 7)		
Resources are regularly updated by the publisher.		
Additional lessons for use with interactive whiteboards, smart phones or tablets are available.		
Has supplemental resources and ideas to extend student learning.		
Technology resources are visually stimulating with animation, color, and graphics.		
Has online content that can be used by teacher to deliver classroom instruction.		
Free teacher professional development opportunities are available.		

Differentiation	Rating: 0-5	Evidence / Comments
Resources are in Spanish.		
Clearly defined ELPS objectives are listed.		
The program is linguistically accommodated according to the students English Language Proficiency Level in Listening, Speaking, Reading and Writing.		
The program contains visual vocabulary.		
Language skills are integrated within content experiences.		
The program has resources for different reading levels.		
The program meets the needs of a multi-leveled class and lends itself easily to differentiation in classroom practice.		
The program provides opportunities for acceleration and compression of content.		
The program provides opportunities for independent learning based on student ability and interest.		

Strengths:

Weaknesses:



Comments:

Instructional Materials Evaluation

It is important as you study the textbooks available, be sure to be mindful that the material:

- Includes rigorous, multistep problem solving examples and opportunities for student practice
- Encourages student participation in the learning process with engaging and interesting materials
- Provides support for diverse learning styles and individual student needs.
- Makes use of modern technologies that encourage students to apply learning to real world situations
- Contains appropriate and readable passages for the intended group; is durable and of high quality

Textbook series you reviewed: _____

Grade Level reviewed (please circle): 6 7 8

Please use the following rating scores for each descriptor.

Place an X in the box that most closely matches your opinion.

5=Exemplary 4=Promising 3=Adequate 2=Inadequate 1=Very inadequate 0=Not applicable

Criterion 1: Mathematics content emphasis

	5	4	3	2	1	0
Materials cover <u>all</u> of the TEKS , including the new ones						
The mathematics is aligned with the learning expectations of the TEKS, including the mathematical processes						
There is an appropriate balance of skill development, conceptual understanding, and mathematics processes.						
Mathematical ideas are connected and interwoven across strands instead of studied in isolation.						
Mathematics reflects the needs and diversity of Texas students, and includes both local and national examples of math in the real world						
Contextual problems engage students and, where appropriate, give rise to mathematics ideas.						
Materials maintain high, rigorous expectations for all students.						

Criterion 2: Student materials

	5	4	3	2	1	0
The student text fully supports the TEKS in both wording <i>and</i> intent as well as the provides for the ability to adjust to local curriculum goals						
The student text is well organized, visually attractive and thoughtfully designed to engage the adolescent learner.						
Each chapter includes a balanced blend of hands-on investigations, direct concept lessons and process skills instruction						
The lessons are well organized, thoughtfully sequenced and are easy for students to follow and understand						
Lessons are available digitally so all students can have access to the same information to address equity and fairness issues.						

Criterion 3: Instructional focus

	5	4	3	2	1	0
Student experiences and activities foster the development of mathematics as a way of thinking.						
Lessons promote classroom discourse by explicitly requiring students to share their thinking or strategies.						
Includes worthwhile, rigorous mathematical tasks are offered to engage, motivate, and challenge all students to think mathematically.						
Lessons involve the use of instructional technology, manipulatives, or other tools so that students can visualize complex concepts, acquire and analyze information, and communicate solutions.						
Activities promote student inquiry, reflection, critical thinking, problem-solving, and sense-making.						
Students materials provide multiple opportunities to engage in dual coded exercises to prepare students for the rigor of state assessments						

Criterion 4: Assessment

	5	4	3	2	1	0
Assessment tools (e.g. tasks, open-ended questions, tests) are provided for assessing student learning and informing instructional decision-making.						
Materials provides background opportunities for teachers to increase their own understanding of the mathematical ideas they are teaching.						
There are provisions for adapting instructional activities to accommodate a variety of needs.						
Information provided helps teachers determine what students may already know about mathematical ideas, including common misconceptions that the instruction then addresses.						
Materials include a rich source of problems, exercises, and projects that can be used for homework, classwork and collaborative tasks.						
Digital assessment materials support the class work and allow teachers to customize the assessments and homework.						
Digital assessments provide practice in state assessment format.						
Digital assessments provide for online delivery, automatic scoring, data reporting, and allow individual district administrators to create/distribute customized benchmark assessments.						

Criterion 5: Teacher materials

	5	4	3	2	1	0
Provides teachers with mathematical background information, suggestions for pacing, and provides a variety of instructional strategies.						
Lesson instruction contains leveled questions that guide teachers in developing mathematical discourse in the classroom.						
Teachers can easily customize their instruction to meet the individual needs of the classroom, or unique district goals.						
The teacher edition is designed in a way that facilitates its use in the classroom and aids the teacher in delivering effective instruction.						
Teacher materials provide additional exercises, and problem sets that can be used for differentiating student practice.						
Support is provided for classroom instruction on multi-step, rigorous problem solving .						
Teacher materials link to available digital resources making planning and instructional delivery easy, efficient and effective.						

Criterion 6: Digital Resources

	5	4	3	2	1	0
Digital resources include a variety of multimedia formats in addition to the ability to edit/print worksheets on demand						
Virtual manipulatives are readily accessible, easy to use, and designed to help students conceptualize mathematics ideas.						
Digital tools allow students to interact with their textbook from any device, anywhere, at any time .						
Digital tools offer collaboration workspaces that facilitate group activity and include remote sharing capabilities.						
The student experience is the same whether in print or digital formats to provide for equity and consistency in delivery of the science content.						
The online student text is digitally interactive , capturing student work which can be monitored remotely by the teacher.						
Online lesson presentations and student tutorials encourage student engagement, help develop conceptual understanding and promote rigorous and thoughtful learning.						
The math website is easy to access , with all of the resources located in one place for convenience and ease of use.						

Evaluator's name and school:

Comments:

Strengths	Hesitations

GALENA PARK ISD

PUBLISHER'S QUESTIONNAIRE

Publisher Name
Authorized Representative Name
Subject Area
Title of Text/Series-Grade Level/levels
Selected Bundling Options
Title of Components (i.e. workbook, digital resources, ...)
Start and End Date of Adoption Cycle
Phone
Email address

Category: GENERAL

<p>Describe method(s) to deliver content:</p> <p>Print _____ Electronic _____</p> <p>If electronic, what is Media Format Please select all that apply →</p>	<ul style="list-style-type: none"> <input type="checkbox"/> None <input type="checkbox"/> Print with Video/DVD <input type="checkbox"/> Primarily Print <input type="checkbox"/> Print w/ Online Access <input type="checkbox"/> Electronic–Non-interactive Online <input type="checkbox"/> Electronic – Non-interactive CD-ROM <input type="checkbox"/> Electronic – Non-interactive Video/DVD <input type="checkbox"/> Electronic – Interactive Video <input type="checkbox"/> Electronic – Interactive Online <input type="checkbox"/> Electronic – IOS App <input type="checkbox"/> Electronic – Android App <input type="checkbox"/> Electronic – In District Server Based
<p>What in-service/staff development will be provided by the publisher?</p> <p>Will there be any cost or fees to provide in-service/staff development?</p>	

Category: Bundles

Bundle Options	Title of Components	Number of Years	ISBN Number(s)	Unit Price

<p>Will student workbooks (consumables) be provided <u>free of charge</u> for each student edition?</p>
<p>What does Galena Park ISD need to do after the first year of the adoption to continue to receive components?</p> <ul style="list-style-type: none"> ▪ Does Galena Park ISD need to fill out a new order form each year? ▪ Will the same amount be sent every year unless the publisher is notified of a change?
<p>How many student editions must be ordered to receive one teacher edition/teacher edition package?</p>
<p>How many student edition textbooks must be ordered to receive one set of ancillary materials?</p>
<p>What components are available in Spanish?</p>
<p>What additional formats are available? (ie. braille, large print, audio, etc.)</p>
<p>Is your book available through Bookshare and/or Learning Ally?</p>

Category: Shipping and Receiving

What is the return and replacement policy for worn out student textbooks and teacher's edition textbooks?

What is your shipping cost? Do you work with independent shippers

What are the expected delivery dates?

Please note if it is necessary to make deliveries between June and Aug, please contact Galena Park IS, Steve Hanson, at 832-386-1005 at least 24 hours in advance of delivery. There are no Friday deliveries in the summer. Arrangements will be made for accepting deliveries Mon. – Thurs between the hours of 7:30 am and 5:30 pm.

What is the deadline for checking in and reporting shipping errors?

How are shipping errors reported

Publisher must have item-selections individually pre-palletized by and pre-sorted by campus.

If ancillary items must be sent to Galena Park ISD Central Distribution, please specify that campus ancillary selections be packaged/palletized in individual orders for each campus so that the separation and sorting of these items is not necessary.

It is preferable that each order be shrink wrapped on its own pallet for easy transfer from Galena Park ISD Central Distribution to the campuses.

What is the deadline each year for making changes to the amount of components to ensure proper amounts are shipped and received by the start of school each year?

Category: *TECHNOLOGY*

Can you provide a comprehensive list of all technology ancillary materials and the requirements to use each type of material?

Can you send a copy of the licensing for all ancillary technology resources that comes with the textbook?

- How are the online resources licensed? (district, site, student enrollment, consecutive user)
- Is there computer software application needed to run the program?
- Can all resources be put on the district network for teachers and students to access?
- Can resources be put in a Curriculum Management system?

Can you send a copy of the licensing for all ancillary technology resources that comes with the textbook?

- How are the online resources licensed? (district, site, student enrollment, consecutive user)
- Is there computer software application needed to run the program?
- Can all resources be put on the district network for teachers and students to access?
- Can resources be put in a Curriculum Management system?

- Are the online resources for both teachers and students?
- Is the software available for both school and home use?
- How are students authenticated?
- Is the software One Roster compliant?
- How is student and teacher credentials loaded into the software?
- Are there any current digital formats needed to access content that will not be used in the future due to life-span or other technical issues?
- Will student textbook and teacher supplemental materials be provided online (i.e. from a website)?

Ordering, Receiving and Delivery of Materials

DISTRIBUTION OF INSTRUCTIONAL MATERIALS

DEPARTMENTAL MATERIAL REQUESTS

Complete all portions of an IMA Request form found in Eduphoria Formspace under the Curriculum Department tab. Be sure to include the title of the resource you are requesting, ISBN, number of items and the reason for your request. Requests for new materials must also include a quote from the vendor. The Assistant Director for Warehouse Operations will update the status of the request within the comment section.

CAMPUS MATERIAL REQUESTS

Requests for additional materials should be placed within TipWeb-IM. Campus requisitions can be found under the inventory tab on the left side of the screen. If you do not have access to TipWeb-IM, or need assistance with this process, please contact the Assistant Director for Warehouse Operations.

UNDER NO CIRCUMSTANCES SHOULD INSTRUCTIONAL MATERIALS BE TRANSFERRED BETWEEN CAMPUSES, INCLUDING CONSUMABLES AND WORKBOOKS. If you receive a request from another Campus Instructional Materials Coordinator, please refer them to the Assistant Director for Warehouse Operations.

ORDER FULLFILLMENT

After approving the items on a campus submitted requisition in TipWeb-IM, the Assistant Director for Warehouse Operations will work with the warehouse personnel to print a pick ticket. Requisitions will be filled, if possible, from warehouse stock. If the requisition cannot be filled by the warehouse staff, the Assistant Director for Warehouse Operations will determine which campuses have overages based on enrollment. Warehouse Operations will request that the campus with surplus collect the materials for retrieval to be transferred to the campus in need. If there are not sufficient quantities available within the district, instructional materials will be ordered from the state, publishers or used textbook vendor. Orders placed to the state, publishers or used textbook vendors will take approximately 30 days to receive.

PARTIAL ORDERS

In the event that only a portion of your request is available within district, the warehouse will deliver what is currently in stock until the other portion can be received. The pick ticket generated by our inventory system will indicate the total amount that was requested. Once the partial shipment is delivered, your remaining items will show to be backordered until they are received into the warehouse. If you would like to know the status of your order, contact the Assistant Director for Warehouse Operations.

SUMMER DELIVERIES

Newly adopted materials, consumables, workbooks and supplemental orders are delivered in the summer prior to the beginning of the school year. Materials should be counted for accuracy then signed for by the administrator. Each entity will retain a signed copy of the pick ticket form for their records.

DELIVERY LOCATION ON CAMPUS

Requested materials should be delivered to a secured, designated bookroom or other secured location at each campus.

WAREHOUSE PERSONNEL RESPONSIBILITY

Warehouse personnel are responsible for safely transporting and delivering requested instructional materials to the designated location at each campus.

Responsibilities include:

- Delivering instructional materials to campuses along with a printed TIPWeb-IM pick ticket. The ticket should be signed for campus instructional materials coordinator.
- Allowing the Campus Instructional Materials Coordinator to verify the shipment immediately.
- Correcting all discrepancies the same day.
- Leaving a copy of the printed pick ticket at the campus.
- Returning the signed pick ticket to the Assistant Director for Warehouse Operations.

CAMPUS INSTRUCTIONAL MATERIALS COORDINATOR RESPONSIBILITY

The Campus Instructional Materials Coordinator is responsible for receiving instructional materials delivered to the campus by warehouse staff.

Responsibilities include:

- Verifying that the quantities delivered match the quantities shipped according to what is listed on the pick ticket, transfer ticket or packing slip.
- Signing and dating the original ticket.
- Receiving the materials and/or reporting quantity discrepancies in TipWeb-IM within 10 business days.
- Ensuring instructional materials are labeled with a district barcode and in good condition.
- Distributing instructional materials to student/teachers.

RETURNING INSTRUCTIONAL MATERIALS TO WAREHOUSE

The Campus Instructional Materials Coordinator must complete an Adjustment Request under the Inventory tab in TipWeb-IM. The available adjustment types are: return surplus, destroyed, worn, paid and found.

Warehouse will pick up out-of-adoption materials one time per year and will accept pickup requests from the beginning of May through the end of June. If it is an adoption year, campuses will receive information regarding the materials that will be going out-of-adoption by the beginning of May so that materials can be collected. The warehouse does not have enough space available to store out-of-adoption materials throughout the year so please do not request that these books be picked up until their allotted time frame.

ACCOUNTABILITY FOR INSTRUCTIONAL MATERIALS

INSTRUCTIONAL MATERIALS SECURITY

Campus bookrooms should be locked with only a limited number of staff in possession of a key. The bookroom should be organized by subject and grade level. Instructional materials should be stacked standing upright or lying flat on their back in groups of five, turning each set of five in opposite directions so that five spines face outward and then five with the pages facing outward. Grade level and title should be indicated on each of the shelves. Materials should be stacked no more than two deep. Bilingual instructional materials should be separated from English instructional materials due to similar cover.

Teacher materials should be kept separate in another section of the bookroom. They should be organized by grade level and all components should be located together.

After instructional materials have been delivered and signed for by the campus instructional materials coordinator, the campus assumes all responsibility for the quantity and care of delivered items.

CAMPUS TEXTBOOK FUNDS

Each campus is responsible for implementing a system to control funds collected from students for lost and damaged materials.

The district requires the following procedures for use by campuses:

- Keep instructional material funds separate from other campus accounts.
- Monies collected for instructional materials may only be used to satisfy instructional material debt. Each year the instructional materials account must be cleared.

FINES/CHARGES

Charges may be assessed for damage to materials. A charge is assessed for damages that do not render the material unusable. Lost materials will require full payment.

A schedule of dollar amount or percentage of the cost of the book fines is offered for your guidance:

- | | |
|---------------------------|------------|
| • Torn pages (repairable) | 25% |
| • Ink Marks (minor) | \$1.00/pg. |
| • Ink Marks (major) | 25% |
| • Missing pages | 100% |
| • Obscenities | 100% |

DEFECTIVE INSTRUCTIONAL MATERIALS

If a campus has instructional materials with loose bindings, missing pages, inverted pages, etc., the campus instructional materials coordinator must contact the Assistant Director for Warehouse Operations immediately.

These materials should be replaced or repaired by the publisher.

IMA Requests (Departmental)

← → ↻ galenapark.schoolobjects.com/eduphoria_webcontrols/Applications.aspx

eduphoria! PROFILE HELP LOG OFF

14 FormSpace Forms to Review
2

Aware
View student test data and perform district benchmarks

Formspace #1
Create and submit online forms.

Helpdesk
Request support and manage all of your requests.

Strive
Providing educators the information needed for professional growth.

Workshop
Professional development course registration and portfolio.

Log Off My Profile

© 2019 Eduphoria! Jobs License News Help

← → ↻ galenapark.schoolobjects.com/forms/

Switch Applications Help Jodi R. Carmichael

Formspace

My Forms
Current Forms

No current forms found

Review Documents Reports Manage

Search Forms

Submit New Form #2

IMA Requests (Departmental) Cont'd

The image displays two sequential screenshots of the Formspace web application interface, showing the process of selecting a form category and then a specific form.

Top Screenshot: Select a Category

The browser address bar shows `galenapark.schoolobjects.com/forms/`. The page title is "Formspace". The left sidebar contains navigation links: "My Forms", "Current Forms", "Review", "Documents", "Reports", "Manage", and "Submit New Form". The main content area is titled "Select a Category" and displays a list of form categories under the heading "Form Category". The categories are:

- General Forms
- Administration Building Meeting Planner
- Athletics
- Communications Dept.
- Counseling
- Curriculum Dept. #3**
- Facility Use Requests
- Field Trips, Fund Raisers and Student Travel Forms
- HRS Forms
- Night School / Summer School Forms
- Security
- Student Clubs or Organizations
- TIS
- Discipline Forms
- ACE Student Forms
- Agreement / Acknowledgement Forms
- Catering/Student Nutrition
- Conference/Travel Proposal
- Crowdfunding
- Day School Completion Forms
- Federal Grants
- Fixed Assets Disposal and Transfer Forms
- Instructional Coaching
- Professional Development
- Special Ed
- Technology Related Forms
- Testing

The "Curriculum Dept." category is circled in red. At the bottom of the page, there is a "Search Forms" input field, a "Forms Options" dropdown, and a "Submit New Form" button. The bottom right corner contains "Cancel", "< Back", and "Next >" buttons.

Bottom Screenshot: Select a Form

The browser address bar shows `galenapark.schoolobjects.com/forms/`. The page title is "Formspace". The left sidebar contains navigation links: "My Forms", "Current Forms", "Review", "Documents", "Reports", "Manage", and "Submit New Form". The main content area is titled "Select a Form" and displays a list of form documents under the heading "Form Document". The documents are:

- Additional Existing Instructional Materials Request
- New IMA Request Form #4**
- Fundamental Five Snapshot
- Secondary ELA Resource

The "New IMA Request Form" document is circled in red. At the bottom of the page, there is a "Search Forms" input field, a "Forms Options" dropdown, and a "Submit New Form" button. The bottom right corner contains "Cancel", "< Back", and "Next >" buttons.

Campus Material Requests

Inventory

Impersonating Campus: **Cloverleaf Elementary**

Help Log Out

Home

Textbooks

Students

Teachers

Find A Book

Inventory #1

Automation

Reports

Other Data

Tools

Orders

Campus Requisitions

Campus Vendor Delivery

#2

Adjustments

Adjustments

Transfers

Campus Transfers

Audits

Audit Management

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Campus Requisitions

Impersonating Campus: **Cloverleaf Elementary**

Help Log Out

Search By: All

#3

No search results found!

Show Completed: ☐

Create Requisition

Impersonating Campus: **Cloverleaf Elementary**

Help Log Out

Requisition Name: **Test 10/2/19**

Campus Name: Cloverleaf Elementary

Notes:

Search By: All

ISBN	Title	Publisher	SLC	Price
0153375264	Harcourt Health & Fitness, Gr. 3	Houghton Mifflin Harcourt	37HO	\$34.58
0153375272	Harcourt Health & Fitness, Gr. 4	Houghton Mifflin Harcourt	47HO	\$37.54
0153375299	Harcourt Health & Fitness, Gr. 5	Houghton Mifflin Harcourt	57HO	\$39.80
0153402458	Harcourt Health and Fitness, Gr. K	Houghton Mifflin Harcourt	07HO	\$200.00
0153409746	Harcourt Health & Fitness, Gr. 1	Houghton Mifflin Harcourt	17HO	\$200.00
0153409754	Harcourt Health & Fitness, Gr. 2	Houghton Mifflin Harcourt	27HO	\$200.00
10987053	Studies Weekly, Gr. 4	Studies Weekly	4320	\$5.93
15440125	Community Studies Weekly, Gr. 3	Studies Weekly	3320	\$5.93
21612285	USA Studies Weekly, Gr. 5	Studies Weekly	5320	\$5.93
23297271	Studies Weekly, Gr. 1	Studies Weekly	1320	\$5.93

1 2 3 4 5 ... LAST >

Teacher Enrollment: 0

Copies Owned: 0

Student Enrollment: 0

Copies On Order: 0

Copies Needed: 0

Total Eligibility: 0

Copies to Order: **#6**

#7

No books added to this requisition!

Campus Adjustments

tpwebgalenaparkisd.com/TIPWeb/inventory.aspx?x=0%2fUW1En6LpTfNinuzh2Q%3d%3d

Inventory Impersonating Campus: Cloverleaf Elementary Help Log Out

- Home
- Textbooks
- Students
- Teachers
- Find A Book
- Inventory #1**
- Automation
- Reports
- Other Data
- Tools

Orders
Campus Requisitions ⓘ
Campus Vendor Orders

Adjustments #2
Adjustments

Transfers
Campus Transfers

Audits
Audit Management

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tpwebgalenaparkisd.com/TIPWeb/adjustmentscampususer.aspx?x=msvgXY8xG%2fWeagFXuK3dpoft4j313hP6b0K7d0k37VlUnjZPxTvEJP1h00ZShs08H4Unqaf%3b5FXo166vtw%3d%3d

Adjustments Impersonating Campus: Cloverleaf Elementary Help Log Out

Adjustment Requests

Local Adjustments

Search For Adjustment Requests:

Search By: Search:

#3

Show Completed: ☐

No Adjustment Requests Found!

Campus Adjustments Cont'd

Adjustments

Impersonating Campus: Cloverleaf Elementary

Help Log Out

Adjustment Type:

Please Select an Adjustment Type
Please Select an Adjustment Type
Return Surplus
Destroyed
Worn
Paid
Found

Adjustment Name: #5

Adjustment Name: Test 10/2/19

Adjustment Type: Return Surplus

Description:

Search For Textbook:

Search By: All

Search: #6

Search Results:

Displaying the top 100 results.

ISBN	Title	SLC	Vendor/Publisher	Price
GOKFSAPNOSRTX	2016 Flying Start Early Emergent to Fluent Plus Guided Reading Levels A-P	ELAR	okapi	\$10,320.00
GOKFSAPTX	2016 Flying Start Early Emergent to Fluent Plus Guided Reading Levels A-P En Espanol	ELAR	okapi	\$10,225.00
PO12009830	Apple iPad 2 16GB (Wi-Fi)	TECH	Unknown	\$379.00
BN899186-1	Barnes and Noble Gr. 1 Mentor Texts (5 Titles)	1004	Barnes and Noble	\$47.11
BN899186-2	Barnes and Noble Gr. 2 Mentor Texts (6 Titles)	2004	Barnes and Noble	\$58.38
BN899186-3	Barnes and Noble Gr. 3 Mentor Texts (2 Titles)	3004	Barnes and Noble	\$28.48
BN899186-4	Barnes and Noble Gr. 4 Mentor Texts (1 Title)	4004	Barnes and Noble	\$13.49
BN899186-5	Barnes and Noble Gr. 5 Mentor Texts (3 Titles)	5004	Barnes and Noble	\$31.44
BN899186-K	Barnes and Noble Kindergarten Mentor Texts (6 Titles)	0004	Barnes and Noble	\$64.38
Q36608	Booksource 4-5 English Book Room Level N Fiction (16 Titles)	ELAR	booksource	\$70.48
Q36608-1	Booksource 4-5 English Book Room Level N Nonfiction (16 Titles)	ELAR	booksource	\$67.45
Q36608-2	Booksource 4-5 English Book Room Level O Fiction (16 Titles)	ELAR	booksource	\$78.62
Q36608-3	Booksource 4-5 English Book Room Level O Nonfiction (16 Titles)	ELAR	booksource	\$80.60

Available for Adjustment:

Copies to Adjust: #7

Adjusted Textbooks For:

Type:

#8

Inventory of Instructional Materials

Textbook Inventory Procedures

1. Collect all textbooks from the classrooms. Place them in no more than three bookroom locations.
2. Books must be stack 5-in 5-out, for easy counting.
3. Books must be stacked according to subject and grade level.
4. Book rooms need to be neat and clean.
5. Campuses that agreed to have their inventory completed during the last week of school will be receiving an email to let them know what day I will be in your area. The ones that did not will need to schedule their inventory on the Google Doc.
6. You MUST be present at the time of your inventory, and sign the final count.
7. Please take a preliminary inventory before the warehouse staff arrives.
8. Your end of year inventory will be final the day that it is completed.
9. You will receive a Lost Textbook Report via email after your inventory is completed, once you confirm the losses you will receive your campus invoice.
10. Textbook fine payments need to be received by the last day of August.

TipWeb-IM

Home

Textbooks

Students

Teachers

Find A Book

Inventory

Automation

Reports

Other Data

Tools

Galena Park ISD : Cloverleaf Elementary

Switch to campus...

Alerts

New Campus Audits: 0

In Progress Campus Audits: 0

Submitted Campus Audits: 0

In Transit Requisitions: 0

PDA Errors: 0

Pending Transfer Requests: 0

Transfers In Transit: 0

Adjustment Call Tags: 0

Quick Links

Quick Entry

Requisitions

Support Center

Application Notifications

There are no notifications at this time

Inventory Statistics

Total Inventory Count: 4,386

Total Inventory Value: \$279,350.70

Storage Count: 4,386

Storage Value: \$279,350.70

Campus Lost Count: 0

Campus Lost Value: \$0.00

Campus Payment Count: 0

Campus Payment Value: \$0.00

Customer Support

Email Support

Phone Support: 1-800-495-5993

Home

Impersonating Campus: Cloverleaf Elementary

Help Log Out

TIPWebIM

SAMPLE

https://www.tipwebgalenaparkisd.com/TIPWeb/viewdistrictrequisition.aspx?y=0%2F/W1Erf6lye0La9uDElrv2LxIoOo3x0JQKneWcMf3dJ © 2004-2019 Hayes Software Systems. All rights reserved.

Textbooks

Home

Textbooks

Students

Teachers

Find A Book

Inventory

Automation

Reports

Other Data

Tools

Search By: All

1

2

3

4

5

6

7

8

9

10

...

LAST >

Impersonating Campus: Cloverleaf Elementary

Help Log Out

ISBN	Title	SLC	Vendor Name	Material Type	Subject Area	Details	Distribute
0153375264	Harcourt Health & Fitness, Gr. 3	37H0	Houghton Mifflin Harcourt	Student Edition	Health		
0153375272	Harcourt Health & Fitness, Gr. 4	47H0	Houghton Mifflin Harcourt	Student Edition	Health		
0153375299	Harcourt Health & Fitness, Gr. 5	57H0	Houghton Mifflin Harcourt	Student Edition	Health		
0153402458	Harcourt Health and Fitness, Gr. K	07H0	Houghton Mifflin Harcourt	Teacher Edition	Health		
0153409746	Harcourt Health & Fitness, Gr. 1	17H0	Houghton Mifflin Harcourt	Teacher Edition	Health		
0153409754	Harcourt Health & Fitness, Gr. 2	27H0	Houghton Mifflin Harcourt	Teacher Edition	Health		
10987053	Studies Weekly, Gr. 4	4320	Studies Weekly	Consumable	Social Studies		
15440125	Community Studies Weekly, Gr. 3	3320	Studies Weekly	Consumable	Social Studies		
21612285	USA Studies Weekly, Gr. 5	5320	Studies Weekly	Consumable	Social Studies		
23297271	Studies Weekly, Gr. 1	1320	Studies Weekly	Consumable	Social Studies		
2329728X	Studies Weekly, Gr. 2	2320	Studies Weekly	Consumable	Social Studies		
23297298	Studies Weekly, Gr. K	0320	Studies Weekly	Consumable	Social Studies		
23323051	Spanish Studies Weekly, Gr. K	0323	Studies Weekly	Consumable	Social Studies		
2332306X	Spanish Studies Weekly, Gr. 1	1323	Studies Weekly	Consumable	Social Studies		
23323078	Spanish Studies Weekly, Gr. 2	2323	Studies Weekly	Consumable	Social Studies		
23329823	Spanish Studies Weekly, Gr. 4	4323	Studies Weekly	Consumable	Social Studies		
23331941	Spanish Community Studies Weekly, Gr. 3	3323	Studies Weekly	Consumable	Social Studies		
2333309X	Spanish USA Studies Weekly, Gr. 5	5323	Studies Weekly	Consumable	Social Studies		
23449	TCM Exploring Social Studies, Gr. K	0320	Teacher Created Materials	Teacher Edition	Social Studies		
23450	TCM Exploring Social Studies, Gr. 1	1320	Teacher Created Materials	Teacher Edition	Social Studies		

SAMPLE

Forms and Reports

New IMA Request Form

Department making request:

No Response

Name of Resource:

No Response

Publisher / Vendor:

No Response

ISBN, Catalog, or Product ID Number

No Response

Unit Cost:

No Response

Quantity Needed:

No Response

Total Amount of Funds Requested:

No Response

Purchase Information

Check all that apply

No Response

Term of Contract:

No Response

Description of Resource:

No Response

Justification:

No Response

Content Area Impacted:

No Response

Number of Teachers Impacted:

No Response

Number of Students Impacted:

No Response

Grade Impacted:

No Response

Locations of Use:

No Response

Technology / Support needed for implementation:

No Response

How will the program be evaluated?

No Response

Additional Information

If Needed
No Response

Attach a copy of the PO
No Response

Meeting Date:
No Response

Meeting Participants:
No Response

Meeting Notes:
No Response

Recommendations:
No Response

History

Remaining

Notification to Jodi R Carmicheal (Staff Member)
Notification to Lynn S Nutt (Staff Member)
Approval by Hollice F Malloy (Staff Member)
Notification to Julien Guillory (Staff Member)
Approval by Terri W Moore (Staff Member)
Notification to Darlene A Lovinggood (Staff Member)
Approval by Jodi R Carmicheal (Staff Member)
Notification to Hollice F Malloy (Staff Member)

Campus Audit Report

Wednesday, October 2, 2019

Audit Name : EOY 18-19

Status : In Review

Submitted By : Veronica Garza

Date Submitted : Wednesday, May 29, 2019

Finalized By :

Date Finalized :

Campus Name : Cimarron Elementary

Due Date : Friday, June 21, 2019

Last Modified Date : Friday, September 6, 2019

Notes : Applied Material Type Filter(s): Student Edition.

ISBN	Title		SLC	Publisher		Price	
9780545823029	English 3D Issues		3052	Houghton Mifflin Harcourt		\$16.50	
	Owned	Campus Count	District Count		Audit Value	Over/Short	O/S Value
	102	100	100		\$1,650.00	(2)	\$33.00

SAMPLE

Owned Inventory

Total Value: \$1,683.00

Total Copies: 102

Short Inventory

Total Value: \$33.00

Total Copies: 2

Over Inventory

Total Value: \$0.00

Total Copies: 0

Audit Inventory

Total Value: \$1,650.00

Total Copies: 100



INVOICE # 1901

Representative	Inventory Date	Payment Terms	Due Date
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Qty	SLC	Description	Unit Price	Line Total
1	5200	Texas Interactive Science	69.97	69.97
Total				\$69.97

G.P.I.S.D. Textbook Department 13705B Force St., Houston, TX 77015 Phone 832.386.2075

Galena Park ISD

Pick Ticket

Wednesday, September 4, 2019

Additional ELA for Tice 9/4/19

Ship To:

Tice Elementary - 101910111

14120 Wallisville

Houston TX

Contact: Steven Gonzales

Created By: Jodi Carmicheal

Date: 9/4/2019 10:20:47 AM

Piece Count:

4 boxes, 1 cart

Date:

9/4/19

Initials:

JC

Delivered By:

JF

Shipment Discrepancies must be reported to Textbook Operations within 10 days of receipt.

Steve Gonzales

TEST

9/4/19

Printed Name of Recipient

Signature of Recipient

Date Received

2440

Tice Elementary - 101910111

SLC	ISBN	Title	Price	Requested	Approved	Already Sent	BackOrder
0007	Q38382	Booksource Mentor Texts Kindergarten Spanish (11 Titles)	\$94.24	1	1	0	0

Bin Location(s)

Qty To Ship

Filled

Total Value:

1

1

\$94.24

Components:

ISBN	Title	Units to Ship	Units/System	Unit Price
9780060254384	Si Le Das Una Galletita A Un Raton (If You Give a Mouse a Cookie)	0	1	\$12.74
9780061363160	El Gran Dia De Lilly (Lilly's Big Day)	0	1	\$13.49
9780152002886	Sali de Paseo (I Went Walking)	0	1	\$5.99
9780152059675	A Que No Me Alcanzas! (Catch Me If You Can!)	0	1	\$2.96
9780590450928	La Semilla de Zanahoria (The Carrot Seed)	0	1	\$2.99
9780698114135	Que Monton De Tamales! (Too Many Tamales!)	0	1	\$5.99
9781580894449	A Lola Le Encantan Los Cuentos (Lola Loves Stories)	0	1	\$5.96
9781580895996	A Lola Le Encantan Los Cuentos (Lola Reads to Leo)	0	1	\$5.96
9788415241027	Zaira Y Los Delfines (Zaira and the Dolphins)	0	1	\$11.21
9788415503248	Hoky El Lobo Solidario (Hoky the Caring Wolf)	0	1	\$11.96
9788426133915	Que Haria Con Una Cola Como Esta? (What Do You Do With a Tail Like This?)	0	1	\$14.99

SLC	ISBN	Title	Price	Requested	Approved	Already Sent	BackOrder
0007	ZXX590631	Ready-To-Go Independent Reading En Espanol, Gr. K	\$399.00	1	1	0	0

Bin Location(s)

Qty To Ship

Filled

Total Value:

1

1

\$399.00

SLC	ISBN	Title	Price	Requested	Approved	Already Sent	BackOrder
ELAR	9780325060781	Literacy Continuum PreK-8	\$65.63	1	1	0	0

Bin Location(s)

Qty To Ship

Filled

Total Value:

1

1

\$65.63

SAMPLE

Transfer Ticket

Wednesday, September 4, 2019

Pick Up From	Ship To
North Shore Senior High 353 N. Castlegory Houston, TX 4288 Scott Merry/ Ostrova McGary	North Shore Senior High 10th Gr. Campus 353 N. Castlegory Houston, TX 77049 5269 Erik Esparza

Transfer Name	Created By	Date Created
CT-1019101100-3113	Jodi Carmicheal	9/4/2019 2:29:30 PM

SLC	ISBN	Title	Copies	Count Check	Price	Amount
94S1	9780328905461	Autentico Level 1	30	30 ✓	\$79.97	\$2,399.10
Total Transfer Amount:						\$2,399.10



Ostrova McGary

Pick Up From Campus Signature



Erik Esparza

Delivery To Campus Signature



Jordan Flores

Driver Signature

SAMPLE

Dear Parent or Guardian of

Joe Sample
1234 Elm Street
Sample City, MA 02468

ISBN	Title	Accession	Type	Price
0192835750	The Three Musketeers	456	LOST	\$10.30
673623483	Scott Foresman Reading	122	LOST	\$62.00
0205084370	Myths And Their Meaning	85	LOST	\$18.10
				<hr/>
				TOTAL: \$90.40

When a student leaves school, all textbooks and materials must be returned to the school or purchased by the parent or guardian at current prices. Your child failed to return the textbook(s) listed above. If the textbooks are lost or not available, as parent/guardian you must pay for the missing books in the amount stated above. Please call us if you want to make payment arrangements. We can set up a payment schedule for you. If the books are returned, payment is received, or satisfactory payment arrangements are made within the next ten (10) days, no further collection action will be taken.

Failure to return these textbooks or pay the amount due may lead to disciplinary action or legal action, whichever is appropriate. Please help us remove this debt from your record. Return the textbooks to the school office (or to the District Office), or call us to make payment arrangements. Payments may be made directly to the school or District Office.

If you have any questions about this letter please contact me.

Sincerely yours,

Kasey Rasmussen
Prinicpal

Dear Parent or Guardian of

Joe Sample
1234 Elm Street
Sample City, MA 02468

ISBN	Title	Accession	Type	Price
0192835750	The Three Musketeers	456	LOST	\$10.30
673623483	Scott Foresman Reading	122	LOST	\$62.00
0205084370	Myths And Their Meaning	85	LOST	\$18.10
				<hr/>
				TOTAL: \$90.40

Estimados padres de familia:

Cuando un estudiante deja de asistir a la escuela, todos los libros y materiales que le fueron asignados deberán ser regresados a la escuela o comprados por sus padres o guardianes legales a precios actuales. Por este conducto les hacemos constar que su hijo(a) no regresó los libros identificados en la presente.

Si estos libros fueron perdidos, o si no están disponibles, como padres o guardianes legales, ustedes deberán remitir pago a la escuela por la cantidad total mostrada al final de la lista. Por favor llame a nuestra oficina para establecer un plan de pagos. Si durante los siguientes diez (10) días ustedes regresan los libros, remiten pago, o nos llaman para establecer un plan de pagos, no llevaremos a cabo ninguna otra acción para recaudar estos fondos.

En caso de que usted no regrese los libros o pague por ellos, nos veremos forzados a tomar medidas disciplinarias o legales en su contra. Por favor ayúdenos a eliminar esta deuda de sus registros. Regrese los libros a la oficina de la escuela (o a la del distrito), o llámenos para establecer un programa de pagos. Usted puede enviar sus pagos directamente a la oficina de la escuela o a la del distrito.

Si tiene preguntas o dudas respecto al contenido de esta carta, por favor no dude en llamarme.

Atentamente,

Daniel Daniels
Principal