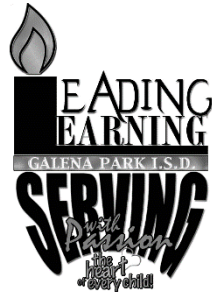


# Instructional Materials Procedures Manual



2019 – 2020

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# Proclamation 2020

# **Proclamation 2020**

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**Issued April 2018**

**Amended November 2018**

Texas Education Agency

Austin, Texas

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# Introduction

This proclamation serves as notice to both publishers and the public that the State Board of Education (SBOE) is inviting bids to furnish instructional materials for the following high school courses:

<b>English Language Arts and Reading</b>	
English I	Debate I, II, III
English II	Journalism
English III	Advanced Broadcast Journalism I, II, III
English IV	Photojournalism
Reading I, II, III	Advanced Journalism: Yearbook I, II, III
College Readiness and Study Skills	Advanced Journalism: Newspaper I, II, III
Visual Media Analysis and Production	Advanced Journalism: Literary Magazine
Contemporary Media	<b>English as a Second Language</b>
Literary Genres	English Learners Language Arts, grade 7
Creative Writing	English Learners Language Arts, grade 8
Research and Technical Writing	English I for Speakers of Other Languages
Practical Writing Skills	English II for Speakers of Other Languages
Humanities	English Language Development and Acquisition (ELDA)
Public Speaking I, II, III	
Communication Applications	
Oral Interpretation I, II, III	

To be eligible for adoption, instructional materials submitted in response to this proclamation must cover at least 50% of the Texas Essential Knowledge and Skills (TEKS) for the subject and grade level for which the materials are intended in both the material intended for student use and the material intended for teacher use. All materials submitted must also cover 100% of the applicable English Language Proficiency Standards (ELPS), be suitable for the subject and grade level, and be reviewed by academic experts. Additionally, the materials must comply with applicable manufacturing standards and be free from factual errors at the time they are delivered to schools.

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 that submit new products must also provide new correlations to any currently adopted materials if they plan to continue selling those materials.



Publishers with materials on the current adopted list for the courses included in this proclamation may also submit supplemental materials to address the new or expanded TEKS.

Instructional materials submitted in response to this proclamation will be reviewed by a state review panel 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 state review 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 material eligible for adoption. The SBOE is scheduled to take action on *Proclamation 2020* materials at its November 2019 meeting. The SBOE's determination is final.

Instructional materials adopted under this proclamation are scheduled to be implemented beginning in the 2020–21 school year. Adopted materials are eligible for purchase using technology and instructional materials allotment funds and can be ordered by Texas public schools through EMAT, the Texas instructional materials ordering system. The intrastate freight costs for adopted instructional materials will be paid by the Texas Education Agency (TEA).

This proclamation contains links to the TEKS and ELPS for the courses included in the proclamation. It also contains a detailed schedule of adoption procedures, the 2016–17 enrollment (if available) for each course included in the proclamation, accessibility requirements for electronic materials, specifications for providing electronic files for the production of braille, large-print, and audio versions of adopted print materials, and a glossary of terms. Additional information and specific instructions for addressing the requirements of this proclamation will be made available on the TEA website.

In addition to this proclamation, all interested publishers and other content providers should carefully read and fully understand both the state statutes and the administrative rules that govern the review and adoption of instructional materials.

Chapter 31 of the Texas Education Code (TEC) is available at <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.31.htm>.

Chapter 66 of the Texas Administrative Code (TAC), Title 19, is available at <http://ritter.tea.state.tx.us/rules/tac/chapter066/index.html>.

# Schedule of Adoption Procedures

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## 2018

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**January–February 2018** *Proclamation 2020* (for adoption in 2019 and implementation in the 2020–21 school year) is presented to the SBOE for discussion.

**February–March 2018** TEA conducts a meeting to discuss *Proclamation 2020* with interested parties.

**April 2018** *Proclamation 2020* is presented to the SBOE for action.

**June 2018** *Proclamation 2020 Questions and Answers* is presented to the SBOE for approval.

### August–September 2018

- TEA releases the *Proclamation 2020 Publisher Handbook*.
- TEA conducts a meeting for publishers interested in filing a *Statement of Intent to Bid*.
- TEA posts the *Nomination to State Review Panel* form to the TEA website and publicizes the opportunity to nominate panelists. (The nominations are due to TEA in February 2019.)

**\*Friday, December 7, 2018** The *Statement of Intent to Bid* and the *Company Information Form* are due from publishers to TEA. Publishers must file all documents by 5:00 p.m. CST in EMAT.

*Note: Only those who file a Statement of Intent to Bid by 5:00 p.m. CST on Friday, December 7, 2018, will be allowed to participate in the adoption process ([19 TAC §66.28\(b\)](#)).*

## 2019

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### \*Friday, January 25, 2019

- The *Complete Description* for each product is due to TEA by 5:00 p.m. CST in EMAT.
- Each regional education service center (ESC) must have designated the person who will supervise the sample instructional materials, published a schedule specifying hours and dates sample materials may be reviewed by the public, and published a news release notifying area schools about sample instructional materials, the person to be contacted regarding sample instructional materials, and the hours and dates samples will be available for review by the public.

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

**\*Friday, February 22, 2019**

- A preliminary *Correlations to Texas Essential Knowledge and Skills and English Language Proficiency Standards* for one course is due from publishers to TEA by 5:00 p.m. CST.
- Nominations to the state review panel are due.

**April–May 2019** TEA notifies state review panel candidates of their appointment to a review panel.

*Note: Upon initial contact by a representative of TEA, state review panel nominees begin a no-contact period in which they may have neither direct nor indirect communication regarding content of instructional materials under evaluation by the panel with any person having an interest in the adoption process.*

**\*Friday, April 5, 2019**

- One complete, electronic, pre-adoption sample copy of instructional materials including a completed *Correlations to the TEKS and the ELPS* is due from publishers to TEA by 5:00 p.m. CDT ([TAC §66.28\(c\)](#)).
- One complete, electronic, pre-adoption sample copy of instructional materials including a completed *Correlations to the TEKS and the ELPS* is due from publishers to each of the twenty ESCs by 5:00 p.m. CDT ([TAC §66.28\(c\)](#)).

*Note: Publishers of new (not currently adopted) digital/electronic programs, including online programs, are required to embed the correlations to the TEKS and the ELPS (if applicable) in the program. These correlations must link to the exact locations of the content that the publisher believes sufficiently addresses each student expectation.*

*Publishers are encouraged to add a draft watermark across samples to protect copyrighted information.*

- An electronically signed *Affidavit of Authorship or Contribution*, certifying that each individual whose name is listed as an author or contributor of content contributed to the development of the materials and providing a general description of that contribution, is due from publishers to TEA by 5:00 p.m. CDT ([TAC §66.28\(e\)\(1\)](#)).
- The *Report on Interoperability and Ease of Use* is due from publishers to TEA by 5:00 p.m. CDT.

**\*Friday, April 12, 2019** By 5:00 p.m. CDT, ESCs must have notified TEA of any irregularities in electronic samples materials ([TAC §66.39\(b\)](#)).

**May 2019** TEA provides details of upcoming state review panel meetings and instructions to publishers for delivery of materials for the state review panels.

*Note: Delivered materials must include samples that contain all content that will be in the final product. The pre-adoption samples must be functional for review purposes and include their correlations to the TEKS and ELPS (as applicable). Print version samples must include only TEKS-bearing components. Ancillary materials are not permitted at the state review panel meetings. Publishers of instructional*

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

materials that require hardware or special equipment must provide appropriate hardware or equipment for the review ([TAC §66.28\(c\)](#)).

#### June–August 2019

- TEA conducts training for the state review panels ([TAC §66.36\(a\)](#)).
- The state review panels evaluate TEKS and ELPS coverage in instructional materials submitted for consideration ([TAC §66.36\(b\)\(1\)](#)).
- TEA releases a preliminary report on instructional materials under consideration ([TAC §66.63\(a\)](#)).

**\*Friday, August 9, 2019** The *Certification of Editorial Review* is due from publishers to TEA by 5:00 p.m. CDT ([TAC §66.28 \(c\)\(11\)](#)). This form affirms that instructional materials have been edited for accuracy, content, and compliance with proclamation requirements.

#### **\*Friday, August 16, 2019**

- Electronic samples of new content that was provided to and approved by the state review panels during the summer review and certification that all new content approved by the state review panel will be included in the final product are due from publishers to TEA by 5:00 p.m. CDT. TEA will post new content on the agency website.
- The *Identification of Corrections and Editorial Changes* either certifying that no corrections or edits are required or listing the corrections and editorial revisions to be made to the instructional materials is due from publishers to TEA by 5:00 p.m. CDT ([TAC §66.28\(c\)\(11\)](#)).
- The *Application for Texas Identification Number* is due from publishers to TEA by 5:00 p.m. CDT.
- Alleged factual errors in instructional materials under consideration for adoption identified by Texas residents are due to TEA by 5:00 p.m. CDT.
- Official written comments from Texas residents concerning materials under consideration for adoption are due to TEA by 5:00 p.m. CDT.

*Note: Written comments and alleged factual errors received by this deadline will be presented to the SBOE at the September meeting and posted to the TEA website. Comments received after the deadline will be forwarded to the SBOE.*

**\*Friday, August 30, 2019** Eligible publishers who elect to protest the preliminary report must file a request for a show-cause hearing with TEA by 5:00 p.m. CDT ([TAC §66.63\(d\)](#)).

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

## September 2019

- The SBOE will hold a public hearing on instructional materials under consideration for adoption at the regularly scheduled SBOE meeting. An archived webcast of the hearing will be available through the TEA website ([TAC §66.42\(b\)](#)).
- Prior to the public hearing, TEA will post written comments and lists of alleged factual errors to the agency website and provide details regarding the opportunity to provide public testimony at the hearing ([TAC §66.42\(a\)\(3\)](#)).
- Members of the public have the opportunity to request to present at the public hearing; priority will be given to Texas residents ([TAC §66.42\(b\)\(1\)](#)). Not more than ten working days after the close of the public hearing, publishers may file responses to official written comments and public-reported factual errors from Texas residents and to testimony presented at the hearing. Responses must be submitted by 5:00 p.m. CDT.
- Not more than five working days after receiving them, TEA will post copies of responses to written or oral testimony on the agency website ([TAC §66.42\(b\)\(4\)](#)).

**\*Friday, September 27, 2019** *Order Processing Information Form* and initial official bids must be submitted in EMAT by 5:00 p.m. CDT ([TAC §66.28\(d\)](#)).

## October 2019

- The *Report of Required Corrections* is posted on the agency website. The report contains errors reported by publishers by the deadline provided in this proclamation and errors reported by the state review panels ([TAC §66.63\(e\)](#)).
- The *List of Instructional Materials Eligible for Adoption Under Proclamation 2020* is posted on the agency website ([TAC §66.63\(e\)](#)).

### \*Friday, October 18, 2019

- The *Certification of Intent to Correct* is due from publishers to TEA by 5:00 p.m. CDT ([TAC §66.66\(b\)\(3\)](#)). This form affirms that the publisher agrees to make all required corrections in the *Report of Required Corrections*.
- The *Publisher's Disclosure of Campaign Contributions and Gifts*, listing any political contributions made in the preceding four years to a candidate or member of the SBOE, is due from publishers to TEA by 5:00 p.m. CDT ([SBOE Operating Rule 4.3](#)).

**\*Tuesday, November 5, 2019** Content changes in materials under consideration for adoption made in response to public comment are due by 5:00 p.m. CST ([TAC §66.43\(b\)](#)).

**Thursday, November 7, 2019** Content changes received from publishers in response to public comment is posted on the agency website ([TAC §66.43\(b\)](#)).

**\*Wednesday, November 13, 2019** Content changes made in response to public testimony provided at the November SBOE meeting are due by 5:00 p.m. CST ([TAC §66.43\(b\)](#)).

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

**November 2019** The SBOE takes action regarding materials submitted under *Proclamation 2020* ([TAC §66.66](#)). Publishers with materials not adopted by the SBOE are not required to fulfill remaining requirements of the proclamation.

**Monday, December 2, 2019** The *List of Instructional Materials Adopted Under Proclamation 2020* is posted on the agency website.

**\*Friday, December 13, 2019** The *Register of Contact* indicating all visits, meetings, or contact with SBOE members beginning on February 2, 2018, including the date, time, location, and purpose of the communication, is due from publishers to TEA by 5:00 p.m. CST ([TAC §66.4\(b\)](#)).

## 2020

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**Friday, January 10, 2020** TEA provides the contact information of the designated braille producers to publishers of adopted printed instructional materials.

### **\*Friday, January 24, 2020**

- Three copies of adopted print student materials, one copy of National Instructional Materials Accessibility Standard (NIMAS) files, and a screen shot from the National Instructional Materials Access Center (NIMAC) Validation Wizard showing that each file has successfully passed validation with “0 errors, 0 warnings” for both the XML file and OPF file are due from publishers to the designated braille producer by 5:00 p.m. CST ([TAC §66.27\(g\)\(6\)](#)).
- Three print copies and NIMAS files of blackline masters and any other materials included in the teacher component that are intended for student use are due from publishers to the designated braille producer by 5:00 p.m. CST ([TAC §66.27\(g\)\(6\)](#)).
- Supplemental bids are due. Publishers that wish to submit supplemental bids to add to or replace initial official bid submissions must submit bids in EMAT by 5:00 p.m. CST ([TAC §66.28\(d\)\(4\)](#)).
- The *Direct Deposit Form* from publishers that wish to receive payments for orders via direct deposit is due to TEA by 5:00 p.m. CST.
- The *Form 1295 Certificate of Interested Parties* is due from publishers to TEA by 5:00 p.m. CST ([Texas Government Code §2252.908](#)).

**Friday, April 24, 2020** TEA provides the contact information of the designated large-print and audio producers to publishers of adopted printed instructional materials.

### **\*Friday, May 8, 2020**

- One complete, electronic sample copy that incorporates all required corrections is due from publishers to TEA by 5:00 p.m. CDT. Corrected samples must be identical to the final product that will be sold in EMAT ([TAC §66.28\(c\)\(11\)](#)). (TEA may require additional corrected samples for use by contracted reviewers, members of the SBOE, and others.)

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

- Publishers providing content accessed through the internet must supply TEA with all information, including locator information and passwords, required to ensure access to their programs throughout the life of the adoption. Any products for which publishers fail to meet this requirement will be removed from EMAT.
- The signed *Publisher's Affidavit* verifying that all required corrections have been made is due from publishers to TEA by 5:00 p.m. CDT ([TAC §66.28\(c\)\(11\)](#)).
- The *Certification of Compliance with Manufacturing Standards*, providing the physical specifications of the adopted instructional materials and certifying their adherence to prescribed manufacturing standards, is due from publishers to TEA by 5:00 p.m. CDT ([TAC §66.66\(b\)\(2\)](#)).
- A report produced by an independent third party verifying that each electronic component follows Web Content Accessibility Guidelines (WCAG) 2.0 AA standards and technical standards required by the Federal Rehabilitation Act, Section 508, is due from publishers to TEA by 5:00 p.m. CDT ([TAC §66.28\(a\)\(2\)](#)).
- Three complete copies of all adopted material intended for student use and one copy of the NIMAS files that incorporate all required corrections are due from publishers to the designated braille producer by 5:00 p.m. CDT. Corrected samples must be identical in content and format to materials that will be provided to school districts after purchase ([TAC §66.27\(g\)\(6\)](#)).
- One complete copy of all adopted material intended for student use and one copy of the NIMAS files that incorporate all required corrections are due from publishers to the designated large-print producer by 5:00 p.m. CDT. Corrected samples must be identical in content and format to materials that will be provided to school districts after purchase ([TAC §66.27\(g\)\(6\)](#)).
- One complete copy of all adopted material intended for student use and one copy of the NIMAS files that incorporate all required corrections are due from publishers to the designated audio producer by 5:00 p.m. CDT. Corrected samples must be identical in content and format to materials that will be provided to school districts after purchase ([TAC §66.27\(g\)\(6\)](#)).
- One copy of the NIMAS files that incorporates all required corrections is due from publishers to TEA by 5:00 p.m. CDT. Publishers are required to include a list of corrections made to original NIMAS file. If no corrections were made, the publisher must inform TEA. Corrected samples must be identical in content and format to materials that will be provided to school districts after purchase ([TAC §66.27\(g\)\(6\)](#)).
- One copy of corrected NIMAS files is due to the NIMAC.
- One complete, electronic copy of adopted instructional materials that incorporates all required corrections is due from publishers to each of the twenty ESCs by 5:00 p.m. CDT. Corrected samples must be identical to the final product that will be sold in EMAT ([TAC §66.39\(d\)](#)).
- Publishers providing internet-based instructional materials must supply the ESCs with all information, including locator information and passwords, required to ensure access to their programs throughout the life of the adoption.

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

**Note: Failure to provide any of the deliverables due on Friday, May 8, 2020, will result in the product's removal from the adopted list.**

**May 2020** Texas public schools that have funding available can begin submitting orders for new instructional materials through EMAT.

**June–August 2020**

- TEA sends executed contracts to publishers with adopted materials.
- Publishers distribute adopted instructional materials to Texas public schools ([TAC §66.73](#)). Each publisher must guarantee delivery of or access to instructional materials at least ten business days before the opening day of the 2020–21 school year if the materials have been ordered by July 1, 2020.
- TEA conducts an audit of all adopted instructional materials to ensure that publishers have made all corrections on the *Report of Required Corrections*.

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



# Additional Information

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- Instructional materials must cover at least 50% of the TEKS for the course 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 instructional materials, each student expectation counts as an independent element of the TEKS ([TAC §66.66\(b\)\(1\)](#)).
- Instructional materials must cover 100% of the required ELPS in the materials intended for student use and the materials intended for teacher use.
- If a student expectation is subdivided into constituent parts (called *breakouts*), then each individual breakout must be sufficiently covered for the student expectation to be considered covered and counted toward the 50% minimum requirement.
- Instructional materials must be free from factual errors at the time they are delivered to schools ([TAC §66.66\(b\)\(3\)](#)).
- Printed materials intended for use by the student must comply with the standards in the latest edition of *Manufacturing Standards and Specifications for Textbooks*, approved by the Advisory Commission on Textbook Specifications ([TAC §66.66\(b\)\(2\)](#)).
- The submission of open education resource instructional materials is welcome under *Proclamation 2020* ([TAC §66.27\(g\)\(9\)](#)).
- All official samples submitted to satisfy the requirements of the proclamation must be provided electronically ([TAC §66.27\(g\)\(2\)](#)).
- Complete, electronic, pre-adoption samples must allow for multiple simultaneous users and be equipped with a word search feature ([TAC §66.27\(g\)\(3\)](#)).
- Digital products must be designed to use the machine-readable TEKS provided by TEA.
- Publishers participating in the adoption process are responsible for all expenses incurred by their participation. The state does not guarantee return of sample instructional materials ([TAC §66.28\(c\)\(12\)](#)).
- The commissioner of education may remove materials from the adopted list if a publisher fails to meet the deadlines established in the *Schedule of Adoption Procedures* ([TAC §66.66\(f\)](#)).
- Publishers may not submit instructional materials that have been authored or contributed to by a current employee of TEA ([TAC §66.28\(f\)](#)).
- Publishers or authors may not solicit input, directly or indirectly, on new or revised content from a member of the state review panel for a product the panel member reviewed while the product was under consideration, rejected, or adopted by the SBOE ([TAC §66.28\(h\)](#)).

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

# Accessibility Requirements

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## Electronic Instructional Materials

- Publishers that offer electronic instructional materials (e.g., CD-ROMs, DVDs, or web-based materials) for adoption 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 electronic materials adopted under *Proclamation 2020* must be created to conform to the WCAG 2.0, Level AA, available at <http://www.w3.org/TR/WCAG20/> (TAC §66.28(a)(2)).
- Electronic instructional materials that are not compliant with WCAG 2.0, Level AA, and with technical standards of the Federal Rehabilitation Act, Section 508, will be removed from EMAT (TAC §66.28(a)(2)).
- 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.

**Note: Materials that are not fully accessible to students with disabilities as indicated by the independent accessibility audit report (see pages 15–16) will be removed from the adopted list.**

## Printed Instructional Materials

- Every publisher of print materials adopted under *Proclamation 2020* must provide electronic files of its adopted programs in the NIMAS format to facilitate the production of materials in specialized formats (Individuals with Disabilities Education Improvement Act of 2004, §612(a)(23)(A) and §674(e)(4)). 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, 2018.
- Publishers must provide three print copies and NIMAS files of 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 the agency with two printed teacher editions.
- Publishers must markup print instructional materials eligible for NIMAS submission that contain mathematical and 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> (TAC §66.27(g)(6)).
- New publishers must email [nimac@aph.org](mailto:nimac@aph.org) to request a publisher account. The NIMAC will provide instructions to set up an account, prepare metadata correctly, and submit files. A new

publisher may be required to provide a sample NIMAS file to the NIMAC for review before it can establish an account. Specific information and resources for publishers, including a list of frequently asked questions, can be found at the NIMAC website: <http://www.nimac.us/publishers-conversion-houses/>

- Each publisher participating in *Proclamation 2020* is required to provide the name, telephone number, and email address of the individual responsible for providing the NIMAS files, normally the instructional materials production manager, in the *Company Information Form*. Communication between the Instructional Materials Division (IMD) and the publisher's representative responsible for providing the NIMAS files should begin early in the production process.

***Note: If the requirements for providing electronic files for the production of braille, large-print, and audio versions of print materials are not met for any specific product, that product will be removed from the adopted list. The product will be returned to the adopted list (and EMAT) when the publisher provides the required files.***

# Deliverables and Other Requirements

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Below is a list of requirements that each publisher participating in the review and adoption process under *Proclamation 2020* will be expected to fulfill. The deadline for each requirement is provided in the schedule of adoption procedures, and details about each of these requirements will be posted on the TEA website as they become available. A publisher's inability to meet any of the requirements by the deadlines in this proclamation may result in that publisher's materials being removed from consideration for adoption.

**Statement of Intent to Bid** Participating publishers must file one *Statement of Intent to Bid* for each product for each course for which it is submitted. A publisher that does not submit a *Statement of Intent to Bid* by the deadline in the proclamation will not be eligible to participate in the adoption ([TAC §66.28\(b\)](#)).

**ISBN** Each product, and each component of each product, must have its own 13-digit ISBN or a unique identifying number if the product does not meet ISBN eligibility standards.

**Complete Description** Participating publishers must submit to TEA a complete description of all items that will be reviewed for TEKS content ([TAC §66.28\(c\)\(4\)](#)).

**Pre-Adoption Samples** Participating publishers must submit electronic samples of each product. Samples must be sent to TEA, each of the 20 ESCs, and any Texas public school that submits a request. Samples must be provided at no cost and must include all content intended to be in the final product, not just the content identified in the correlations. Electronic instructional materials, including internet-based products, must be complete and functional for review purposes ([TAC §66.28\(c\)](#)). To facilitate public review, the original version of the pre-adoption sample must remain available to the public throughout the entire adoption process even if updated versions also become available. Publishers are encouraged to add a draft watermark across samples to protect copyrighted information.

**Pre-Adoption Samples for State Review Panels** TEA will provide detailed instructions for submitting required samples to the state review panels. Samples must include all content that will be in the final product, not just the content identified in the correlations. Electronic instructional materials, including internet-based products, must be complete and functional for review purposes. The agency does not guarantee return of these samples ([TAC §66.28\(c\)\(7\)](#)).

**Public Access to Samples** Participating publishers must supply TEA and ESCs with all information, including locator information and passwords, required to ensure public access to their programs. The access must remain available until final samples are submitted in May 2020. This information will be posted on the TEA website along with a link to each sample ([TAC §§66.28\(c\)\(2\)](#) and [66.39\(d\)](#)). Publishers are encouraged to add a draft watermark across samples to protect copyrighted information.

**Affidavit of Authorship or Contribution** Participating publishers must certify that each individual whose name is listed as an author or contributor of instructional materials contributed to the development of the materials. Publishers must file one signed *Affidavit of Authorship or Contribution* form for each product ([TAC §66.28\(e\)\(1\)](#)).

**Correlations to the TEKS/ELPS** Participating publishers must provide correlations that indicate where in each product they believe the required TEKS and ELPS are addressed. The correlations must be submitted on the form provided by TEA. For electronic products, the correlations must also be included within the product and linked to the exact location where each student expectation is addressed. If a product is submitted for more than one course, the publisher must file one form for each ([TAC §66.28\(c\)\(8\)](#)).

**Certification of Editorial Review** Participating publishers must affirm that all instructional materials have been edited for accuracy, content, and compliance with the requirements of the proclamation. Publishers must file one *Certification of Editorial Review* form for each product ([TAC §66.28\(c\)\(11\)](#)).

**Report on Interoperability and Ease of Use** Participating publishers must provide information about their products for the SBOE and districts regarding their interoperability and ease of use. Publishers must file one *Report on Interoperability and Ease of Use* for each product submitted for consideration for adoption.

**Certification of New Content** Participating publishers must certify that final products have been updated to include all new content provided to and approved by the state review panels.

**List of Publisher Corrections** Participating publishers must provide a list of all corrections and editorial changes made to each student and teacher component since the pre-adoption samples were submitted, including errors identified by state review panels. All factual errors must be corrected before adopted materials are delivered to schools ([TAC §66.28\(c\)\(10\)](#)).

**Certification of Intent to Correct** Participating publishers must affirm that they intend to make all required corrections listed in the *Report of Required Corrections*. Publishers must file one *Certification of Intent to Correct* for each product ([TAC §66.66\(b\)\(3\)](#)).

**Electronic Files for the Production of Braille, Large-Print, and Audio Materials** Participating publishers must provide NIMAS-compliant electronic files and agree to allow TEA or its agents to reproduce adopted instructional materials in a format suitable for students and teachers with visual impairments and students with other learning disabilities ([TAC §66.27\(g\)\(6\)–\(7\)](#)).

**Order Processing Information Form** Participating publishers must provide information regarding how orders for adopted instructional materials will be processed.

**Initial Official Bid** Participating publishers must submit at least one *Official Bid* for each product for each course for which it is submitted, listing each component that will be offered and giving the official bid price of the instructional materials. Each package option must have a separate bid. Each instructional material offered as part of a bundle must also be available for purchase individually ([TAC §§66.28\(d\) and 66.28\(e\)\(2\)](#)).

**Register of Contact** Participating publishers must submit a register to TEA listing all visits, meetings, or contacts with SBOE members between February 2, 2018, and December 13, 2019, including the date, time, location, and purpose of the communication ([TAC §66.4\(b\)](#)).

**Application for Texas Identification Number** The Texas Comptroller of Public Accounts uses the Texas Identification Number (TIN) to track and process all payments made to a payee.

**Direct Deposit Form** Participating publishers who wish to receive payments from the state of Texas directly into their checking account must submit the *Direct Deposit Form*.

**Supplemental Bids** Participating publishers may submit supplemental bids to add to or replace initial bids ([TAC §66.28\(d\)\(4\)](#)).

**Form 1295 Certification of Interested Parties** [HB 1295](#) ( 84<sup>th</sup> Texas Legislature, 2015) incorporates new reporting requirements that companies must meet before conducting business with the state. TEA will provide instructions on how to meet this requirement ([Texas Government Code §2252.908](#)).

**Affidavit of Corrections** Participants that have materials adopted by the SBOE must verify that all corrections required as a condition of adoption have been made. Participants must submit one *Affidavit of Corrections* for each adopted product ([TAC §66.28\(c\)\(11\)](#)).

**Post-Adoption Samples** Participants that have materials adopted by the SBOE must submit corrected sample copies of adopted instructional materials to TEA, ESCs, the designated braille, large-print, and audio material producers, and each Texas public school that requests one ([TAC §66.28\(c\)\(11\)](#)). Samples must be provided at no cost. Samples must also be made available to an SBOE member upon that member's request ([TAC §66.28\(a\)\(7\)](#)).

**Certification of Compliance with Manufacturing Standards** Participating publishers must certify that all materials meet applicable manufacturing standards ([TAC §§66.28\(a\)](#) and [66.66\(b\)\(2\)](#)).

**Accessibility Report** Publishers that have electronic instructional materials adopted by the SBOE must contract with an independent third party to provide a report for each electronic component that verifies that the components follow WCAG 2.0 AA standards and technical standards required by the Federal Rehabilitation Act, Section 508 ([TAC §66.28\(a\)\(2\)](#)). The report must be based on an audit testing the accessibility of the materials to include, at a minimum, the following:

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

The total number of pages to be included in the audit is to be determined by the publisher.

When testing the accessibility of the materials, the third-party tester must conduct the following activities:

- Use automated web-accessibility-evaluation tools to analyze the selected pages and note any problems indicated by the tools
- Manually check selected pages to determine that form labels and alternative text on images and graphs is appropriate
- Manually check selected 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 selected pages with graphical user interface (GUI) browser (e.g., Internet Explorer, Firefox, Netscape) while listening to the page with screen-reader software
- Employ and include documentation of the experience of real users with disabilities for manual testing

**Failure to provide a report verifying that a product meets the required accessibility standards will result in that product's removal from the adopted list. The product will be returned to the adopted list (and EMAT) when the publisher provides the report verifying that the product meets the required accessibility standards.**

**Contract** Participants that have materials adopted by the SBOE must enter into a contract to provide the instructional materials to all Texas public schools that order them for an initial contract period of eight years and the possibility of one contract extension for a period of not more than four years. Participants that do not meet this requirement will be removed from the adopted list ([TAC §66.72](#)).

# Student Enrollment

The enrollment numbers listed below represent the reported course enrollment for the 2017–18 school year.

<b>English Language Arts and Reading</b>	
English I	403,253
English II	387,742
English III	276,786
English IV	244,180
Reading I, II, III	75,056
College Readiness and Study Skills	9,270
Visual Media Analysis and Production	1,189
Contemporary Media	407
Literary Genres	3,730
Creative Writing	16,848
Research and Technical Writing	9,518
Practical Writing Skills	22,627
Humanities	2,922
Public Speaking I, II, III	3,095
Communication Applications	21,559
Oral Interpretation I, II, III	1,251
Debate I, II, III	15,104
Journalism	14,398



Advanced Broadcast Journalism I, II, III	2,187
Photojournalism	10,438
Advanced Journalism: Yearbook I, II, III	18,621
Advanced Journalism: Newspaper I, II, III	4,129
Advanced Journalism: Literary Magazine	549
<b>English as a Second Language</b>	
English Learners Language Arts, Grade 7	Not Available
English Learners Language Arts, Grade 8	Not Available
English I for Speakers of Other Languages	12,624
English II for Speakers of Other Languages	9,091
English Language Development and Acquisition	Not Available

# Texas Essential Knowledge and Skills

The TEKS describe what students should know and be able to do for each grade level and course in the required curriculum.

The tables that follow provide links to the TEKS for the courses included in *Proclamation 2020*.

<b>Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter C. High School</b>
<a href="#">§110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017</a>
<a href="#">§110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017</a>
<a href="#">§110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017</a>
<a href="#">§110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017</a>
<a href="#">§110.47. Reading I, II, III (One-Half to Three Credits)</a>
<a href="#">§110.48. College Readiness and Study Skills (One-Half Credit)</a>
<a href="#">§110.49. Visual Media Analysis and Production (One-Half Credit)</a>
<a href="#">§110.50. Contemporary Media (One Credit)</a>
<a href="#">§110.51. Literary Genres (One-Half to One Credit)</a>
<a href="#">§110.52. Creative Writing (One-Half to One Credit)</a>
<a href="#">§110.53. Research and Technical Writing (One-Half to One Credit)</a>
<a href="#">§110.54. Practical Writing Skills (One-Half to One Credit)</a>
<a href="#">§110.55. Humanities (One-Half to Two Credits)</a>
<a href="#">§110.57. Public Speaking I, II, III (One-Half to One Credit)</a>
<a href="#">§110.58. Communication Applications (One-Half Credit)</a>
<a href="#">§110.59. Oral Interpretation I, II, III (One to Three Credits)</a>

**Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter C. High School**

[§110.60. Debate I, II, III \(One to Three Credits\)](#)

[§110.62. Journalism \(One-Half to One Credit\)](#)

[§110.64. Advanced Broadcast Journalism \(One-Half Credit to One Credit\)](#)

[§110.65. Photojournalism \(One-Half to One Credit\)](#)

[§110.66. Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine \(One-Half to One Credit\)](#)

**Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter C. High School**

[§128.22. English Learners Language Arts \(ELLA\), Grade 7, Adopted 2017](#)

[§128.23. English Learners Language Arts \(ELLA\), Grade 8, Adopted 2017](#)

[§128.34. English I for Speakers of Other Languages \(One Credit\), Adopted 2017](#)

[§128.35. English II for Speakers of Other Languages \(One Credit\), Adopted 2017](#)

[§128.36. English Language Development and Acquisition \(ELDA\) \(One Credit\), Adopted 2017](#)

# English Language Proficiency Standards

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The ELPS outline English language proficiency level descriptors and student expectations for English language learners (ELLs). To be eligible for adoption, instructional materials must meet 100% of the identified ELPS. The table below provides a link to the ELPS.

English Language Proficiency Standards
§74.4. English Language Proficiency Standards <a href="http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4">http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</a>

# APPENDIX

# Accessibility Resources

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## Accessibility Resources for Publishers of Electronic Instructional Materials

The following resources offer essential information for publishers that are planning the development of accessible electronic instructional materials.

### General

Section 508 <http://www.section508.gov/>

Resources from the World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI) <http://www.w3.org/WAI/Resources/>

Web Content Accessibility Guidelines (WCAG) Overview <http://www.w3.org/WAI/intro/wcag.php>

How to Meet WCAG 2.0 <http://www.w3.org/WAI/WCAG20/quickref/>

MathML 3 Resources <http://www.w3.org/Math/>

Accessible Digital Learning Materials-Publisher/Developer Best Practices Guidelines <http://aem.cast.org/creating/best-practices-publishers-software-developers.html#.Wak3D02QK70>

National Center on Accessible Educational Materials <http://aem.cast.org/>

Guidelines for Describing STEM Images for Use within Digital Talking Books and on Web Sites [http://ncam.wgbh.org/experience\\_learn/educational\\_media/stemdx](http://ncam.wgbh.org/experience_learn/educational_media/stemdx)

Electronic and Information Resources Accessibility Policy <https://www.comptroller.texas.gov/about/policies/accessibility.php>

### Resources for Designing Accessible Websites

Web Content Accessibility Guidelines (WCAG 2.0)—W3C <http://www.w3.org/TR/WCAG20/>

Accessible Web Authoring Resources and Education (AWARE) Center for the HTML Writers Guild <http://hwg.org/>

Evaluation, Repair, and Transformation Tools for Web Content Accessibility <http://www.w3.org/WAI/ER/tools/>

HTML Kit (editor, validator, Word 2000 cleanup) <http://www.chami.com/html-kit/>

IBM Software Accessibility Checklist for Web and Web-Based Documentation—Version 6.1 [http://www-03.ibm.com/able/guidelines/ci162/accessibility\\_checklist.html](http://www-03.ibm.com/able/guidelines/ci162/accessibility_checklist.html)

WGBH's National Center for Accessible Media <http://ncam.wgbh.org/>

Trace Research and Development Center's Unified Web Site Accessibility Guidelines

<http://trace.umd.edu/publications/central-reference-document-version-8-unified-web-site-accessibility-guidelines>

### **Resources for Closed-Captioning and Audio Description**

Media Access Group at WGBH, The Caption Center <http://www.wgbh.org/caption>

National Captioning Institute <http://www.ncicap.org>

VITAC <http://www.vitac.com>

Media Access Group at WGBH, Descriptive Video Service  
<http://main.wgbh.org/wgbh/pages/mag/services/description/>

Metropolitan Washington Ear, Inc. <http://www.washear.org>

Narrative Television Network <http://www.narrativetv.com>

# Glossary of Proclamation Terms

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**Ancillaries** Components that are not reviewed by the state review panel and are not adopted by the SBOE

**Affidavit of Authorship or Contribution** A signed document by which a publisher certifies that each individual whose name is listed on its materials as an author or contributor of content contributed to the development of the materials

The affidavit also states in general terms the involvement of each author and/or contributor.

**Affidavit of Corrections** A signed document by which a publisher certifies that all required corrections of factual errors have been made

**Breakouts** The separate parts of a student expectation

The breakouts are shown on the correlations and evaluation forms.

**Certification of Compliance with Manufacturing Standards** A signed statement certifying that all printed books and electronic media submitted for adoption conform in every respect to the *Manufacturing Standards and Specifications for Textbooks (MSST)*

**Citation** The identification of one specific example of content that covers one element of the TEKS

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

**Correlations Form** A document provided by TEA on which publishers indicate the locations in their materials where the required TEKS and ELPS are addressed

Publishers of electronic materials must also include electronic correlations as part of their products.

**Depository** An 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 allotments.

**Education Service Centers (ESCs)** Public entities created by state statute to provide educational support programs and services to local schools and school districts

Each of the 20 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 the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature ([TEC, §28.002\(a\)](#))

**Error Form** Please see *Identification of Corrections and Editorial Changes* form

**Evaluation Form (State Review Panel evaluation)** A document that a state review panel completes detailing where the instructional material addresses the TEKS and the ELPS and listing any errors that are found by the panel

**Exhibit A** Please see *Official Bid*

**Foundation Subjects** English and Spanish language arts and reading, mathematics, science, and social studies ([TEC, §28.002\(a\)](#))

**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, 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 resources ([TEC, §31.002](#)).

**Instructional Materials Division** The division of TEA that coordinates the review and adoption of instructional materials, provides accessible instructional materials for students with disabilities, manages funds, facilitates the distribution of state-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

**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 Association of American Publishers and the 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.

**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, digital talking book, large-print, etc.) can be created and distributed to students with print disabilities

**No-Contact Period** The time during which state review panel members are not permitted to have either direct or indirect communication with any person having an interest in the adoption process regarding content of instructional materials under evaluation by the panel

The period begins when TEA initially contacts a nominee regarding his or her appointment to review instructional materials and ends after the *Preliminary Report on Instructional Materials Under Consideration for Adoption* is published.

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

**Official Bid (Exhibit A)** The online form with which a publisher makes an official initial offer to provide specific instructional materials to the state of Texas at a fixed price

The form, along with any supplemental bids, becomes Exhibit A of the contract.

**Identification of Corrections and Editorial Changes Form** A document with which a publisher provides the list of all corrections necessary to each student and teacher component of an instructional materials submission

**Proclamation** The document issued by the SBOE calling for bids for instructional materials in selected subject areas and/or grade levels

The proclamation identifies the courses, grade levels, and subject areas scheduled for review and provides links to the TEKS for those courses and subjects. Proclamations are named for the year in which the materials are intended to be made available in the classroom.

**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 is used to finance the technology and instructional materials allotment.

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

**Register of Contacts Form** The signed document with which a publisher discloses all contact with members of the SBOE

The disclosure, which is required by state law, must include the time, date, location, and purpose for each communication with a member of the SBOE.

**Report of Required Corrections** A report presented to the SBOE listing all the factual errors found by the state review panels and those reported by the publishers (who are required to disclose all known factual errors) on or before the deadline established in the proclamation ([TAC §66.63\(e\)](#)).

**Schedule of Adoption Procedures** The section in a proclamation that lists the specific activities and deadlines related to the review and adoption of instructional materials

Failure to meet required deadlines established in the schedule of adoption procedures may result in the removal of materials from the adopted list.

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

**Statement of Intent to Bid** The online form with which a publisher indicates its intention to participate in an adoption under a specific proclamation

The form requires general information about each product to be submitted.

**State Review Panel** 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

**Student Component** Any instructional material component that is specifically intended for use by the student

Student components may include print and non-print materials such as student editions, workbooks, and online materials.

**Supplemental Bid** The online form with which a publisher adds to or replaces its initial *Official Bid*

Supplemental bids may only be submitted if a correct initial *Official Bid* was received by the deadline. This form, along with initial official bids, becomes *Exhibit A* of the contract.

**Teacher Component** Any resource that is specifically intended for use by a teacher

Teacher components may include print and non-print materials such as teacher editions, workbooks, and online materials. Teacher components may also include materials intended for use by students.

**Technology and Instructional Materials Allotment** A biennial allocation of money from the instructional materials fund to Texas public schools

The allotment is based on student enrollment and availability of funds. The per-student amount is determined biennially.

**Texas Essential Knowledge and Skills (TEKS)** The state standards for the 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

**Textbook** Please see Instructional Materials

# Timeline

# Galena Park ISD

## Instructional Materials Alignment Timeline

Task	Responsible Party(ies)
<b>July</b>	
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
<b>August</b>	
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
<b>September</b>	
Board of Trustees approves Proclamation _____ Adoption Committee representatives	Executive Director for Curriculum & Instruction
Request for additional resources, based on enrollment growth, is submitted in Eduphoria Formspace, 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
<b>October / November</b>	
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
<b>December</b>	
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 & Executive Director for Curriculum & Instruction
Mid-year campus inventory check.	Campus IM Coordinators & Assistant Director for Warehouse Operations

Task	Responsible Party(ies)
<b>January</b>	
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 Committe 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	Executive Director for Curriculum & Instruction
<b>February</b>	
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.	Executive Director for Curriculum & Instruction
Financial Officer submits Board Action Item to Superintendent's office for placing on May BOT agenda for approval of Proclamation _____ funding needs.	CFO & Executive Director for Curriculum & 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 & Executive Director for Curriculum &
<b>March</b>	
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 & Executive Director for 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 & Executive Director for Curriculum & Instruction
<b>April</b>	
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
<b>May</b>	
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)
<b>June</b>	
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 & Executive Director for Curriculum & Instruction

## Adoption Cycle—September 2019

	Budget Year 2020	Budget Year 2021
<b>2020–2021 Biennium</b> School Years 2019–20 and 2020–21	<b>Proclamation 2019</b> 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	<b>Proclamation 2020</b> State Adoption, Fall 2019 Materials Ordered, Spring 2020 Implementation, 2020–21 School Year  English Language Arts and Reading, English I–IV ELA Electives English for Speakers of Other Languages I and II English Learners Language Arts, 7–8
	Budget Year 2022	Budget Year 2023
<b>2022–2023 Biennium</b> School Years 2021–22 and 2022–23	<b>Proclamation 2021</b> State Adoption, Fall 2020 Materials Ordered, Spring 2021 Implementation, 2021–22 School Year  Pre-Kindergarten Systems	<b>Proclamation 2022</b> State Adoption, Fall 2021 Materials Ordered, Spring 2022 Implementation, 2022–23 School Year  Health and PE CTE: TBD
	Budget Year 2024	Budget Year 2025
<b>2024–2025 Biennium</b> School Years 2023–24 and 2024–25	<b>Proclamation 2023</b> State Adoption, Fall 2022 Materials Ordered, Spring 2023 Implementation, 2023–24 School Year  Science, K–12 CTE: TBD	<b>Proclamation 2024</b> State Adoption, Fall 2023 Materials Ordered, Spring 2024 Implementation, 2024–25 School Year  Technology Applications, K–8 CTE: TBD
	Budget Year 2026	Budget Year 2027
<b>2026–2027 Biennium</b> School Years 2025–26 and 2026–27	<b>Proclamation 2025</b> State Adoption, Fall 2024 Materials Ordered, Spring 2025 Implementation, 2025–26 School Year  Math K–12 CTE: TBD	<b>Proclamation 2026</b> State Adoption, Fall 2025 Materials Ordered, Spring 2026 Implementation, 2026–27 School Year  Fine Arts, K–12 CTE: TBD



<b>2028–2029 Biennium</b> <b>School Years 2027–28 and 2028–29</b>	<b>Budget Year 2028</b>	<b>Budget Year 2029</b>
	<b>Proclamation 2027</b> State Adoption, Fall 2026 Materials Ordered, Spring 2027 Implementation, 2027–28 School Year  Social Studies, K–12 CTE: TBD	<b>Proclamation 2028</b> State Adoption, Fall 2027 Materials Ordered, Spring 2028 Implementation, 2028–29 School Year  CTE: TBD
<b>2030–2031 Biennium</b> <b>School Years 2029–30 and 2030–31</b>	<b>Budget Year 2030</b>	<b>Budget Year 2031</b>
	<b>Proclamation 2029</b> State Adoption, Fall 2028 Materials Ordered, Spring 2029 Implementation, 2029–30 School Year  Languages other than English CTE: TBD	<b>Proclamation 2030</b> 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)
<b>2032–2033 Biennium</b> <b>School Years 2031–32 and 2032–33</b>	<b>Budget Year 2032</b>	<b>Budget Year 2033</b>
	<b>Proclamation 2031</b> 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 I and II CTE: TBD	<b>Proclamation 2032</b> 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  
Veronica Garza

North Shore Elementary  
14310 Duncannon  
Houston, Tx 77015  
832-386-4668  
James Husband

Cloverleaf Elementary  
1035 Frankie  
Houston, Tx 77015  
832-386-3212  
Janie Jimenez

Purple Sage Elementary  
6500 Purple Sage Blvd.  
Houston, Tx 77049  
832-386-3102  
Aaron Field

Galena Park Elementary  
401 N. Main  
Galena Park, Tx 77547  
832-386-1684  
Laurie Crockett

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  
Hilda Nanez

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  
Alysia Chatman

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  
Jay Killough

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



## GPISD Campus Textbook Information

Cobb Sixth Grade Campus  
6722 Uvalde  
Houston, Tx 77049  
832-386-2119  
Matthew Day

North Shore Senior High  
353 N. Castlegory  
Houston, Tx 77049  
832-386-4106  
Scott Merry/ Ostrova McGary

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

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

Galena Park Middle  
400 Keene  
Galena Park, Tx 77547  
832-386-1711  
Jarrett Johnson

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

North Shore Middle  
120 Castlegory  
Houston, Tx 77015  
832-386-2771  
Keith Skiles

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

Woodland Acres Middle  
12947 Myrtle Ln.  
Houston, Tx 77015  
832-386-4707  
Diego Merino

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

Galena Park High  
1000 Keene St.  
Galena Park, Tx 77547  
832-386-2823  
Chris Castillo

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

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

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

# Policies and Procedures


**Allotment and TEKS Certification, 2019-20**

The district superintendent, along with the president and secretary of the local board of trustees, or the officers of the governing body of the charter school, certify the following:

- 1) This district's technology and instructional materials allotment is used only for expenses allowed by the Texas Education Code (TEC), §31.0211.
- 2) For the current school year, this district has instructional materials that collectively cover all elements of the Texas Essential Knowledge and Skills of the required curriculum identified in the TEC, §28.002, other than physical education, for each subject and grade level (TEC §31.004).
- 3) Upon request, this district will provide to the State Board of Education the title and publication information for any instructional materials requisitioned or purchased by the district with the district's allotment (TEC §31.101).

- | Certified                           | Grade Level  |
|-------------------------------------|--------------|
| <input checked="" type="checkbox"/> | Kindergarten |
| <input checked="" type="checkbox"/> | Grade 1      |
| <input checked="" type="checkbox"/> | Grade 2      |
| <input checked="" type="checkbox"/> | Grade 3      |
| <input checked="" type="checkbox"/> | Grade 4      |
| <input checked="" type="checkbox"/> | Grade 5      |
| <input checked="" type="checkbox"/> | Grade 6      |
| <input checked="" type="checkbox"/> | Grade 7      |
| <input checked="" type="checkbox"/> | Grade 8      |
| <input checked="" type="checkbox"/> | Grade 9      |
| <input checked="" type="checkbox"/> | Grade 10     |
| <input checked="" type="checkbox"/> | Grade 11     |
| <input checked="" type="checkbox"/> | Grade 12     |

- | Certified                           | Subject Area                           |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | CAREER & TECHNICAL EDUCATION (CTE)     |
| <input checked="" type="checkbox"/> | ENGLISH LANGUAGE ARTS AND READING      |
| <input checked="" type="checkbox"/> | ENGLISH LANGUAGE PROFICIENCY STANDARDS |
| <input checked="" type="checkbox"/> | FINE ARTS                              |
| <input checked="" type="checkbox"/> | HEALTH                                 |
| <input checked="" type="checkbox"/> | LANGUAGES OTHER THAN ENGLISH           |
| <input checked="" type="checkbox"/> | MATHEMATICS                            |
| <input checked="" type="checkbox"/> | SCIENCE                                |
| <input checked="" type="checkbox"/> | SOCIAL STUDIES                         |
| <input checked="" type="checkbox"/> | TECHNOLOGY APPLICATIONS                |

**Signature of Superintendent**  
  
Signature

**Signatures of Board President and Secretary or Governing Board Officers**  
  
Board President  
  
Board Secretary

Scan the signed certification document and email it to [instructional.materials@tea.texas.gov](mailto:instructional.materials@tea.texas.gov) with the following subject line: [your district] certification (ex: Anywhere ISD certification)

Email to [instructional.materials@tea.texas.gov](mailto:instructional.materials@tea.texas.gov)

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

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**Technology and  
Instructional  
Materials**

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 technology and instructional materials 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 technology and instructional materials fund to fund the allotment. The allotment shall be transferred from the state technology and instructional materials fund to the credit of the district's technology and instructional materials 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, 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 will prioritize payment for requisitions over reimbursement of purchases made directly by a district.

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. 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. Government Code Chapter 2251 does not apply to requisitions under this provision.

*Education Code 31.0215; 19 TAC 66.1312*

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 technology and instructional materials 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:

1. Of at least two percent due to a natural or man-made disaster or catastrophic event may apply for additional 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 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

The allotment 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, including workbooks;
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;
8. Supplemental instructional materials, as provided by Education Code 31.035;
9. State-developed open education resource 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; and

15. The salary and other expenses of an employee who provides technical support for the use of technological equipment directly involved in student learning.

*Education Code 31.0211(c); 19 TAC 66.1307(f)*

Prohibited  
Expenditures

The allotment 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;
3. Office and school supplies; or
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 or software used for moving, storing, tracking, or taking inventory of instructional materials.

*19 TAC 66.1307(g)*

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*

Priority of Purchase

Each biennium a district shall use the district's allotment to purchase, in the following order:

1. 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.
2. Any other instructional materials or technological equipment as determined by the district.

*Education Code 31.0211(d); 19 TAC 66.1307(e)*

**Technology and  
Instructional  
Materials Account**

The commissioner shall maintain a technology and instructional materials 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 technology and instructional materials 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 technology and instructional materials 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*

**Access to Allotment**

The allotment for each biennium will be made available for district use through the state's online instructional material ordering system (EMAT) 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 the allowable expenditures [see Permitted Expenditures and Certification of Allotment Use, above]; and
2. Preparation by TEA of EMAT 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 EMAT.

*19 TAC 66.1307(h)-(j)*

**Online Requisition System (EMAT)**

The commissioner shall maintain an online requisition system (EMAT) 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. <i>Education Code 31.106</i>
<b>Requisitions, Use, and Distribution</b>	A district shall make a requisition for instructional materials using the online requisition program (EMAT) maintained by the commissioner not later than June 1 of each year. A district may requisition instructional materials on the SBOE instructional materials list for grades above the grade level in which a student is enrolled. <i>Education Code 31.103(b)–(c)</i>
Distribution	The board shall distribute printed instructional materials to students in the manner that the board determines is most effective and economical. <i>Education Code 31.102(c)</i>
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. <i>Education Code 31.035(d)</i>
Availability of Open Education Resource Instructional Materials	<p>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:</p> <ol style="list-style-type: none"><li>1. Electronic access to the instructional material at no cost to the student; or</li><li>2. Printed copies of the portion of the instructional material that will be used in the course.</li></ol> <p><i>Education Code 31.103(d)</i></p>
<b>Employee Training</b>	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 (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. <i>19 TAC 66.107(d)</i>
<b>Special Instructional Materials</b>	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.

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*

**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;
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.

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 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:

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. *Education Code 31.104*

**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.

*Use of Proceeds*

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.

*Education Code 31.105*

**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. *19 TAC 66.107(a)*

Galena Park ISD  
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EQUIPMENT AND SUPPLIES MANAGEMENT  
INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

CMD  
(LEGAL)

**Local Handling  
Expenses**

School districts shall not be reimbursed from state funds for expenses incurred in local handling of instructional materials. *19 TAC 66.104(d)*

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LEGAL)

**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:

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LEGAL)

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*



EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LEGAL)

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

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

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LEGAL)

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)*

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LEGAL)

“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)*

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

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**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)*

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

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INSTRUCTIONAL RESOURCES

EF  
(LEGAL)

**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 review all teaching materials, instructional materials, and other teaching aids used in the classroom of the parent's child and to review each test administered to the child after the test is administered. A district shall make teaching materials and tests readily available for parental review and may specify reasonable hours for such review.

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.

*Education Code 26.006*

**Information  
Collection and  
Access**

U.S. DOE--Funded  
Surveys

*Consent  
Required*

No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education (DOE), 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. DOE 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. DOE Funded Surveys, above], as a condition of receiving funds for a program funded in whole or in part by the U.S. DOE, 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 instructional 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 re-

quirements 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]

*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)*



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

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**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)*

**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  
INSTRUCTIONAL MATERIALS

EFA  
(LEGAL)

<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"><li>1. The district has used the instructional material for at least one school year; and</li><li>2. 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.</li></ol> <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

EFA  
(LEGAL)

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. *Education Code 28.004(e)* [See EHAA]

Dual Credit	A course may be offered for dual credit at the discretion of the institution of higher education with which a district partners.
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.  <i>Education Code 28.014</i>
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), 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. <i>Education Code 39.025(a-1)</i>

# 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
<b>Grade level / Subject</b>					
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)					
<b>SAMPLE</b>					
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	GPMS	NSMS	WAMS
<b>Grade level / Subject</b>					
Gr. 6 Math					
Gr. 7 Math					
Gr. 8 Math					
District Members - count for one vote combined					

SAMPLE

*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	

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

<b>Content</b>	<b>Rating: 0-5</b>	<b>Evidence / Comments</b>
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.		

<b>Assessment</b>	<b>Rating: 0-5</b>	<b>Evidence / Comments</b>
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.		





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

<b>Support Materials</b> (print and/or technology)	<b>Rating:</b> 0-5	<b>Evidence / Comments</b>
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.		

<b>Differentiation</b>	<b>Rating:</b> 0-5	<b>Evidence / Comments</b>
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:

Small rectangular box at the bottom right corner, possibly a placeholder for a signature or stamp.

## 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 <b>cover <u>all</u> of the TEKS</b> , including the new ones						
The mathematics is aligned with the learning expectations of the TEKS, <b>including the mathematical processes</b>						
There is an <b>appropriate balance</b> of skill development, conceptual understanding, and mathematics processes.						
Mathematical <b>ideas are connected and interwoven</b> across strands instead of studied in isolation.						
Mathematics <b>reflects the needs and diversity of Texas</b> students, and includes both local and national examples of math in the real world						
Contextual <b>problems engage students</b> 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 <b>fully supports</b> 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 <b>text is well organized, visually attractive and thoughtfully designed</b> 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 <b>well organized, thoughtfully sequenced</b> and are easy for students to follow and understand						
<b>Lessons are available digitally</b> 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.						
<b>Lessons promote classroom discourse</b> by explicitly requiring students to share their thinking or strategies.						
<b>Includes worthwhile, rigorous mathematical tasks</b> are offered to engage, motivate, and challenge all students to think mathematically.						
Lessons involve the <b>use of instructional technology, manipulatives,</b> or other tools so that students can visualize complex concepts, acquire and analyze information, and communicate solutions.						
Activities <b>promote student inquiry, reflection, critical thinking, problem-solving, and sense-making.</b>						
Students materials provide multiple <b>opportunities to engage in dual coded exercises</b> 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 <b>provides background opportunities for teachers</b> to increase their own understanding of the mathematical ideas they are teaching.						
There are <b>provisions for adapting instructional activities</b> to accommodate a variety of needs.						
Information provided <b>helps teachers determine what students may already know</b> about mathematical ideas, including common misconceptions that the instruction then addresses.						
<b>Materials include a rich source of problems,</b> exercises, and projects that can be used for homework, classwork and collaborative tasks.						
<b>Digital assessment materials support the class work</b> 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 <b>individual district administrators to create/distribute customized benchmark assessments.</b>						

### 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 <b>contains leveled questions that guide</b> teachers in developing mathematical discourse in the classroom.						
Teachers can easily <b>customize their instruction</b> 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 <b>classroom instruction on multi-step, rigorous problem solving</b> .						
Teacher <b>materials link to available digital resources</b> making planning and instructional delivery easy, efficient and effective.						

### Criterion 6: Digital Resources

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

**Evaluator's name and school:**

**Comments:**

<b>Strengths</b>	<b>Hesitations</b>

# GALENA PARK ISD

## PUBLISHER'S QUESTIONNAIRE

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

**Category: GENERAL**

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

**Category: Bundles**

<b>Bundle Options</b>	<b>Title of Components</b>	<b>Number of Years</b>	<b>ISBN Number(s)</b>	<b>Unit Price</b>

**Will student workbooks (consumables) be provided free of charge for each student edition?**

**What does Galena Park ISD need to do after the first year of the adoption to continue to receive components?**

- 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?

**How many student editions must be ordered to receive one teacher edition/teacher edition package?**

**How many student edition textbooks must be ordered to receive one set of ancillary materials?**

**What components are available in Spanish?**

**What additional formats are available? (ie. braille, large print, audio, etc.)**

**Is your book available through Bookshare and/or Learning Ally?**



**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)

The screenshot shows the Eduphoria! dashboard. At the top left is the Eduphoria! logo. At the top right are links for PROFILE, HELP, and LOG OFF. On the left side, there is a cartoon character of a blue and white cat wearing goggles and a backpack. The main content area features a white box with the following elements:

- 14 FormSpace Forms to Review (with a sub-count of 2)
- Aware: View student test data and perform district benchmarks
- Formspace #1: Create and submit online forms (highlighted with a red circle)
- 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 and My Profile buttons.

At the bottom of the dashboard, there is a footer with "© 2019 Eduphoria!" on the left and "Jobs License News Help" on the right.

The screenshot shows the Formspace application interface. The browser address bar shows "galenaparkschoolobjects.com/forms/". The page title is "Formspace". On the left side, there is a navigation menu with the following items: My Forms, Current Forms, My Forms, Review, Documents, Reports, Manage, and Submit New Form. The main content area is a large yellow rectangle with the text "No current forms found". At the bottom left, there is a search bar labeled "Search Forms" and a "Submit New Form" button (highlighted with a red circle). The user's name "Jodi R. Carrichea" is visible in the top right corner.

# IMA Requests (Departmental) Cont'd

The screenshot shows the 'Formspace' interface for 'galenapark.schoolobjects.com/forms/'. The page title is 'Select a Category'. Under the 'Form Category' section, there is a list of categories. The 'Curriculum Dept.' category is circled in red and has a red '#3' next to it. Other categories include General Forms, Administration Building Meeting Planner, Athletics, Communications Dept., Counseling, 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, and Testing.

The screenshot shows the 'Formspace' interface for 'galenapark.schoolobjects.com/forms/'. The page title is 'Select a Form'. Under the 'Form Document' section, there is a list of documents. The 'New IMA Request Form' document is circled in red and has a red '#4' next to it. Other documents include Additional Existing Instructional Materials Request, Fundamental Five Snapshot, and Secondary ELA Resource.



# Campus Material Requests

Inventory Impersonating Campus: Cloverleaf Elementary

Home Orders Campus Requisitions Adjustments  
 Textbooks Transfers Audits  
 Students  
 Teachers  
 Find A Book  
 Inventory #1  
 Automation  
 Reports  
 Other Data  
 Tools

Orders  
 Campus Requisitions  
 Adjustments  
 Transfers  
 Audits  
 Audit Management

Campus Requisitions Impersonating Campus: Cloverleaf Elementary

Search By: All

No search results found!

Show Completed:

Create Requisition Impersonating Campus: Cloverleaf Elementary

Requisition Name: Test 10/2/19

Notes:

Search By: All

ISBN	Title	Publisher	SLC	Price
0153325268	Harcourt Health & Fitness, Gr. 3	Houghton Mifflin Harcourt	37HO	\$24.98
0153325272	Harcourt Health & Fitness, Gr. 4	Houghton Mifflin Harcourt	47HO	\$17.54
0153325299	Harcourt Health & Fitness, Gr. 5	Houghton Mifflin Harcourt	57HO	\$19.80
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
13440125	Community Studies Weekly, Gr. 3	Studies Weekly	3320	\$5.93
21012285	USA Studies Weekly, Gr. 5	Studies Weekly	5320	\$5.93
23297271	Studies Weekly, Gr. 1	Studies Weekly	1320	\$5.93

Teacher Enrollment: 0 Copies Owned: 0  
 Student Enrollment: 0 Copies On Order: 0  
 Total Eligibility: 0 Copies Needed: 0  
 Copies to Order: 0

No books added to this requisition!

# Campus Adjustments

Inventory

Impersonating Campus: Cloverleaf Elementary

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

Adjustments

Impersonating Campus: Cloverleaf Elementary

Home

Textbooks

Students

Teachers

Find A Book

Inventory

Automation

Reports

Other Data

Tools

Adjustment Requests Local Adjustments

Search For Adjustment Requests:

Search By: All 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 Adjustment Name: #5

Please Select an Adjustment Type

Return Surplus #4

Destroyed

Worn

Paid

Found

← →

Create Adjustments Impersonating Campus: **Cloverleaf Elementary** [Help](#) [Log Out](#)

Adjustment Name:  Description:

Adjustment Type: Return Surplus

**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: #7

Copies to Adjust:

**Adjusted Textbooks For:** #8

Type:

# 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 Thursday of June.

# TipWeb-IM


Home Impersonating Campus: **Cloverleaf Elementary** Help Log Out

- 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

SAMPLE

Textbooks Impersonating Campus: **Cloverleaf Elementary** Help Log Out

Search By: All

ISBN	Title	SIC	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												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Owned</th> <th style="text-align: left;">Campus Count</th> <th style="text-align: left;">District Count</th> <th style="text-align: left;">Audit Value</th> <th style="text-align: left;">Over/Short</th> <th style="text-align: left;">O/S Value</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">102</td> <td style="text-align: center;">100</td> <td style="text-align: center;">100</td> <td style="text-align: right;">\$1,650.00</td> <td style="text-align: center;">(2)</td> <td style="text-align: right;">\$33.00</td> </tr> </tbody> </table>					Owned	Campus Count	District Count	Audit Value	Over/Short	O/S Value	102	100	100	\$1,650.00	(2)	\$33.00
Owned	Campus Count	District Count	Audit Value	Over/Short	O/S Value											
102	100	100	\$1,650.00	(2)	\$33.00											

SAMPLE

<b>Owned Inventory</b>	
Total Value:	\$1,683.00
Total Copies:	102
<b>Short Inventory</b>	
Total Value:	\$33.00
Total Copies:	2
<b>Over Inventory</b>	
Total Value:	\$0.00
Total Copies:	0
<b>Audit Inventory</b>	
Total Value:	\$1,650.00
Total Copies:	100



# Lost Textbook Invoice

Leading, Learning, Serving

Date: May 13, 2019  
INVOICE # 1901

To Cloverleaf Elementary  
1035 Frankie  
Houston, TX 77015  
832-386-3200

Representative	Inventory Date	Payment Terms	Due Date
Jodi Carmicheal	6/3/2015	Due on receipt	June 30, 2019

Qty	SLC	Description	Unit Price	Line Total
1	5200	Texas Interactive Science	69.97	69.97
Total				\$69.97

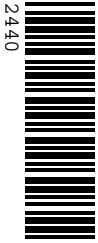
**SAMPLE**

Please do not enter a requisition to pay for the textbook fines. Becky Roberts will create a journal entry using your campus activity fund, if she needs more information she will contact you for a budget code.

Galena Park ISD

Pick Ticket

Wednesday, September 4, 2019



Ship To:  
Tice Elementary - 101910111  
14120 Wallisville  
Houston TX  
Contact: Steven Gonzales

Created By: Jodi Carmicheal  
Date: 9/4/2019 10:20:47 AM

Additional ELA for Tice 9/4/19

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: 2440  
Signature of Recipient: Tice Elementary - 101910111  
Date Received: 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

TOTAL: \$90.40

The above list describes the textbooks distributed to the student named above. Included in the descriptions is the replacement cost of the books should they not be returned to the school. All books distributed to the student are the responsibility of the student and, indirectly, his or her parent/guardian. If the textbooks are lost or not available, as parent/guardian you must pay for the missing book(s) in the amount stated above. Our policies require that if, for any reason, a student does not return each book provided to him or her, the school can and will assign penalties until the book is either returned or paid for. Given the cost of textbooks today, we hope you understand the seriousness of a students failure to return the textbooks provided to him or her. Thank you in advance for helping us keep up with the status of your students books. If you have any questions about the content of this letter, please contact me directly. Sincerely,

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
				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