



Each Child, Every Day

Instructional Materials Adoption Handbook 2016-2017

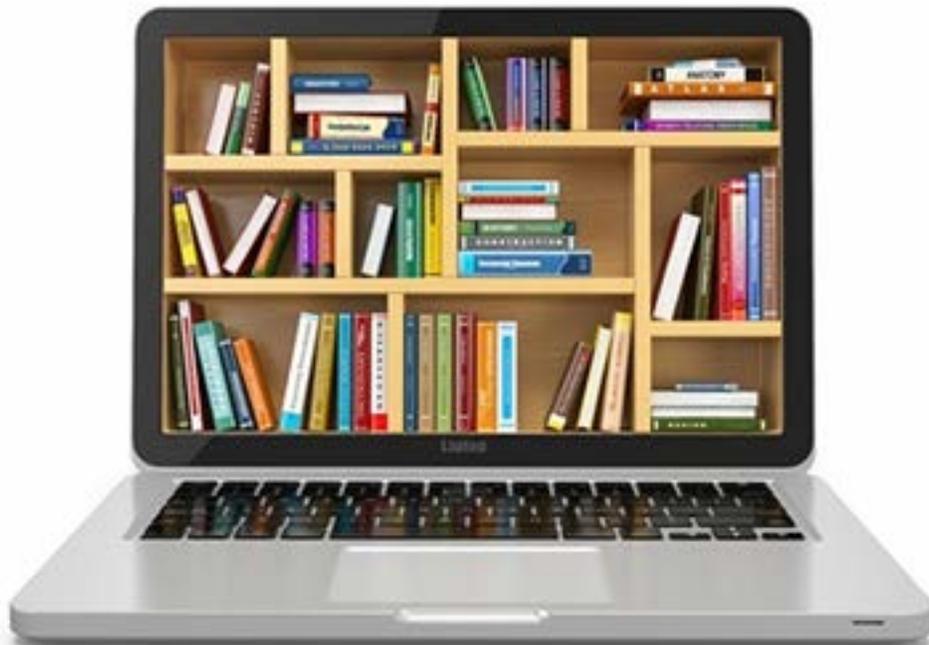
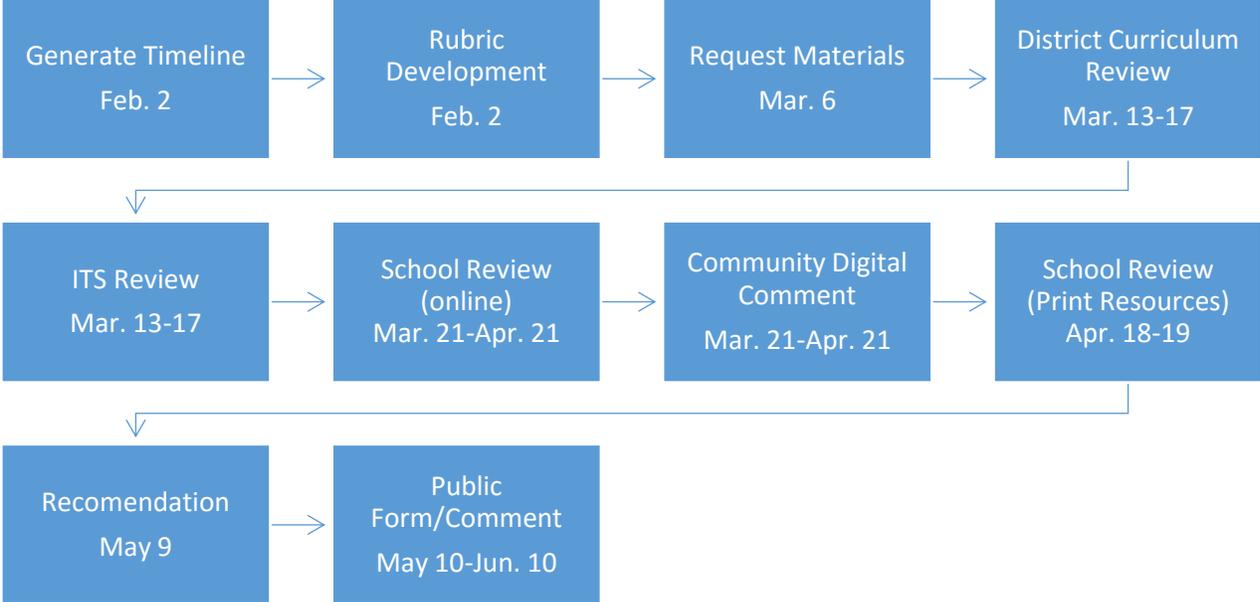


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Timeline for K-12 Social Studies Adoption



Codes for On-Line Access to Social Studies Instructional Materials and Samples:

Studies Weekly (K-5)	McGraw Hill (K-5)	McGraw Hill (6-12)
<p style="text-align: center;">Kindergarten through Fifth Grade</p> <p><i>Teacher Edition:</i></p> <ol style="list-style-type: none"> Visit the Studies Weekly website www.studiesweekly.com/online Enter the Username: fladoption Enter the Password: demo Click the LOGIN button Click the READING button to access the different grade levels <p><i>Student Edition:</i></p> <ol style="list-style-type: none"> Visit the Studies Weekly website www.studiesweekly.com/online Enter the Username: flstudent Enter the Password: demo Click the LOGIN button 	<p style="text-align: center;">Kindergarten through Fifth Grade</p> <ol style="list-style-type: none"> Visit the ConnectEd website: www.connected.mcgraw-hill.com Enter the Username: FL2016Networks Enter the Password: FL2016SS Click the Login button 	<p style="text-align: center;">M/J World History, M/J Civics, M/J US History & Career Planning, World History, US History, Economics with Financial Literacy, and US Government</p> <ol style="list-style-type: none"> Visit the ConnectEd website: www.connected.mcgraw-hill.com Enter the Username: FL612Networks Enter the Password: FL2016SS Click the Login button
Houghton Mifflin Harcourt (6-11)	Florida Transformative Education (7/11)	Pearson (10-12)
<p style="text-align: center;">M/J Civics and US History</p> <p><i>Create your own Review Account:</i></p> <ol style="list-style-type: none"> Visit the HMH Florida site: learn.hmhco.com/SuccessFL Click the Sample Now button Enter the Sample Word: FLSS17 Click the Next button Fill out the registration form <p><i>Use the District Created Account:</i></p> <ol style="list-style-type: none"> Visit the HMH Florida site: https://my.hrw.com Enter the Username: KEMSF Enter the Password: Stlucie17! Click the Log In button 	<p style="text-align: center;">World History, US History, Economics with Financial Literacy, and US Government</p> <ol style="list-style-type: none"> Visit the FTE website: https://ctpapp.erecordsusa.com Click the Log In button Enter the Username: florida1@adoption2016.com Enter the Password: 1Florida! <p>Additional Links Civics: video pptx Additional Links US History: video pptx</p>	<p style="text-align: center;">World History, US History, Economics with Financial Literacy, and US Government</p> <ol style="list-style-type: none"> Visit the Pearson School site: pearsonschool.com/FloridaSS Click the Sign In button Enter the Username: Pearson_Florida_SS Enter the Password: Pearson1 Click the Sign-In button Click the Programs button to access the different courses <p>Additional Digital Link: video</p>

Instructional Material Review Survey for K-5: <http://survey.stlucie.k12.fl.us/TakeSurvey.aspx?SurveyID=K5TextReview>

Instructional Material Review Survey for 6-12: <http://survey.stlucie.k12.fl.us/TakeSurvey.aspx?SurveyID=612TextReview>

Course: _____ Reviewer: _____ Date: _____

Teachers,

Please use the attached rubric to review the social studies instructional materials that are up for a possible adoption. Many factors are taken into consideration when adopting new instructional materials, some of which is the extent to which the materials meet the depth of the standards, the content that is covered, and how it assists in students in their learning/teachers in creating meaningful, challenging, and engaging lessons. The rubrics that follow are based on a scale of 1-4 (1: Well Below Expectations, 2: Below Expectations, 3: Meets Expectations, 4: Exceeds Expectations). Please give a brief explanation for each of your scores and once done, transfer the points to this cover page.

We thank you for taking the time to thoroughly and thoughtfully review these materials.

-The Office of Teaching and Learning
St. Lucie Public Schools

		POINTS EARNED
SECTION A	ALIGNMENT WITH CURRICULUM REQUIREMENTS	
SECTION B	LEVEL OF TREATMENT OF CONTENT	
SECTION C	ACCURACY OF CONTENT	
SECTION D	CURRENTNESS OF CONTENT	
SECTION E	AUTHENTICITY OF CONTENT	
SECTION F	MULTICULTURAL REPRESENTATION	
SECTION G	COMPREHENSIVENESS OF TEACHER RESOURCES	
SECTION H	FRAMEWORK FOR QUALITY TEACHING AND LEARNING	
SECTION I	ALIGNMENT OF INSTRUCTIONAL COMPONENTS	
SECTION J	ORGANIZATION OF INSTRUCTIONAL MATERIALS	
STANDARDS		
TOTAL POINTS		

2017 Social Studies Textbook Adoption Rubric

		4 Exceeds Expectations	3 Meets Expectations	2 Below Expectations	1 Well Below Expectations
1.	Text Reviewed:				
A. ALIGNMENT WITH CURRICULUM REQUIREMENTS: Content must align with the state’s standards for the subject, grade level, and learning outcomes.					
2.	Correlations are provided to show exactly where and to what extent the instructional materials cover each required standard.*				
3.	The scope of the content addresses Florida’s required curriculum standards for the subject, grade level, and learning outcomes.*				
4.	The content of the major tool is complete enough to stand on its own.				
B. LEVEL OF TREATMENT OF CONTENT: The level of complexity or difficulty of content must be appropriate for the standards, student abilities and grade level, and time periods allowed for teaching.					
5.	Content contains sufficient details for students to understand the significance of the information presented and to engage in reflection and discussion.*				
6.	The amount of time devoted to topics reflects the complexity of the topics as outlined by the standards.*				

Include a brief explanation in each box.

2017 Social Studies Textbook Adoption Rubric

		4 Exceeds Expectations	3 Meets Expectations	2 Below Expectations	1 Well Below Expectations
C. ACCURACY OF CONTENT: Content must be accurate in historical context and contemporary facts and concepts.					
7.	The selection of content accurately represents the domain of knowledge and events including the generally accepted and prevalent theories, major concepts, laws, standards, and models used within the discipline of the subject area.*				
8.	Presentation of content should be free of typographical and visual errors.*				
D. CURRENTNESS OF CONTENT: Content must be up-to-date for the academic discipline and the context in which the content is presented.					
9.	Copyright dates for photographs and other materials and editions indicate sufficient currentness of content.*				
10.	Text or narrative, visuals, photographs, and other features reflect the time periods appropriate for the objectives and the intended learners.*				

Include a brief explanation in each box.

2017 Social Studies Textbook Adoption Rubric

		4 Exceeds Expectations	3 Meets Expectations	2 Below Expectations	1 Well Below Expectations
E. AUTHENTICITY OF CONTENT: Content should include problem-centered connections to life in a context that is meaningful to students.					
11.	Correlations are provided to show exactly where and to what extent the instructional materials cover each required standard.*				
12.	Materials include interdisciplinary connections linking a variety of subject areas.*				
F. MULTICULTURAL REPRESENTATION: Portrayal of gender, ethnicity, age, work situations, and various social groups must include multicultural fairness and advocacy.					
13.	Through balanced representation of cultures and groups in multiple settings, occupations, careers, and lifestyles, the materials support equal opportunity without regard for age, color, gender, disability, national origin, race, or religion.*				
14.	The materials embrace a multicultural context, not just through pictures, but through information about ways to honor differences and deal with conflicts, promote a positive self-image for members of all groups, and provide for the development of healthy attitudes and values.*				

Include a brief explanation in each box.

2017 Social Studies Textbook Adoption Rubric

		4 Exceeds Expectations	3 Meets Expectations	2 Below Expectations	1 Well Below Expectations
G. COMPREHENSIVENESS OF TEACHER RESOURCES: Resources must be complete enough to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.					
15.	Components and materials are easy to use.*				
16.	Materials support lesson planning, teaching, and learning.*				
17.	Suggestions are provided for adapting instruction for varying needs.*				
18.	Guidelines and resources are provided on how to implement and evaluate instruction.*				
19.	Resources are provided to use in classroom activities.*				

Include a brief explanation in each box.

2017 Social Studies Textbook Adoption Rubric

		4 Exceeds Expectations	3 Meets Expectations	2 Below Expectations	1 Well Below Expectations
H. FRAMEWORK FOR QUALITY TEACHING AND LEARNING: The materials reflect the best practices in effective teaching and learning as outlined within our framework.					
22.	Motivational Strategies: Instructional materials include features to maintain learner motivation.*				
23.	Teaching Big Ideas: Instructional materials thoroughly teach important ideas, concepts, or themes.*				
24.	Explicit Instruction: Instructional materials contain clear statements of information and outcomes.*				
25.	Guidance and Support: Instructional materials include guidance and support to help students safely and successfully become more independent learners and thinkers.*				
26.	Active Participation of Students: Instructional materials engage the physical and mental activity of students during the learning process.*				
27.	Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum. *				
28.	Targeted Assessment Strategies: Instructional materials should include assessment strategies that are known to be successful in determining how well students have achieved the targeted learning outcomes.*				

Include a brief explanation in each box.

2017 Social Studies Textbook Adoption Rubric

		4 Exceeds Expectations	3 Meets Expectations	2 Below Expectations	1 Well Below Expectations
I. ALIGNMENT OF INSTRUCTIONAL COMPONENTS: All components of an instructional package must align with each other, as well as with the curriculum.					
20.	All components of an instructional package—teacher’s edition and materials, student’s edition and materials, workbook, supplementary materials, and others—must be integrated and interdependent and must correspond with each other.*				
J. ORGANIZATION OF INSTRUCTIONAL MATERIALS: The structure and format of materials must have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences.					
21.	The materials are presented in a logical manner providing easy access to content through a visible format and structure.*				

Include a brief explanation in each box.

2017 Social Studies Textbook Adoption Rubric

		4 Exceeds Expectations	3 Meets Expectations	2 Below Expectations	1 Well Below Expectations
SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu’s view of separation of powers and John Locke’s theories related to natural law and how Locke’s social contract influenced the Founding Fathers.				
SS.7.C.1.2	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s <i>Common Sense</i> had on colonists’ views of government.				
SS.7.C.1.3	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.				
SS.7.C.1.4	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.				
SS.7.C.1.5	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.				
SS.7.C.1.6	Interpret the intentions of the Preamble of the Constitution.				
SS.7.C.1.7	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.				
SS.7.C.1.8	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.				
SS.7.C.1.9	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.				
SS.7.C.2.1	Define the term “citizen,” and identify legal means of becoming a U.S. citizen.				

2017 Social Studies Textbook Adoption Rubric

		4 Exceeds Expectations	3 Meets Expectations	2 Below Expectations	1 Well Below Expectations
SS.7.C.2.2	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.				
SS.7.C.2.3	Experience the responsibilities of citizens at the local, state, or federal levels.				
SS.7.C.2.4	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.				
SS.7.C.2.5	Distinguish how the Constitution safeguards and limits individual rights.				
SS.7.C.2.6	Simulate the trial process and the role of juries in the administration of justice.				
SS.7.C.2.7	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.				
SS.7.C.2.8	Identify America's current political parties, and illustrate their ideas about government.				
SS.7.C.2.9	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.				
SS.7.C.2.10	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.				
SS.7.C.2.11	Analyze media and political communications (bias, symbolism, propaganda).				

2017 Social Studies Textbook Adoption Rubric

		Exceeds Expectations	3 Meets Expectations	2 Below Expectations	1 Well Below Expectations
SS.7.C.2.12	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.				
SS.7.C.2.13	Examine multiple perspectives on public and current issues.				
SS.7.C.2.14	Conduct a service project to further the public good.				
SS.7.C.3.1	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).				
SS.7.C.3.2	Compare parliamentary, federal, confederal, and unitary systems of government.				
SS.7.C.3.3	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.				
SS.7.C.3.4	Identify the relationship and division of powers between the federal government and state governments.				
SS.7.C.3.5	Explain the constitutional amendment process.				
SS.7.C.3.6	Evaluate constitutional rights and their impact on individuals and society.				
SS.7.C.3.	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.				

2017 Social Studies Textbook Adoption Rubric

		4 Exceeds Expectations	3 Meets Expectations	2 Below Expectations	1 Well Below Expectations
SS.7.C.3.8	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.				
SS.7.C.3.9	Illustrate the lawmaking process at the local, state, and federal levels.				
SS.7.C.3.10	Identify sources and types (civil, criminal, constitutional, military) of law.				
SS.7.C.3.11	Diagram the levels, functions, and powers of courts at the state and federal levels.				
	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, <i>Marbury v. Madison</i> , <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , <i>Gideon v. Wainwright</i> , <i>Miranda v. Arizona</i> , <i>In re Gault</i> , <i>Tinker v. Des Moines</i> , <i>Hazelwood v. Kuhlmeier</i> , <i>United States v. Nixon</i> , and <i>Bush v. Gore</i> .				
SS.7.C.3.13	Compare the constitutions of the United States and Florida.				
SS.7.C.3.14	Differentiate between local, state, and federal governments' obligations and services.				
SS.7.C.4.1	Differentiate concepts related to U.S. domestic and foreign policy.				
SS.7.C.4.2	Recognize government and citizen participation in international organizations.				
SS.7.C.4.3	Describe examples of how the United States has dealt with international conflicts.				

Appendix A

Florida Statute Excerpts relating to Instructional Materials



FLORIDA STATUTES

K-20 EDUCATION CODE

Excerpts Pertaining to Instructional Materials

Chapter 1006 – SUPPORT FOR LEARNING
F. Instructional Materials for K-12 Public Education

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Title XLVIII K-20 EDUCATION CODE
Chapter 1006
SUPPORT FOR LEARNING
F. Instructional Materials for K-12 Public Education

1006.28 Duties of district school board, district school superintendent; and school principal regarding K-12 instructional materials.--

¹(1) DISTRICT SCHOOL BOARD.—The district school board has the constitutional duty and responsibility to select and provide adequate instructional materials for all students in accordance with the requirements of this part. The term “adequate instructional materials” means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serve as the basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature. The district school board has the following specific duties and responsibilities:

(a) Courses of study; adoption.—Adopt courses of study, including instructional materials, for use in the schools of the district.

1. Each district school board is responsible for the content of all instructional materials used in a classroom, whether adopted and purchased from the state-adopted instructional materials list, adopted and purchased through a district instructional materials program under s. 1006.283, or otherwise purchased or made available in the classroom.
2. Each district school board must adopt a policy regarding a parent’s objection to his or her child’s use of a specific instructional material, which clearly describes a process to handle all objections and provides for resolution.
3. Each district school board must establish a process by which the parent of a public school student may contest the district school board’s adoption of a specific instructional material. The parent must file a petition, on a form provided by the school board, within 30 calendar days after the adoption of the material by the school board. The school board must make the form available to the public and publish the form on the school district’s

website. The form must be signed by the parent, include the required contact information, and state the objection to the instructional material. Within 30 days after the 30-day period has expired, the school board must conduct at least one open public hearing on all petitions timely received and provide the petitioner written notification of the date and time of the hearing at least 7 days before the hearing. All instructional materials contested must be made accessible online to the public at least 7 days before a public hearing. The school board's decision after convening a hearing is final and not subject to further petition or review.

(b) Instructional materials.—Provide for proper requisitioning, distribution, accounting, storage, care, and use of all instructional materials and furnish such other instructional materials as may be needed. Instructional materials used must be consistent with the district goals and objectives and the course descriptions established in rule of the State Board of Education, as well as with the applicable Next Generation Sunshine State Standards provided for in s. 1003.41.

(c) Other instructional materials.—Provide such other teaching accessories and aids as are needed for the school district's educational program.

(d) School library media services; establishment and maintenance.—Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system.

(2) DISTRICT SCHOOL SUPERINTENDENT.—

(a) The district school superintendent has the duty to recommend such plans for improving, providing, distributing, accounting for, and caring for instructional materials and other instructional aids as will result in general improvement of the district school system, as prescribed in this part, in accordance with adopted district school board rules prescribing the duties and responsibilities of the district school superintendent regarding the requisition, purchase, receipt, storage, distribution, use, conservation, records, and reports of, and management practices and property accountability concerning, instructional materials, and providing for an evaluation of any instructional materials to be requisitioned that have not been used previously in the district's schools. The district school superintendent must keep adequate records and accounts for all financial transactions for funds collected pursuant to subsection (3), as a component of the educational service delivery scope in a school district best financial management practices review under s. 1008.35.

(b) Each district school superintendent shall notify the department by April 1 of each year the state-adopted instructional materials that will be requisitioned for use in his or her school district. The notification shall

include a district school board plan for instructional materials use to assist in determining if adequate instructional materials have been requisitioned.

(3) **SCHOOL PRINCIPAL.**—The school principal has the following duties for the management and care of instructional materials at the school:

(a) **Proper use of instructional materials.**—The principal shall assure that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed, to adopted district school board rule. The school principal shall communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school.

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

(c) **Sale of instructional materials.**—The school principal, upon request of the parent of a student in the school, shall sell to the parent any instructional materials used in the school. All such sales shall be made pursuant to rule adopted by the district school board, and the principal shall annually provide information to parents that they may purchase instructional materials and how to purchase the materials.

(d) **Disposition of funds.**—All money collected from the sale, exchange, loss, or damage of instructional materials shall be transmitted to the district school superintendent to be deposited in the district school board fund and added to the district appropriation for instructional materials.

(e) **Accounting for instructional materials.**—Principals shall see that all instructional materials are fully and properly accounted for as prescribed by adopted rules of the district school board.

History.—s. 303, ch. 2002-387; s. 18, ch. 2009-59; s. 1, ch. 2009-222; s. 17, ch. 2010-154; s. 18, ch. 2011-55; s. 1, ch. 2013-237; s. 1, ch. 2014-15; s. 60, ch. 2014-39.

¹Note.—Section 6, ch. 2014-15, provides that “[t]his act does not limit or remove the responsibility of each school district to include in its curriculum the required instruction specified in s. 1003.42, Florida Statutes, including, but not limited to, the following: the history of the United States; the history of the Holocaust; the history of African Americans; the study of Hispanic contributions to the United States; the study of women’s

contributions to the United States; the nature and importance of free enterprise to the United States economy; patriotism; the events surrounding the terrorist attacks occurring on September 11, 2001, and the impact of those events on the nation; the elementary principles of agriculture; and kindness to animals.”

¹1006.283 District school board instructional materials review process.—

(1) A district school board or consortium of school districts may implement an instructional materials program that includes the review, recommendation, adoption, and purchase of instructional materials. The district school superintendent shall certify to the department by March 31 of each year that all instructional materials for core courses used by the district are aligned with applicable state standards. A list of the core instructional materials that will be used or purchased for use by the school district shall be included in the certification.

(2)(a) If a district school board chooses to implement its own instructional materials program, the school board shall adopt rules implementing the district’s instructional materials program which must include its processes, criteria, and requirements for the following:

1. Selection of reviewers, one or more of whom must be parents with children in public schools.
2. Review of instructional materials.
3. Selection of instructional materials, including a thorough review of curriculum content.
4. Reviewer recommendations.
5. District school board adoption.
6. Purchase of instructional materials.

(b) District school board rules must also:

1. Identify, by subject area, a review cycle for instructional materials.
2. Specify the qualifications for an instructional materials reviewer and the process for selecting reviewers; list a reviewer’s duties and responsibilities, including compliance with the requirements of s. 1006.31; and provide that all instructional materials recommended by a reviewer be accompanied by the reviewer’s statement that the materials align with the state standards pursuant to s. 1003.41 and the requirements of s. 1006.31.
3. State the requirements for an affidavit to be made by each district instructional materials reviewer which substantially meet the requirements of s. 1006.30.
4. Comply with s. 1006.32, relating to prohibited acts.
5. Establish a process that certifies the accuracy of instructional materials.
6. Incorporate applicable requirements of s. 1006.31, which relates to the duties of instructional materials reviewers.
7. Incorporate applicable requirements of s. 1006.38, relating to the duties, responsibilities, and requirements of publishers of instructional materials.
8. Establish the process by which instructional materials are adopted by the district school board, which must include:
 - a. A process to allow student editions of recommended instructional materials to be accessed and viewed online by the public at least 20 calendar days before the school board hearing and public meeting as specified in this subparagraph. This process must include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.
 - b. An open, noticed school board hearing to receive public comment on the recommended instructional materials.

- c. An open, noticed public meeting to approve an annual instructional materials plan to identify any instructional materials that will be purchased through the district school board instructional materials review process pursuant to this section. This public meeting must be held on a different date than the school board hearing.
- d. Notice requirements for the school board hearing and the public meeting that must specifically state which instructional materials are being reviewed and the manner in which the instructional materials can be accessed for public review.
- 9. Establish the process by which the district school board shall receive public comment on, and review, the recommended instructional materials.
- 10. Establish the process by which instructional materials will be purchased, including advertising, bidding, and purchasing requirements.
- 11. Establish the process by which the school district will notify parents of their ability to access their children's instructional materials through the district's local instructional improvement system and by which the school district will encourage parents to access the system. This notification must be displayed prominently on the school district's website and provided annually in written format to all parents of enrolled students.

(3)(a) The school board may assess and collect fees from publishers participating in the instructional materials approval process. The amount assessed and collected must be posted on the school district's website and reported to the department. The fees may not exceed the actual cost of the review process, and the fees may not exceed \$3,500 per submission by a publisher. Any fees collected for this process shall be allocated for the support of the review process and maintained in a separate line item for auditing purposes.

(b) The fees shall be used to cover the actual cost of substitute teachers for each workday that a member of a school district's instructional staff is absent from his or her assigned duties for the purpose of rendering service as an instructional materials reviewer. In addition, each reviewer may be paid a stipend and is entitled to reimbursement for travel expenses and per diem in accordance with s. 112.061 for actual service in meetings.

(4) Instructional materials that have been reviewed by the district instructional materials reviewers and approved must have been determined to align with all applicable state standards pursuant to s. 1003.41 and the requirements in s. 1006.31. The district school superintendent shall annually certify to the department that all instructional materials for core courses used by the district are aligned with all applicable state standards and have been reviewed, selected, and adopted by the district school board in accordance with the school board hearing and public meeting requirements of this section.

(5) A publisher that offers instructional materials to a district school board must provide such materials at a price that, including all costs of electronic transmission, does not exceed the lowest price at which the publisher offers such instructional materials for approval or sale to any state or school district in the United States.

(6) A publisher shall reduce automatically the price of the instructional materials to the district school board to the extent that reductions in price are made elsewhere in the United States.

(7) The school district shall make available, upon request for public inspection, sample copies of all instructional materials that have been purchased by the district school board.

History.—s. 2, ch. 2013-237; s. 2, ch. 2014-15.

¹Note.—Section 6, ch. 2014-15, provides that “[t]his act does not limit or remove the responsibility of each school district to include in its curriculum the required instruction specified in s. 1003.42, Florida Statutes, including, but not limited to, the following: the history of the United States; the history of the Holocaust; the

history of African Americans; the study of Hispanic contributions to the United States; the study of women’s contributions to the United States; the nature and importance of free enterprise to the United States economy; patriotism; the events surrounding the terrorist attacks occurring on September 11, 2001, and the impact of those events on the nation; the elementary principles of agriculture; and kindness to animals.”

1006.29 State instructional materials reviewers.—

(1)(a) The commissioner shall determine annually the areas in which instructional materials shall be submitted for adoption, taking into consideration the desires of the district school boards. The commissioner shall also determine the number of titles to be adopted in each area.

(b) By April 15 of each school year, the commissioner shall appoint three state or national experts in the content areas submitted for adoption to review the instructional materials and evaluate the content for alignment with the applicable Next Generation Sunshine State Standards. These reviewers shall be designated as state instructional materials reviewers and shall review the materials for the level of instructional support and the accuracy and appropriateness of progression of introduced content. Instructional materials shall be made electronically available to the reviewers. The initial review of the materials shall be made by only two of the three reviewers. If the two reviewers reach different results, the third reviewer shall break the tie. The reviewers shall independently make recommendations to the commissioner regarding materials that should be placed on the list of adopted materials through an electronic feedback review system.

(c) The commissioner shall request each district school superintendent to nominate one classroom teacher or district-level content supervisor to review two or three of the submissions recommended by the state instructional materials reviewers. School districts shall ensure that these district reviewers are provided with the support and time necessary to accomplish a thorough review of the instructional materials. District reviewers shall independently rate the recommended submissions on the instructional usability of the resources.

(d) The department may assess and collect fees from publishers participating in the instructional materials approval process. The amount assessed and collected must be posted on the department’s website. The fees may not exceed the actual cost of the review process and may not exceed \$1,000 per submission by a publisher. Fees collected for this process shall be deposited into the department’s Operating Trust Fund so that each instructional materials reviewer under paragraph (b) may be paid a stipend.

(2) For purposes of state adoption, the term “instructional materials” means items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer

courseware or software. A publisher or manufacturer providing instructional materials as a single bundle shall also make the instructional materials available as separate and unbundled items, each priced individually. A publisher may also offer sections of state-adopted instructional materials in digital or electronic versions at reduced rates to districts, schools, and teachers.

(3) Beginning in the 2015-2016 academic year, all adopted instructional materials for students in kindergarten through grade 12 must be provided in an electronic or digital format. For purposes of this section, the term:

(a) “Electronic format” means text-based or image-based content in a form that is produced on, published by, and readable on computers or other digital devices and is an electronic version of a printed book, whether or not any printed equivalent exists.

(b) “Digital format” means text-based or image-based content in a form that provides the student with various interactive functions; that can be searched, tagged, distributed, and used for individualized and group learning; that includes multimedia content such as video clips, animations, and virtual reality; and that has the ability to be accessed at any time and anywhere.

The terms do not include electronic or computer hardware even if such hardware is bundled with software or other electronic media, nor does it include equipment or supplies.

(4) The department shall develop a training program for persons selected as state instructional materials reviewers and school district reviewers. The program shall be structured to assist reviewers in developing the skills necessary to make valid, culturally sensitive, and objective decisions regarding the content and rigor of instructional materials. All persons serving as instructional materials reviewers must complete the training program prior to beginning the review and selection process.

History.—s. 304, ch. 2002-387; s. 1950, ch. 2003-261; s. 19, ch. 2010-154; s. 21, ch. 2011-55; s. 11, ch. 2013-45; s. 3, ch. 2014-15.

1006.30 Affidavit of state instructional materials reviewers.—

Before transacting any business, each state instructional materials reviewer shall make an affidavit, to be filed with the department, that:

(1) The reviewer will faithfully discharge the duties imposed upon him or her.

- (2) The reviewer has no interest in any publishing or manufacturing organization that produces or sells instructional materials.
- (3) The reviewer is in no way connected with the distribution of the instructional materials.
- (4) The reviewer does not have any direct or indirect pecuniary interest in the business or profits of any person engaged in manufacturing, publishing, or selling instructional materials designed for use in the public schools.
- (5) The reviewer will not accept any emolument or promise of future reward of any kind from any publisher or manufacturer of instructional materials or his or her agent or anyone interested in, or intending to bias his or her judgment in any way in, the selection of any materials to be adopted.
- (6) The reviewer understands that it is unlawful to discuss matters relating to instructional materials submitted for adoption with any agent of a publisher or manufacturer of instructional materials, either directly or indirectly, except during the period when the publisher or manufacturer is providing a presentation for the reviewer during his or her review of the instructional materials submitted for adoption.

History.—s. 305, ch. 2002-387; s. 22, ch. 2011-55.

1006.31 Duties of the Department of Education and school district instructional materials reviewer.—

The duties of the instructional materials reviewer are:

(1) PROCEDURES.—To adhere to procedures prescribed by the department or the district for evaluating instructional materials submitted by publishers and manufacturers in each adoption. This section applies to both the state and district approval process.

¹(2) EVALUATION OF INSTRUCTIONAL MATERIALS.— To use the selection criteria listed in s. 1006.34(2)(b) and recommend for adoption only those instructional materials aligned with the Next Generation Sunshine State Standards provided for in s. 1003.41. Instructional materials recommended by each reviewer shall be, to the satisfaction of each reviewer, accurate, objective, balanced, noninflammatory, current, and suited to student needs and their ability to comprehend the material presented. Reviewers shall consider for recommendation materials developed for academically talented students, such as students enrolled in advanced placement courses. When recommending instructional materials, each reviewer shall:

(a) Include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive

roles, and the role and contributions of the entrepreneur and labor in the total development of this state and the United States.

(b) Include only materials that accurately portray, whenever appropriate, humankind's place in ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances.

(c) Include materials that encourage thrift, fire prevention, and humane treatment of people and animals.

(d) Require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. A reviewer may not recommend any instructional materials that contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation.

(3) **REPORT OF REVIEWERS.**—After a thorough study of all data submitted on each instructional material, to submit an electronic report to the department. The report shall be made public and must include responses to each section of the report format prescribed by the department.

History.—s. 306, ch. 2002-387; s. 103, ch. 2004-357; s. 23, ch. 2011-55; s. 3, ch. 2013-237; s. 4, ch. 2014-15; s. 61, ch. 2014-39.

¹Note.—Section 6, ch. 2014-15, provides that “[t]his act does not limit or remove the responsibility of each school district to include in its curriculum the required instruction specified in s. 1003.42, Florida Statutes, including, but not limited to, the following: the history of the United States; the history of the Holocaust; the history of African Americans; the study of Hispanic contributions to the United States; the study of women’s contributions to the United States; the nature and importance of free enterprise to the United States economy; patriotism; the events surrounding the terrorist attacks occurring on September 11, 2001, and the impact of those events on the nation; the elementary principles of agriculture; and kindness to animals.”

1006.32 Prohibited acts.—

(1) A publisher or manufacturer of instructional material, or any representative thereof, may not offer to give any emolument, money, or other valuable thing, or any inducement, to any district school board official or state instructional materials reviewer to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional materials.

(2) A district school board official or a state instructional materials reviewer may not solicit or accept any emolument, money, or other valuable thing, or any inducement, to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material.

(3) A district school board or publisher may not participate in a pilot program of materials being considered for adoption during the 18-month period before the official adoption of the materials by the commissioner. Any pilot program during the first 2 years of the adoption period must have the prior approval of the commissioner.

(4) Any publisher or manufacturer of instructional materials or representative thereof or any district school board official or state instructional materials reviewer who violates any provision of this section commits a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083. Any representative of a publisher or manufacturer who violates any provision of this section, in addition to any other penalty, shall be banned from practicing business in the state for a period of 1 calendar year.

(5) This section does not prohibit any publisher, manufacturer, or agent from supplying, for purposes of examination, necessary sample copies of instructional materials to any district school board official or state instructional materials reviewer.

(6) This section does not prohibit a district school board official or state instructional materials reviewer from receiving sample copies of instructional materials.

(7) This section does not prohibit or restrict a district school board official from receiving royalties or other compensation, other than compensation paid to him or her as commission for negotiating sales to district school boards, from the publisher or manufacturer of instructional materials written, designed, or prepared by such district school board official, and adopted by the commissioner or purchased by any district school board. No district school board official shall be allowed to receive royalties on any materials not on the state-adopted list purchased for use by his or her district school board.

(8) A district school superintendent, district school board member, teacher, or other person officially connected with the government or direction of public schools may not receive during the months actually engaged in performing duties under his or her contract any private fee, gratuity, donation, or compensation, in any manner whatsoever, for promoting the sale or exchange of any instructional material, map, or chart in any public school, or be an agent for the sale or the publisher of any instructional material or reference work, or have a direct or indirect pecuniary interest in the introduction of any such instructional material, and any such agency or interest shall disqualify any person so acting or interested from holding any district school board employment whatsoever, and the person commits a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083; however, this subsection does not prevent the adoption of any instructional material written in whole or in part by a Florida author.

History.— -387; s. 24, ch. 2011-55.

1006.33 Bids or proposals; advertisement and its contents.—

- (1)(a) Beginning on or before May 15 of any year in which an instructional materials adoption is to be initiated, the department shall advertise in the Florida Administrative Weekly 4 weeks preceding the date on which the bids shall be received, that at a certain designated time, not later than June 15, sealed bids or proposals to be deposited with the department will be received from publishers or manufacturers for the furnishing of instructional materials proposed to be adopted as listed in the advertisement beginning April 1 following the adoption.
- (b) The advertisement shall state that, beginning in 2010-2011, each bidder shall furnish electronic sample copies of all instructional materials submitted, at a time designated by the department, which copies shall be identical with the copies approved and accepted by state instructional materials reviewers, as prescribed in this section, and with the copies furnished to the department and district school superintendents, as provided in this part. A school district may not request samples in addition to the electronic sample copies.
- (c) The advertisement shall state that a contract covering the adoption of the instructional materials shall be for a definite term.
- (d) The advertisement shall fix the time within which the required contract must be executed and shall state that the department reserves the right to reject any or all bids.
- (e) The advertisement shall give information regarding digital specifications that have been adopted by the department, including minimum format requirements that will enable electronic and digital content to be accessed through the district's local instructional improvement system and a variety of mobile, electronic, and digital devices. Beginning with specifications released in 2014, the digital specifications shall include requiring the capability for searching by state standards and site and student-level licensing. Such digital format specifications shall be appropriate for the interoperability of the content. The department may not adopt specifications that require the instructional materials to include specific references to FCAT and Next Generation Sunshine State Standards and benchmarks at the point of student use.
- (2) The bids submitted shall be for furnishing the designated materials in accordance with specifications of the department. The bid shall state the lowest wholesale price at which the materials will be furnished, at the time the adoption period provided in the contract begins.
- (3) The department shall require each publisher or manufacturer of instructional materials who submits a bid under this section to deposit with the department, the amount to be not less than \$500 and not more than \$2,500, according to the number of instructional materials covered by the bid, which deposit shall be forfeited to the state and placed in the General

Revenue Fund if the bidder making the deposit fails or refuses to execute the contract and bond within 30 days after receipt of the contract in case his or her bid or proposal is accepted. The commissioner shall, upon determining that the deposit is correct and proper, transmit the deposit to the Chief Financial Officer, who shall deposit the funds for credit to the Textbook Bid Trust Fund and issue his or her official receipt.

(4) Sample copies of all instructional materials that have been made the bases of contracts under this part shall, upon request for the purpose of public inspection, be made available by the publisher to the department and the district school superintendent of each district school board that adopts the instructional materials from the state list upon request for the purpose of public inspection.

History.—s. 308, ch. 2002-387; s. 1951, ch. 2003-261; s. 20, ch. 2010-154; s. 25, ch. 2011-55; s. 60, ch. 2013-14.

1006.34 Powers and duties of the commissioner and the department in selecting and adopting instructional materials.—

(1) PROCEDURES FOR EVALUATING INSTRUCTIONAL MATERIALS.—The State Board of Education shall adopt rules prescribing the procedures by which the department shall evaluate instructional materials submitted by publishers and manufacturers in each adoption. Included in these procedures shall be provisions affording each publisher or manufacturer or his or her representative an opportunity to provide a virtual presentation to state instructional materials reviewers on the merits of each instructional material submitted in each adoption.

(2) SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS.—

(a) The department shall notify all publishers and manufacturers of instructional materials who have submitted bids that within 3 weeks after the deadline for receiving bids, at a designated time and place, it will open the bids submitted and deposited with it. At the time and place designated, the bids shall be opened, read, and tabulated in the presence of the bidders or their representatives. No one may revise his or her bid after the bids have been filed. When all bids have been carefully considered, the commissioner shall, from the list of suitable, usable, and desirable instructional materials reported by the state instructional materials reviewers, select and adopt instructional materials for each grade and subject field in the curriculum of public elementary, middle, and high schools in which adoptions are made and in the subject areas designated in the advertisement. The adoption shall continue for the period specified in the advertisement, beginning on the ensuing April 1. The adoption shall not prevent the extension of a contract as provided in subsection (3). The commissioner shall always reserve the right to reject any and all bids. The commissioner may ask for new sealed bids from publishers or manufacturers whose instructional materials were recommended by the state instructional materials reviewers as suitable, usable, and desirable; specify the dates for filing such bids and the date on

which they shall be opened; and proceed in all matters regarding the opening of bids and the awarding of contracts as required by this part. In all cases, bids shall be accompanied by a cash deposit or certified check of from \$500 to \$2,500, as the department may direct. The department, in adopting instructional materials, shall give due consideration both to the prices bid for furnishing instructional materials and to the report and recommendations of the state instructional materials reviewers. When the commissioner has finished with the report of the state instructional materials reviewers, the report shall be filed and preserved with the department and shall be available at all times for public inspection.

(b) In the selection of instructional materials, library media, and other reading material used in the public school system, the standards used to determine the propriety of the material shall include:

1. The age of the students who normally could be expected to have access to the material.
2. The educational purpose to be served by the material. In considering instructional materials for classroom use, priority shall be given to the selection of materials which encompass the state and district school board performance standards provided for in s. 1001.03(1) and which include the instructional objectives contained within the curriculum frameworks approved by rule of the State Board of Education.
3. The degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program.
4. The consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state.

Any instructional material containing pornography or otherwise prohibited by s. 847.012 may not be used or made available within any public school.

(3) **CONTRACT WITH PUBLISHERS OR MANUFACTURERS; BOND.**—As soon as practicable after the commissioner has adopted any instructional materials and all bidders that have secured the adoption of any instructional materials have been notified thereof by registered letter, the department shall prepare a contract in proper form with every bidder awarded the adoption of any instructional materials. Each contract shall be executed by the commissioner, one copy to be kept by the contractor and one copy to be filed with the department. After giving due consideration to comments by the district school boards, the commissioner, with the agreement of the publisher, may extend or shorten a contract period for a period not to exceed 2 years; and the terms of any such contract shall remain the same as in the original contract. Any publisher or manufacturer to whom any contract is let under this part must give bond in such amount as the department requires, payable to the state, conditioned for the faithful, honest, and exact performance of the contract. The bond must provide for the payment of reasonable attorney's fees in case of recovery in any suit thereon. The surety on the bond must be a guaranty or surety company lawfully authorized to do business in the state; however, the bond shall not be exhausted by a single recovery but may be sued upon from time to time until the full amount thereof is recovered, and the department may at any time, after giving 30 days' notice, require additional security or additional bond. The form of any bond or bonds or contract or contracts under this part shall be prepared and

approved by the department. At the discretion of the department, a publisher or manufacturer to whom any contract is let under this part may be allowed a cash deposit in lieu of a bond, conditioned for the faithful, honest, and exact performance of the contract. The cash deposit, payable to the department, shall be placed in the Textbook Bid Trust Fund. The department may recover damages on the cash deposit given by the contractor for failure to furnish instructional materials, the sum recovered to inure to the General Revenue Fund.

(4) **REGULATIONS GOVERNING THE CONTRACT.**—The department may, from time to time, take any necessary actions, consistent with this part, to secure the prompt and faithful performance of all instructional materials contracts; and if any contractor fails or refuses to furnish instructional materials as provided in this part or otherwise breaks his or her contract, the department may sue on the required bond in the name of the state, in the courts of the state having jurisdiction, and recover damages on the bond given by the contractor for failure to furnish instructional materials, the sum recovered to inure to the General Revenue Fund.

(5) **RETURN OF DEPOSITS.**—

(a) The successful bidder shall be notified by registered mail of the award of contract and shall, within 30 days after receipt of the contract, execute the proper contract and post the required bond. When the bond and contract have been executed, the department shall notify the Chief Financial Officer and request that a warrant be issued against the Textbook Bid Trust Fund payable to the successful bidder in the amount deposited pursuant to this part. The Chief Financial Officer shall issue and forward the warrant to the department for distribution to the bidder.

(b) At the same time or prior thereto, the department shall inform the Chief Financial Officer of the names of the unsuccessful bidders. Upon receipt of such notice, the Chief Financial Officer shall issue warrants against the Textbook Bid Trust Fund payable to the unsuccessful bidders in the amounts deposited pursuant to this part and shall forward the warrants to the department for distribution to the unsuccessful bidders.

(c) One copy of each contract and an original of each bid, whether accepted or rejected, shall be preserved with the department for at least 3 years after the termination of the contract.

(6) **DEPOSITS FORFEITED.**—If any successful bidder fails or refuses to execute contract and bond within 30 days after receipt of the contract, the cash deposit shall be forfeited to the state and placed by the Chief Financial Officer in the General Revenue Fund.

(7) **FORFEITURE OF CONTRACT AND BOND.**—If any publisher or manufacturer of instructional materials fails or refuses to furnish instructional materials as provided in the contract, the publisher's or manufacturer's bond is forfeited and the commissioner must make another contract.

History.—s. 309, ch. 2002-387; s. 1952, ch. 2003-261; s. 26, ch. 2011-55.

1006.35 Accuracy of instructional materials.—

(1) In addition to relying on statements of publishers or manufacturers of instructional materials, the commissioner may conduct or cause to be conducted an independent investigation to determine the accuracy of state-adopted instructional materials.

(2) When errors in state-adopted materials are confirmed, the publisher of the materials shall provide to each district school board that has purchased the materials the corrections in a format approved by the department.

(3) The commissioner may remove materials from the list of state-adopted materials if he or she finds that the content is in error and the publisher refuses to correct the error when notified by the department.

(4) The commissioner may remove materials from the list of state-adopted materials at the request of the publisher if, in his or her opinion, there is no material impact on the state's education goals.

History.—s. 310, ch. 2002-387; s. 27, ch. 2011-55.

1006.36 Term of adoption for instructional materials.—

(1) The term of adoption of any instructional materials must be a 5-year period beginning on April 1 following the adoption, except that the commissioner may approve terms of adoption of less than 5 years for materials in content areas which require more frequent revision. Any contract for instructional materials may be extended as prescribed in s. 1006.34(3).

(2) The department shall publish annually an official schedule of subject areas to be called for adoption for each of the succeeding 2 years, and a tentative schedule for years 3, 4, and 5. If extenuating circumstances warrant, the commissioner may add one or more subject areas to the official schedule, in which event the commissioner shall develop criteria for such additional subject area or areas and make them available to publishers as soon as practicable before the date on which bids are due. The schedule shall be developed so as to promote balance among the subject areas so that the required expenditure for new instructional materials is approximately the same each year in order to maintain curricular consistency.

History.—s. 311, ch. 2002-387; s. 28, ch. 2011-55.

1006.37 Requisition of instructional materials from publisher's depository.—

(1) The district school superintendent shall requisition adopted instructional materials from the depository of the publisher with whom a contract has been made. However, the superintendent shall requisition current instructional materials to provide each student with a textbook or other materials as a major tool of instruction in core courses of the subject areas specified in s. 1006.40(2). These materials must be requisitioned within the first 3 years of the adoption cycle, except for instructional materials related to growth of student membership or instructional materials maintenance needs. The superintendent may requisition instructional materials in the core subject areas specified in s. 1006.40(2) that are related to growth of student membership or instructional materials maintenance needs during the 3rd, 4th, 5th, and 6th years of the original contract period.

(2) The district school superintendent shall verify that the requisition is complete and accurate and order the depository to forward to him or her the adopted instructional materials shown by the requisition. The depository shall prepare an invoice of the materials shipped, including shipping charges, and mail it to the superintendent to whom the shipment is being made. The superintendent shall pay the depository within 60 days after receipt of the requisitioned materials from the appropriation for the purchase of adopted instructional materials.

3) A district school board or a consortium of school districts which implements an instructional materials program pursuant to s. 1006.283 is not required to requisition instructional materials from the publisher's depository.

History.—s. 312, ch. 2002-387; s. 4, ch. 2013-237.

1006.38 Duties, responsibilities, and requirements of instructional materials publishers and manufacturers.— This section applies to both the state and district approval processes. Publishers and manufacturers of instructional materials, or their representatives, shall:

(1) Comply with all provisions of this part.

(2) Electronically deliver fully developed sample copies of all instructional materials upon which bids are based to the department pursuant to procedures adopted by the State Board of Education.

(3)

(a) Detailed specifications of the physical characteristics of the instructional materials, including any software or technological tools required for use by the district, school, teachers, or students. The publisher or

manufacturer shall comply with these specifications if the instructional materials are adopted and purchased in completed form.

(b) Evidence that the publisher or manufacturer has provided materials that address the performance standards provided for in s. 1001.03(1) and that can be accessed through the district's local instructional improvement system and a variety of electronic, digital, and mobile devices.

(c) Evidence that the instructional materials include specific references to statewide standards in the teacher's manual and incorporate such standards into chapter tests or the assessments.

(4) Make available for purchase by any district school board any diagnostic, criterion-referenced, or other tests that they may develop.

(5) Furnish the instructional materials offered by them at a price in the state which, including all costs of electronic transmission, may not exceed the lowest price at which they offer such instructional materials for adoption or sale to any state or school district in the United States.

(6) Reduce automatically the price of the instructional materials to any district school board to the extent that reductions are made elsewhere in the United States.

(7) Provide any instructional materials free of charge in the state to the same extent as they are provided free of charge to any state or school district in the United States.

(8) Guarantee that all copies of any instructional materials sold in this state will be at least equal in quality to the copies of such instructional materials that are sold elsewhere in the United States and will be kept revised, free from all errors, and up- -date as may be required by the department.

(9) Agree that any supplementary material developed at the district or state level does not violate the author's or publisher's copyright, provided such material is developed in accordance with the doctrine of fair use.

(10) Not in any way, directly or indirectly, become associated or connected with any combination in restraint of trade in instructional materials, nor enter into any understanding, agreement, or combination to control prices or restrict competition in the sale of instructional materials for use in the state.

(11) Maintain or contract with a depository in the state.

(12) For the core subject areas specified in s. 1006.40(2), maintain in the depository for the first 3 years of the contract an inventory of instructional materials sufficient to receive and fill orders.

(13) For the core subject areas specified in s. 1006.40(2), ensure the availability of an inventory sufficient to receive and fill orders for instructional materials for growth, including the opening of a new school, and replacement during the 3rd and subsequent years of the original contract period.

(14) Accurately and fully disclose only the names of those persons who actually authored the instructional materials ove from the list
of state-adopted instructional materials those instructional materials whose publisher or manufacturer misleads the purchaser by falsely representing genuine authorship.

(15) Grant, without prior written request, for any copyright held by the publisher or its agencies automatic permission to the department or its agencies for the reproduction of instructional materials and supplementary materials in braille, large print, or other appropriate format for use by visually impaired students or other students with disabilities that would benefit from use of the materials.

(16) Upon the willful failure of the publisher or manufacturer to comply with the requirements of this section, be liable to the department in the amount of three times the total sum which the publisher or manufacturer was paid in excess of the price required under subsections (5) and (6) and in the amount of three times the total value of the instructional materials and services which the district school board is entitled to receive free of charge under subsection (7).

History.—s. 313, ch. 2002-387; s. 29, ch. 2011-55; s. 5, ch. 2013-237.

1006.39 Production and dissemination of educational materials and products by department.—

(1) Educational materials and products developed by or under the direction of the department, through research and development or other efforts, including those subject to copyright, patent, or trademark, shall be made available for use by teachers, students, administrators, and other appropriate persons in the state system of education at the earliest practicable date and in the most economical and efficient manner possible.

(2) To accomplish this objective, the department may publish, produce, or have produced educational materials and products and make them readily available for appropriate use in the state system of education. The department may charge an amount adequate to cover the essential cost of producing and disseminating such

materials and products in the state system of education and may sell copies for educational use to private schools in the state and to the public.

(3) All proceeds from the sale of educational materials and products shall be remitted to the Chief Financial Officer and shall be kept in a separate fund to be known as the “Educational Media and Technology Trust Fund” and, when properly budgeted as approved by the Legislature and the Executive Office of the Governor, used to pay the cost of producing and disseminating educational materials and products.

(4) In cases in which the educational materials or products are of such nature, or the circumstances are such, that it is not practicable or feasible for the department to produce or have produced materials and products so developed, it may, after review and approval by the Department of State, license, lease, assign, sell, or otherwise give written consent to any person, firm or corporation for the manufacture or use thereof, on a royalty basis, or for such other consideration as the department finds proper and in the best interest of the state. The department shall protect educational materials and products against improper or unlawful use or infringement and enforce the collection of any sums due for the manufacture or use thereof by any other party.

(5) The department shall not enter into the business of producing or publishing instructional materials for general use in classrooms.

History.—s. 314, ch. 2002-387; s. 1953, ch. 2003-261; s. 30, ch. 2011-55.

1006.40 Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books.—

(1) On or before July 1 each year, the commissioner shall certify to each district school superintendent the estimated allocation of state funds for instructional materials, computed pursuant to the provisions of s. 1011.67 for the ensuing fiscal year.

¹(2) Each district school board must purchase current instructional materials to provide each student in kindergarten through grade 12 with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Such purchase must be made within the first 3 years after the effective date of the adoption cycle unless a district school board or a consortium of school districts has implemented an instructional materials program pursuant to s. 1006.283.

(3)²(a) Beginning with the 2015-2016 fiscal year, each district school board shall use at least 50 percent of the annual allocation for the purchase of digital or electronic instructional materials that align with state standards included on the state-adopted list, except as otherwise authorized in paragraphs (b) and (c).

(b) Up to 50 percent of the annual allocation may be used for the purchase of instructional materials, including library and reference books and nonprint materials, not included on the state-adopted list and for the repair and renovation of textbooks and library books.

(c) District school boards may use 100 percent of that portion of the annual allocation designated for the purchase of instructional materials for kindergarten, and 75 percent of that portion of the annual allocation designated for the purchase of instructional materials for first grade, to purchase materials not on the state-adopted list.

(4) The funds described in subsection (3) which district school boards may use to purchase materials not on the state-adopted list shall be used for the purchase of instructional materials or other items having intellectual content which assist in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, replacements for items which were part of previously purchased instructional materials, consumables, learning laboratories, manipulatives, electronic media, computer courseware or software, and other commonly accepted instructional tools as prescribed by district school board rule.

¹(5) Each district school board is responsible for the content of all instructional materials used in a classroom, whether purchased through an adoption process or otherwise purchased or made available in the classroom. Each district school board shall adopt rules, and each district school superintendent shall implement procedures, that:

(a) Maximize student use of the district-approved instructional materials.

(b) Provide a process for public review of, public comment on, and the adoption of instructional materials that satisfies the requirements of s. 1006.283(2)(b)8., 9., and 11.

(6) District school boards may issue purchase orders subsequent to February 1 in an aggregate amount which does not exceed 20 percent of the current year's allocation, and subsequent to April 1 in an aggregate amount which does not exceed 90 percent of the current year's allocation, for the purpose of expediting the delivery of instructional materials which are to be paid for from the ensuing year's allocation.

(7) In any year in which the total instructional materials allocation for a school district has not been expended or obligated prior to June 30, the district school board shall carry forward the unobligated amount and shall add it to the next year's allocation.

(8) Subsections (3), (4), and (6) do not apply to a district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283 except that, by the 2015-2016 fiscal year, each district school board shall use at least 50 percent of the annual instructional materials allocation for the purchase of digital or electronic instructional materials that align with state standards adopted by the State Board of Education pursuant to s. 1003.41.

History.—s. 315, ch. 2002-387; s. 10, ch. 2009-3; s. 19, ch. 2009-59; s. 21, ch. 2010-154; s. 31, ch. 2011-55; s. 14, ch. 2012-133; s. 6, ch. 2013-237; s. 5, ch. 2014-15; s. 63, ch. 2014-39.

¹Note.—Section 6, ch. 2014-15, provides that “[t]his act does not limit or remove the responsibility of each school district to include in its curriculum the required instruction specified in s. 1003.42, Florida Statutes, including, but not limited to, the following: the history of the United States; the history of the Holocaust; the history of African Americans; the study of Hispanic contributions to the United States; the study of women’s

contributions to the United States; the nature and importance of free enterprise to the United States economy; patriotism; the events surrounding the terrorist attacks occurring on September 11, 2001, and the impact of those events on the nation; the elementary principles of agriculture; and kindness to animals.”

²Note.—As amended by s. 63, ch. 2014-39. For a description of multiple acts in the same session affecting a statutory provision, see preface to the Florida Statutes, “Statutory Construction.” Paragraph (3)(a) was also amended by s. 5, ch. 2014-15, and that version reads:

¹(a) Beginning in the 2014-2015 fiscal year, each district school board shall use at least 50 percent of the annual allocation, and may use all of the allocation, for the purchase of digital or electronic instructional materials that are consistent with district goals and objectives and the course descriptions adopted in rule by the State Board of Education, align with the state standards provided for in s. 1003.41, and meet the requirements in s. 1006.31. This section does not apply to a district school board or a consortium of school districts which implements an instructional materials program pursuant to s. 1006.283, except that by the 2015-2016 fiscal year, each district school board shall use at least 50 percent of the annual allocation for the purchase of digital or electronic instructional materials that align with state standards.

1006.41 Disposal of instructional materials.—

(1) Instructional materials that have become unserviceable or surplus or are no longer on state contract may be disposed of, under adopted rule of the district school board, by:

(a) Giving or lending the materials to other public education programs within the district or state, to the teachers to use in developing supplementary teaching materials, to students or others, or to any charitable organization, governmental agency, home education students, private school, or state.

(b) Selling the materials to used book dealers, recycling plants, pulp mills, or other persons, firms, or corporations upon such terms as are most economically advantageous to the district school board.

(2) The district school board may prescribe by rule the manner for destroying instructional materials that cannot be disposed of as provided in subsection (1).

(3) All moneys received for the sale, exchange, or other disposition of instructional materials shall be deposited in the district school fund and added to the district appropriation for instructional materials.

(4) Instructional materials which have been sold, exchanged, lost, destroyed, or damaged and for which proper charges have been assessed and collected, and instructional materials which have been destroyed by fire or storm damage or by order of a competent health officer or the district school superintendent, shall be dropped from the record of instructional materials for which, as provided by law, district school boards are held responsible.

History.—s. 316, ch. 2002-387.

1006.42 Responsibility of students and parents for instructional materials.—

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

(2) Nothing in this part shall be construed to prohibit parents from exercising their right to purchase instructional materials from the district school board.

History.—s. 317, ch. 2002-387.

Title XLVIII
K-20 EDUCATION CODE
Chapter 1001
K-20 GOVERNANCE

1001.10 Commissioner of Education; general powers and duties.—

(6) Additionally, the commissioner has the following general powers and duties:

(n) To develop criteria for use by department instructional materials reviewers in evaluating materials submitted for adoption consideration. The criteria shall, as appropriate, be based on instructional expectations reflected in course descriptions and student performance standards. The criteria for each subject or course shall be made available to publishers and manufacturers of instructional materials pursuant to the requirements of chapter 1006.

(o) To prescribe procedures for evaluating instructional materials submitted by publishers and manufacturers in each adoption.

1001.42 Powers and duties of district school board.-- The district school board, acting as a board, shall exercise all powers and perform all duties listed below:

(9) **COURSES OF STUDY AND OTHER INSTRUCTIONAL MATERIALS.**--Provide adequate instructional materials for all students in accordance with the requirements of chapter 1006.

(19) **LOCAL-LEVEL DECISIONMAKING.**—

(a) Adopt policies that clearly encourage and enhance maximum decisionmaking appropriate to the school site. Such policies must include guidelines for schools in the adoption and purchase of district and school site instructional materials and technology, the implementation of student health and fitness standards, staff training, school advisory council member training, student support services, budgeting, and the allocation of staff resources.

1001.54 Duties of school principals.—

(4) Each school principal is responsible for the management and care of instructional materials, in accordance with the provisions of chapter 1006.

Title XLVIII
K-20 EDUCATION CODE
Chapter 1002
STUDENT AND PARENTAL RIGHTS AND EDUCATIONAL CHOICES

1002.20 K-12 student and parent rights.—Parents of public school students must receive accurate and timely information regarding their child’s academic progress and must be informed of ways they can help their child to succeed in school. K-12 students and their parents are afforded numerous statutory rights including, but not limited to, the following:

(9) **BLIND STUDENTS.**--Blind students have the right to an individualized written education program and appropriate instructional materials to attain literacy, in accordance with provisions of s. 1003.55.

(19) **INSTRUCTIONAL MATERIALS.**--

(a) *Core courses.*--Each public school student is entitled to sufficient instructional materials in the core courses of mathematics, language arts, social studies, science, reading, and literature, in accordance with the provisions of ss. 1003.02(1)(d) and 1006.40(2).

(b) *Curricular objectives.*--The parent of each public school student has the right to receive effective communication from the school principal as to the manner in which instructional materials are used to implement the school’s curricular objectives, in accordance with the provisions of s. 1006.28(3)(a).

(c) *Sale of instructional materials.*--Upon request of the parent of a public school student, the school principal must sell to the parent any instructional materials used in the school, in accordance with the provisions of s. 1006.28(3)(c).

(d) *Dual enrollment students.*--Instructional materials purchased by a district school board or Florida College System institution board of trustees on behalf of public school dual enrollment students shall be made available to the dual enrollment students free of charge, in accordance with the provisions of s. 1007.271(17).

1002.23 Family and School Partnership for Student Achievement Act.—

(2) To facilitate meaningful parent and family involvement, the Department of Education shall develop guidelines for a parent guide to successful student achievement which describes what parents need to know about their child's educational progress and how they can help their child to succeed in school. The guidelines shall include, but need not be limited to:

(g) School board rules, policies, and procedures for student promotion and retention, academic standards, student assessment, courses of study, instructional materials, and contact information for school and district offices;

1002.39 The John M. McKay Scholarships for Students with Disabilities Program.--There is established a program that is separate and distinct from the Opportunity Scholarship Program and is named the John M. McKay Scholarships for Students with Disabilities Program.

(10) JOHN M. MCKAY SCHOLARSHIP FUNDING AND PAYMENT.—

(a)1. The maximum scholarship granted for an eligible student with disabilities shall be equivalent to the base student allocation in the Florida Education Finance Program multiplied by the appropriate cost factor for the educational program that would have been provided for the student in the district school to which he or she was assigned, multiplied by the district cost differential.

2. In addition, a share of the guaranteed allocation for exceptional students shall be determined and added to the amount in subparagraph 1. The calculation shall be based on the methodology and the data used to calculate the guaranteed allocation for exceptional students for each district in chapter 2000-166, Laws of Florida. Except as provided in subparagraphs 3. and 4., the calculation shall be based on the student's grade, matrix level of services, and the difference between the 2000-2001 basic program and the appropriate level of services cost factor, multiplied by the 2000-2001 base student allocation and the 2000-2001 district cost differential for the sending district. The calculated amount shall include the per-student share of supplemental academic instruction funds, instructional materials funds, technology funds, and other categorical funds as provided in the General Appropriations Act.

1002.42 Private schools.—

(10) INSTRUCTIONAL MATERIALS.--District school boards may dispose of instructional materials when they become unserviceable or surplus or are no longer on state contract by giving them to a private school in accordance with the provisions of s. 1006.41.

1002.45 Virtual instruction programs.—

(3) VIRTUAL INSTRUCTION PROGRAM REQUIREMENTS.--Each virtual instruction program under this section must:

(c) Provide each student enrolled in the program with all the necessary instructional materials.

Title XLVIII
K-20 EDUCATION CODE
Chapter 1003
PUBLIC K-12 EDUCATION

1003.02 District school board operation and control of public K-12 education within the school district.--As provided in part II of chapter 1001, district school boards are constitutionally and statutorily charged with the operation and control of public K-12 education within their school district. The district school boards must establish, organize, and operate their public K-12 schools and educational programs, employees, and facilities. Their responsibilities include staff development, public K-12 school student education including education for exceptional students and students in juvenile justice programs, special programs, adult education programs, and career education programs. Additionally, district school boards must:

(1) Provide for the proper accounting for all students of school age, for the attendance and control of students at school, and for proper attention to health, safety, and other matters relating to the welfare of students in the following fields:

(d) *Courses of study and instructional materials.--*

1. Provide adequate instructional materials for all students as follows and in accordance with the requirements of chapter 1006, in the core courses of mathematics, language arts, social studies, science, reading, and literature, except for instruction for which the school advisory council approves the use of a program that does not include a textbook as a major tool of instruction.

2. Adopt courses of study for use in the schools of the district.

3. Provide for proper requisitioning, distribution, accounting, storage, care, and use of all instructional materials as may be needed, and ensure that instructional materials used in the district are consistent with the district goals and objectives and the curriculum frameworks approved by the State Board of Education, as well as with the state and school district performance standards required by law and state board rule.

1003.41 Next Generation Sunshine State Standards.—

(1) Next Generation Sunshine State Standards establish the core content of the curricula to be taught in the state and specify the core content knowledge and skills that K-12 public school students are expected to acquire. Standards must be rigorous and relevant and provide for the logical, sequential progression of core curricular content that incrementally increases a student's core content knowledge and skills over time. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. The standards must include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 8. The standards for grades 9 through 12 may be organized by grade clusters of more than one grade level except as otherwise provided for visual and performing arts, physical education, health, and foreign language standards.

(2) Next Generation Sunshine State Standards must meet the following requirements:

(a) English Language Arts standards must establish specific curricular content for, at a minimum, reading, writing, speaking and listening, and language.

(b) Science standards must establish specific curricular content for, at a minimum, the nature of science, earth and space science, physical science, and life science.

(c) Mathematics standards must establish specific curricular content for, at a minimum, algebra, geometry, statistics and probability, number and quantity, functions, and modeling.

(d) Social Studies standards must establish specific curricular content for, at a minimum, geography, United States and world history, government, civics, humanities, and economics, including financial literacy. Financial literacy includes the knowledge, understanding, skills, behaviors, attitudes, and values that will enable a student to make responsible and effective financial decisions on a daily basis. Financial literacy instruction shall be an integral part of instruction throughout the entire economics course and include information regarding earning income; buying goods and services; saving and financial investing; taxes; the use of credit and credit cards; budgeting and debt management, including student loans and secured loans; banking and financial services; planning for one's financial future, including higher education and career planning; credit reports and scores; and fraud and identity theft prevention.

(e) Visual and performing arts, physical education, health, and foreign language standards must establish specific curricular content and include distinct grade level expectations for the core content knowledge and

skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 5. The standards for grades 6 through 12 may be organized by grade clusters of more than one grade level.

(3) The Commissioner of Education, as needed, shall develop and submit proposed revisions to the standards for review and comment by Florida educators, school administrators, representatives of the Florida College System institutions and state universities who have expertise in the content knowledge and skills necessary to prepare a student for postsecondary education and careers, business and industry leaders, and the public. The commissioner, after considering reviews and comments, shall submit the proposed revisions to the State Board of Education for adoption.

(4) The State Board of Education shall adopt rules to administer this section.

History.—s. 130, ch. 2002-387; s. 1, ch. 2008-235; s. 2, ch. 2010-48; s. 32, ch. 2011-5; s. 11, ch. 2013-27; s. 36, ch. 2014-39.

¹Note.—Section 6, ch. 2013-250, provides that “[f]ull implementation of online assessments for Next Generation Sunshine State Standards in English/language arts and mathematics adopted under s. 1003.41, Florida Statutes, for all kindergarten through grade 12 public school students shall occur only after the technology infrastructure, connectivity, and capacity of all public schools and school districts have been load tested and independently verified as ready for successful deployment and implementation.”

1003.4203 Digital materials, recognitions, certificates, and technical assistance.—

(1) **DIGITAL MATERIALS.**—Each district school board, in consultation with the district school superintendent, shall make available digital materials, CAPE Digital Tool certificates, and CAPE industry certifications for students in prekindergarten through grade 12 in order to enable students to attain digital skills. The digital materials, CAPE Digital Tool certificates, and CAPE industry certifications may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications.

(2) **CAPE ESE DIGITAL TOOLS.**— Each district school board, in consultation with the district school superintendent, shall make available digital and instructional materials, including software applications, to students with disabilities who are in prekindergarten through grade 12. Beginning with the 2015-2016 school year:

(a) Digital materials may include CAPE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications identified pursuant to s. 1008.44 for students with disabilities; and

(b) Each student’s individual educational plan for students with disabilities developed pursuant to this chapter must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation.

(3) **CAPE DIGITAL TOOL CERTIFICATES.**— The department shall identify, by June 15 of each year, CAPE Digital Tool certificates that indicate a student’s digital skills. The department shall notify each school district when the certificates are available. The certificates shall be made available to all public elementary and middle grades students.

(a) Targeted skills to be mastered for the certificate include digital skills that are necessary to the student's academic work and skills the student may need in future employment. The skills must include, but are not limited to, word processing; spreadsheets; presentations, including sound, motion, and color presentations; digital arts; cybersecurity; and coding consistent with CAPE industry certifications that are listed on the CAPE Industry Certification Funding List, pursuant to ss. 1003.492 and 1008.44. CAPE Digital Tool certificates earned by students are eligible for additional full-time equivalent membership pursuant to s. 1011.62(1)(o)1.a.

(b) The school district shall notify each middle school advisory council of the methods of delivery of the open-access content and assessments for the certificates. If there is no middle school advisory council, notification must be provided to the district advisory council.

(c) The Legislature intends that by July 1, 2018, on an annual basis, at least 75 percent of public middle grades students earn at least one CAPE Digital Tool certificate.

(4) CAPE INDUSTRY CERTIFICATIONS.—

(a) CAPE industry certifications, issued to middle school and high school students, which do not articulate for college credit, are eligible for additional full-time equivalent membership pursuant to s. 1011.62(1)(o)1.b.

(b) CAPE industry certifications, issued to high school students, which articulate for college credit, are eligible for additional full-time equivalent membership pursuant to s. 1011.62(1)(o)1.b.

(5) CAPE INNOVATION AND CAPE ACCELERATION.—

(a) CAPE Innovation.—Up to five courses annually approved by the commissioner that combine academic and career content, and performance outcome expectations that, if achieved by a student, shall articulate for college credit and be eligible for additional full-time equivalent membership pursuant to s. 1011.62(1)(o)1.c. Such approved courses must incorporate at least two third-party assessments that, if successfully completed by a student, shall articulate for college credit. At least one of the two third-party assessments must be associated with an industry certification that is identified on the CAPE Industry Certification Funding List. Each course that is approved by the commissioner must be specifically identified in the Course Code Directory as a CAPE Innovation Course.

(b) CAPE Acceleration.—Industry certifications, annually approved by the commissioner, that articulate for 15 or more college credit hours and, if successfully completed, shall be eligible for additional full-time equivalent membership pursuant to s. 1011.62(1)(o)1.d. Each approved industry certification must be specifically identified in the CAPE Industry Certification Funding List as a CAPE Acceleration Industry Certification.

(6) GRADE POINT AVERAGE CALCULATION.—For purposes of calculating grade point average, a grade in a course that is level 3 or above and leads to an industry certification must be weighted the same as a grade in an honors course.

(7) TECHNICAL ASSISTANCE.—

(a) The Department of Education shall collaborate with Florida educators and school leaders to provide technical assistance to district school boards in the implementation of this section. Technical assistance to districts shall include, but is not limited to, identification of digital resources, primarily open-access resources,

including digital curriculum, instructional materials, media assets, and other digital tools and applications; training mechanisms for teachers and others to facilitate integration of digital resources and technologies into instructional strategies; and model policies and procedures that support sustainable implementation practices.

(b) Public schools may provide students with access to third-party assessment centers and career and professional academy curricula in a digital format in support of CAPE Digital Tool certificates and CAPE industry certifications, pursuant to this section and s. 1008.44, to assist public schools and school districts to establish Florida Digital Classrooms.

(8) **PARTNERSHIPS.**—

(a) A district school board may seek partnerships with other school districts, private businesses, postsecondary institutions, or consultants to offer classes and instruction to teachers and students to assist the school district in providing digital materials, CAPE Digital Tool certificates, and CAPE industry certifications established pursuant to this section.

(b) Third-party assessment providers and career and professional academy curricula providers are encouraged to provide annual training to staff of the Department of Education, staff of school district offices, instructional staff of public schools, including charter schools, and other appropriate administrative staff through face-to-face training models; ¹through online, video conferencing training models; and through state, regional, or conference presentations.

History.—s. 17, ch. 2011-175; s. 14, ch. 2013-27; s. 4, ch. 2014-184.

¹Note.—The word “through” was inserted by the editors to improve clarity.

1003.51 Other public educational services.—

(2) The State Board of Education shall adopt rules articulating expectations for effective education programs for students in Department of Juvenile Justice programs, including, but not limited to, education programs in juvenile justice prevention, day treatment, residential, and detention programs. The rule shall establish policies and standards for education programs for students in Department of Juvenile Justice programs and shall include the following:

1003.55 Instructional programs for blind or visually impaired students and deaf or hard-of-hearing students.—

(1) The Department of Education may establish a coordinating unit and instructional materials center for visually impaired students and deaf or hard-of-hearing students to provide staff and resources for the coordination, cataloging, standardizing, producing, procuring, storing, and distributing of braille, large print, tangible apparatus, captioned films and video tapes, and other specialized educational materials needed by these students and other exceptional students. The coordinating unit shall have as its major purpose the improvement of instructional programs for visually impaired students and deaf or hard-of-hearing students and may, as a

second priority, extend appropriate services to other exceptional students, consistent with provisions and criteria established, to the extent that resources are available.

(2) The unit shall be operated under rules adopted by the State Board of Education.

(3) As used in this section, the term:

(a) “Blind student” means a student who is eligible for special education services and who:

1. Has a visual acuity of 20/200 or less in the better eye with correcting lenses or has a limited field of vision such that the widest diameter subtends an angular distance of no greater than 20 degrees; or

2. Has a medically indicated expectation of visual deterioration.

(b) “Braille” means the system of reading and writing through touch commonly known as standard English braille.

(c) “Individualized education program” means a written statement developed for a student eligible for special education services pursuant to s. 602(a)(20), Part A of the Individuals with Disabilities Education Act, 20 U.S.C. s. 1401(a).

(4) In developing an individualized written education program for each blind student, the presumption shall be that blind students can communicate effectively and efficiently with the same level of proficiency expected of the students’ peers of comparable ability and grade level. Accordingly, proficiency in reading and writing braille shall be considered during the individualized planning and assessment processes in this context.

(5) Any publisher of a textbook adopted pursuant to the state instructional materials adoption process shall furnish the Department of Education with a computer file in an electronic format specified by the department at least 2 years in advance that is readily translatable to braille and can be used for large print or speech access. Any textbook reproduced pursuant to the provisions of this subsection shall be purchased at a price equal to the price paid for the textbook as adopted. The Department of Education shall not reproduce textbooks obtained pursuant to this subsection in any manner that would generate revenues for the department from the use of such computer files or that would preclude the rightful payment of fees to the publisher for use of all or some portion of the textbook.

History.--s. 149, ch. 2002-387.

1003.621 Academically high-performing school districts.--It is the intent of the Legislature to recognize and reward school districts that demonstrate the ability to consistently maintain or improve their high-performing status. The purpose of this section is to provide high-performing school districts with flexibility in meeting the specific requirements in statute and rules of the State Board of Education.

(2) **COMPLIANCE WITH STATUTES AND RULES.**—Each academically high-performing school district shall comply with all of the provisions in chapters 1000-1013, and rules of the State Board of Education which implement these provisions, pertaining to the following:

(j) Those statutes relating to instructional materials, except that s. 1006.37, relating to the requisition of state-adopted materials from the depository under contract with the publisher, and s. 1006.40(3)(a), relating to the use of 50 percent of the instructional materials allocation, shall be eligible for exemption.

Title XLVIII
K-20 EDUCATION CODE
Chapter 1007
ARTICULATION AND ACCESS

1007.271 Dual enrollment programs.—

(17) Instructional materials assigned for use within dual enrollment courses shall be made available to dual enrollment students from Florida public high schools free of charge. This subsection does not prohibit a Florida College System institution from providing instructional materials at no cost to a home education student or student from a private school. Instructional materials purchased by a district school board or Florida College System institution board of trustees on behalf of dual enrollment students shall be the property of the board against which the purchase is charged.

Title XLVIII
K-20 EDUCATION CODE
Chapter 1008
ASSESSMENT AND ACCOUNTABILITY

1008.22 Student assessment program for public schools.—

(4) **SCHOOL ASSESSMENT PROGRAMS.**—Each public school shall participate in the statewide, standardized assessment program in accordance with the assessment and reporting schedules and the minimum and recommended technology requirements published by the Commissioner of Education. District school boards shall not establish school calendars that conflict with or jeopardize implementation of the assessment program. All district school boards shall report assessment results as required by the state management information system. Performance data shall be analyzed and reported to parents, the community, and the state. Student performance data shall be used by districts in developing objectives for the school improvement plan, evaluating instructional personnel and administrative personnel, assigning staff, allocating resources, acquiring instructional materials and technology, implementing performance-based budgeting, and promoting and

assigning students to educational programs. The analysis of student performance data must also identify strengths and needs in the educational program and trends over time. The analysis must be used in conjunction with the budgetary planning processes developed pursuant to s. 1008.385 and the development of remediation programs.

Title XLVIII
K-20 EDUCATION CODE
Chapter 1010
FINANCIAL MATTERS

1010.215 Educational funding accountability.—

(5) The annual school public accountability report required by ss. 1001.42(18) and 1008.345 must include a school financial report. The purpose of the school financial report is to better inform parents and the public concerning how funds were spent to operate the school during the prior fiscal year. Each school's financial report must follow a uniform, districtwide format that is easy to read and understand.

(b) Expenditures must be reported as the total expenditures per unweighted full-time equivalent student at the school level and the average expenditures per full-time equivalent student at the district and state levels in each of the following categories and subcategories:

6. The following materials, supplies, and operating capital outlay:

- a. Textbooks;
- b. Computer hardware and software;
- c. Other instructional materials;
- d. Other materials and supplies; and
- e. Library media materials.

7. Food services.

9. Operation and maintenance of the school plant.

Title XLVIII
K-20 EDUCATION CODE
Chapter 1011
PLANNING AND BUDGETING

1011.62 Funds for operation of schools.--If the annual allocation from the Florida Education Finance Program to each district for operation of schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:

(6) CATEGORICAL FUNDS.—

(a) In addition to the basic amount for current operations for the FEFP as determined in subsection (1), the Legislature may appropriate categorical funding for specified programs, activities, or purposes.

(b) If a district school board finds and declares in a resolution adopted at a regular meeting of the school board that the funds received for any of the following categorical appropriations are urgently needed to maintain school board specified academic classroom instruction, the school board may consider and approve an amendment to the school district operating budget transferring the identified amount of the categorical funds to the appropriate account for expenditure:

1. Funds for student transportation.

3. Funds for supplemental academic instruction if the required additional hour of instruction beyond the normal school day for each day of the entire school year has been provided for the students in each low-performing elementary school in the district pursuant to paragraph (1)(f).

4. Funds for research-based reading instruction if the required additional hour of instruction beyond the normal school day for each day of the entire school year has been provided for the students in each low-performing elementary school in the district pursuant to paragraph (9)(a).

5. Funds for instructional materials if all instructional material purchases necessary to provide updated materials that are aligned with applicable state standards and course descriptions and that meet statutory requirements of content and learning have been completed for that fiscal year, but no sooner than March 1. Funds available after March 1 may be used to purchase hardware for student instruction.

(9) RESEARCH-BASED READING INSTRUCTION ALLOCATION.--

(a) The research-based reading instruction allocation is created to provide comprehensive reading instruction to students in kindergarten through grade 12. For the 2014-2015 fiscal year, in each school district that has one or more of the 300 lowest-performing elementary schools based on the state reading assessment, priority shall be given to providing an additional hour per day of intensive reading instruction beyond the normal school day for each day of the entire school year for the students in each school. Students enrolled in these schools who have

level 5 assessment scores may participate in the additional hour of instruction on an optional basis. Exceptional student education centers shall not be included in the 300 schools. The intensive reading instruction delivered in this additional hour and for other students shall include: research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency; differentiated instruction based on student assessment data to meet students' specific reading needs; explicit and systematic reading development in phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. For the 2012-2013 and 2013-2014 fiscal years, a school district may not hire more reading coaches than were hired during the 2011-2012 fiscal year unless all students in kindergarten through grade 5 who demonstrate a reading deficiency, as determined by district and state assessments, including students scoring Level 1 or Level 2 on the statewide, standardized reading assessment or, upon implementation, the English Language Arts assessment, are provided an additional hour per day of intensive reading instruction beyond the normal school day for each day of the entire school year.

(b) Funds for comprehensive, research-based reading instruction shall be allocated annually to each school district in the amount provided in the General Appropriations Act. Each eligible school district shall receive the same minimum amount as specified in the General Appropriations Act, and any remaining funds shall be distributed to eligible school districts based on each school district's proportionate share of K-12 base funding.

(c) Funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

1. The provision of an additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading.
 2. Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency.
 3. The provision of highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data, and improve teacher delivery of effective reading instruction, intervention, and reading in the content areas based on student need.
 4. Professional development for school district teachers in scientifically based reading instruction, including strategies to teach reading in content areas and with an emphasis on technical and informational text.
 5. The provision of summer reading camps for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized reading assessment or, upon implementation, the English Language Arts assessment.
7. The provision of intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized assessment.

(d) Annually, by a date determined by the Department of Education but before May 1, school districts shall submit a K-12 comprehensive reading plan for the specific use of the research-based reading instruction allocation in the format prescribed by the department for review and approval by the Just Read, Florida! Office created pursuant to s. 1001.215. The plan annually submitted by school districts shall be deemed approved unless the department rejects the plan on or before June 1. If a school district and the Just Read, Florida! Office

1011.67 Funds for instructional materials.—

(1) The department is authorized to allocate and distribute to each district an amount as prescribed annually by the Legislature for instructional materials for student membership in basic and special programs in grades K-12, which will provide for growth and maintenance needs. For purposes of this subsection, unweighted full-time equivalent students enrolled in the lab schools in state universities are to be included as school district students and reported as such to the department. The annual allocation shall be determined as follows:

(a) The growth allocation for each school district shall be calculated as follows:

1. Subtract from that district's projected full-time equivalent membership of students in basic and special programs in grades K-12 used in determining the initial allocation of the Florida Education Finance Program, the prior year's full-time equivalent membership of students in basic and special programs in grades K-12 for that district.
2. Multiply any such increase in full-time equivalent student membership by the allocation for a set of instructional materials, as determined by the department, or as provided for in the General Appropriations Act.
3. The amount thus determined shall be that district's initial allocation for growth for the school year. However, the department shall recompute and adjust the initial allocation based on actual full-time equivalent student membership data for that year.

(b) The maintenance of the instructional materials allocation for each school district shall be calculated by multiplying each district's prior year full-time equivalent membership of students in basic and special programs in grades K-12 by the allocation for maintenance of a set of instructional materials as provided for in the General Appropriations Act. The amount thus determined shall be that district's initial allocation for maintenance for the school year; however, the department shall recompute and adjust the initial allocation based on such actual full-time equivalent student membership data for that year.

(c) In the event the funds appropriated are not sufficient for the purpose of implementing this subsection in full, the department shall prorate the funds available for instructional materials after first funding in full each district's growth allocation.

(2) Annually by July 1 and prior to the release of instructional materials funds, each district school superintendent shall certify to the Commissioner of Education that the district school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs. The report shall include verification that training was provided and that the materials are being implemented as designed.

History.--s. 659, ch. 2002-387; s. 11, ch. 2004-271; s. 52, ch. 2006-74; s. 28, ch. 2010-154.

Title XLVIII
K-20 EDUCATION CODE
Chapter 1013
PERSONNEL

1012.585 Process for renewal of professional certificates.—

(3) For the renewal of a professional certificate, the following requirements must be met:

(a) The applicant must earn a minimum of 6 college credits or 120 inservice points or a combination thereof. For each area of specialization to be retained on a certificate, the applicant must earn at least 3 of the required credit hours or equivalent inservice points in the specialization area. Education in "clinical educator" training pursuant to s. 1004.04(5)(b) and credits or points that provide training in the area of scientifically researched, knowledge-based reading literacy and computational skills acquisition, exceptional student education, normal child development, and the disorders of development may be applied toward any specialization area. Credits or points that provide training in the areas of drug abuse, child abuse and neglect, strategies in teaching students having limited proficiency in English, or dropout prevention, or training in areas identified in the educational goals and performance standards adopted pursuant to ss. 1000.03(5) and 1008.345 may be applied toward any specialization area. Credits or points earned through approved summer institutes may be applied toward the fulfillment of these requirements. Inservice points may also be earned by participation in professional growth components approved by the State Board of Education and specified pursuant to s. 1012.98 in the district's approved master plan for inservice educational training, including, but not limited to, serving as a trainer in an approved teacher training activity, serving on an instructional materials committee or a state board or commission that deals with educational issues, or serving on an advisory council created pursuant to s. 1001.452.

(e) Beginning July 1, 2014, an applicant for renewal of a professional certificate must earn a minimum of one college credit or the equivalent inservice points in the area of instruction for teaching students with disabilities. The requirement in this paragraph may not add to the total hours required by the department for continuing education or inservice training.

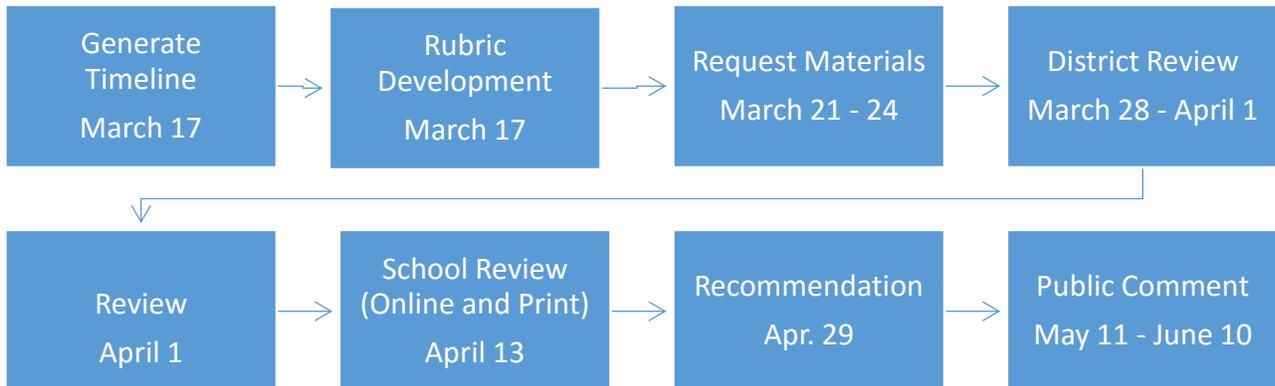
Appendix B

2014-15 H.O.P.E and Foreign Language Adopted Instructional Materials Process

Timeline for Foreign Language (9 – 12)



Timeline for Health Opportunities through Physical Education



		4 Exceeds Expectations	3 Meets Expectations	2 Below Expectations	1 Well Below Expectations
1.	Text Reviewed:				
A. ALIGNMENT WITH CURRICULUM REQUIREMENTS: Content must align with the state’s standards for the subject, grade level, and learning outcomes.					
2.	Correlations are provided form to show exactly where and to what extent the instructional materials cover each required standard.*				
3.	The scope of the content addresses Florida’s required curriculum standards for the subject, grade level, and learning outcomes.*				
4.	The content of the major tool is complete enough to stand on its own.				
B. LEVEL OF TREATMENT OF CONTENT: The level of complexity or difficulty of content must be appropriate for the standards, student abilities and grade level, and time periods allowed for teaching.					
5.	Content contains sufficient details for students to understand the significance of the information presented and to engage in reflection and discussion.*				
6.	The amount of time devoted to topics reflects of the complexity of the topics as outlined by the standards.*				
C. ACCURACY OF CONTENT: Content must be accurate in historical context and contemporary facts and concepts.					
7.	The selection of content accurately represents the domain of knowledge and events including the generally accepted and prevalent theories, major concepts, laws, standards, and models used within the discipline of the subject area.*				
8.	Presentation of content should be free of typographical and visual errors.*				
D. CURRENTNESS OF CONTENT: Content must be up to-date for the academic discipline and the context in which the content is presented.					

		4 Exceeds Expectations	3 Meets Expectations	2 Below Expectations	1 Well Below Expectations
9.	Copyright dates for photographs and other materials and editions indicate sufficient currentness of content.*				
10.	Text or narrative, visuals, photographs, and other features reflect the time periods appropriate for the objectives and the intended learners.*				
E. AUTHENTICITY OF CONTENT: Content should include problem-centered connections to life in a context that is meaningful to students.					
11.	Materials include connections to the student's life situations in order to make the content meaningful.*				
	Materials include interdisciplinary connections linking a variety of subject areas.*				
F. MULTICULTURAL REPRESENTATION: Portrayal of gender, ethnicity, age, work situations, and various social groups must include multicultural fairness and advocacy.					
13.	Through balanced representation of cultures and groups in multiple settings, occupations, careers, and lifestyles, the materials support equal opportunity without regard for age, color, gender, disability, national origin, race, or religion.*				
14.	The materials embrace a multicultural context, not just through pictures, but through information about ways to honor differences and deal with conflicts, promote a positive self-image for members of all groups, and provide for the development of healthy attitudes and values.*				
G. COMPREHENSIVENESS OF TEACHER RESOURCES: Resources must be complete enough to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.					
15.	Components and materials are easy to use.*				
16.	Materials support lesson planning, teaching, and learning.*				

		4 Exceeds Expectations	3 Meets Expectations	2 Below Expectations	1 Well Below Expectations
17.	Suggestions are provided for adapting instruction for varying needs.*				
18.	Guidelines and resources are provided on how to implement and evaluate instruction.*				
19.	Resources are provided to use in classroom activities.*				
H. ALIGNMENT OF INSTRUCTIONAL COMPONENTS: All components of an instructional package must align with each other, as well as with the curriculum.					
20.	All components of an instructional package—teacher’s edition and materials, student’s edition and materials, workbook, supplementary materials, and others—must be integrated and interdependent and must correspond with each other.*				
I. ORGANIZATION OF INSTRUCTIONAL MATERIALS: The structure and format of materials must have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences.					
21.	The materials are presented in a logical manner providing easy access to content through a visible format and structure.*				
J. FRAMEWORK FOR QUALITY TEACHING AND LEARNING: The materials reflect the best practices in effective teaching and learning as outlined within our framework.					
22.	Motivational Strategies: Instructional materials must include features to maintain learner motivation.*				
23.	Teaching a Few Big Ideas: Instructional materials should thoroughly teach a few important ideas, concepts, or themes.*				
24.	Explicit Instruction: Instructional materials must contain clear statements of information and outcomes.*				

		4 Exceeds Expectations	3 Meets Expectations	2 Below Expectations	1 Well Below Expectations
25.	Guidance and Support: Instructional materials must include guidance and support to help students safely and successfully become more independent learners and thinkers.*				
26.	Active Participation of Students: Instructional materials must engage the physical and mental activity of students during the learning process.*				
27.	Targeted Instructional Strategies: Instructional materials should include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.*				
28.	Targeted Assessment Strategies: Instructional materials should include assessment strategies that are known to be successful in determining how well students have achieved the targeted learning outcomes.*				

2014-2015 Florida Department of Education
Adopted Instructional Materials
January 28, 2016

Career and Technical Education/Agriculture 6-12 -10

Career and Technical Education/Agriculture 6-8 -3

Exploration of Agriscience -2

CEV Multimedia - *iCEV Exploration of Agriscience Site*, Grade 6 - 8, CEV Multimedia, 2014 1st [Internet Based]

Pearson Education, Inc., publishing as Prentice Hall - *AgriScience Explorations*, Grade 6 - 8, Lee et al., 2013 4 [Print and Internet Based]

Orientation to Agriscience - 1

Cengage Learning - *Exploring Agriscience*, Grade 6 - 8, Herren, 2011 4 [Print and Internet Based]

Career and Technical Education/Agriculture 9-12 - 7

Agriculture Biotechnology - 1

Cengage Learning - *Introduction to Biotechnology*, Grade 9 - 12, Herren, 2013 2 [Print and Internet Based]

Agriculture Communications - 1

Cengage Learning - *Agricultural Communications in Action: A Hands on Approach*, Grade 9 - 12, Telg, Irani, 2012 1 [Print and Internet Based]

Agriscience Foundations 1 - 3

Cengage Learning - *Agriscience Fundamentals and Applications*, Grade 9 - 12, Burton, 2015 6
[Print and Internet Based]

CEV Multimedia - *iCEV Agriscience Foundations Site*, Grade 9 - 12, CEV Multimedia, 2014 1st [Internet Based]

Pearson Education, Inc., publishing as Prentice Hall - *AgriScience*, Grade 9 - 12, Lee/Turner, 2015 6
[Print and Internet Based]

Animal Science & Services - 1

Cengage Learning - *Science of Animal Agriculture*, Grade 9 - 12, Herren, 2012 4 [Print and Internet Based]

Veterinary Assisting - 1

Cengage Learning - *Veterinary Assisting Fundamentals and Applications*, Grade 9 - 12, Van Horn, Clark, 2011 1 [Print and Internet Based]

6-12 ESOL - 1

Developmental Language Arts Through ESOL (MC) - 1

Voyager Sopris Learning, Inc. - *LANGUAGE! Focus on English Learning with Everyday English Plus (Grades 9-12)*, Jane Fell Greene, Ed.D., 2014 4 [Print and Internet Based]

Health & Physical Education 9-12 - 3

Health Opportunities Through Physical Education (HOPE) - 2

Human Kinetics, Inc. - *Health Opportunities Through Physical Education*, Grade 9 - 12, Charles B. Corbin, Karen E. McConnell, Guy C. Le Masurier, David E. Corbin, and Terri D. Farrar, 2014 1 [Other]
SLPS Board Approved: May 10, 2016

McGraw-Hill School Education, LLC - *Glencoe Health High School Custom Edition*, Grade 9 - 12, Bronson, 2014 1
[Print and Internet Based]

Personal Fitness - 1

Human Kinetics, Inc. - *Fitness for Life*, Grade 9 - 12, Charles B. Corbin and Guy C. Le Masurier, 2014 6
[Other]

K-12 World Languages French & Spanish - 55

World Languages K-5 - 1

Spanish-Elementary - 1

Santillana USA Publishing Co., Inc. - *Descubre el español con Santillana*, Grade K - 5, Santillana USA, 2014 1
[Print and Internet Based]

World Languages 6-8 - 17

M/J French, Beginning - 2

EMC Publishing, LLC - *T'es branche? Level 1A*, Grade 6 - 8, Toni Theisen, 2014 1st
[Print, Internet, DVD & eReader]

Houghton Mifflin Harcourt - *Bien dit! Level 1A*, Grade 6 - 8, DeMado, et al, 2013 First
[Print, Internet, DVD & eReader]

M/J French, Intermediate - 2

EMC Publishing, LLC - *T'es branche? Level 1B*, Grade 6 - 8, Toni Theisen, 2014 1st
[Print, Internet, DVD & eReader]

Houghton Mifflin Harcourt - *Bien dit! Level 1B*, Grade 6 - 8, DeMado, et al, 2013 First
[Print, Internet, DVD & eReader]

M/J French, Advanced - 1

Middlebury Interactive Languages - *Competency MS French 3*, Grade 6 - 8, Middlebury Interactive Languages, 2014 1 [Internet Based]

M/J Spanish, Beginning - 6

Houghton Mifflin Harcourt - *Avancemos! Level 1A*, Grade 6 - 8, Gahala, et al, 2013 First [Print, Internet, DVD & eReader]

McGraw-Hill School Education, LLC - *Asi se Dice Level 1A*, Grade 6 - 8, Conrad J Schmitt, 2016 1 [Print and Internet Based]

McGraw-Hill School Education, LLC - *Asi se Dice Level 1B*, Grade 6 - 8, Conrad J Schmitt, 2016 1 [Print and Internet Based]

Pearson Education, Inc., publishing as Prentice Hall - *Realidades A, Florida Edition*, Grade 6 - 8, Boyles et al., 2015 2 [Print and Internet Based]

Santillana USA Publishing Co., Inc. - *Español Santillana Middle 1A*, Grade 6 - 8, Santillana USA, 2014 1 [Print and Internet Based]

Vista Higher Learning - *Descubre 1A*, Grade 6 - 8, Jose A. Blanco, Philip Redwine Donley, 2014 2nd [Print and Internet Based]

M/J Spanish, Intermediate - 5

Houghton Mifflin Harcourt - *Avancemos! Level 1B*, Grade 6 - 8, Gahala, et al, 2013 First [Print, Internet, DVD & eReader]

Middlebury Interactive Languages - *MS Spanish 2*, Grade 6 - 8, Middlebury Interactive Languages, 2014 1 [Internet Based]

Pearson Education, Inc., publishing as Prentice Hall - *Realidades B, Florida Edition*, Grade 6 - 8, Boyles et al., 2015 2 [Print and Internet Based]

Santillana USA Publishing Co., Inc. - *Español Santillana Middle 1B*, Grade 6 - 8, Santillana USA, 2014 1 [Print and Internet Based]

Vista Higher Learning - *Descubre 1B*, Grade 6 - 8, Jose A. Blanco, Philip Redwine Donley, 2014 2nd [Print and Internet Based]

M/J Spanish, Advanced - 1

Middlebury Interactive Languages - *Competency MS Spanish 3*, Grade 6 - 8, Middlebury Interactive Languages, 2014 1 [Internet Based]

World Languages 9-12 - 37

French 1 - 4

EMC Publishing, LLC - *T'es branche? Level 1*, Grade 9 - 12, Toni Theisen, 2014 1st [Print, Internet, DVD & eReader]

Houghton Mifflin Harcourt - *Bien dit! Level 1*, Grade 9 - 12, DeMado, et al, 2013 First [Print, Internet, DVD & eReader]
SLPS Board Approved: December 8, 2015

Middlebury Interactive Languages - *Competency French 1*, Grade 9 - 12, Middlebury Interactive Languages, 2014 1 [Internet Based]

Vista Higher Learning - *D'Accord! 1*, Grade 9 - 12, Jose A. Blanco, Myriam Arcangeli, Armando Brito, Sylvie Updegraff, 2015 2nd [Print and Internet Based]

French 2 - 4

EMC Publishing, LLC - *T'es branche? Level 2*, Grade 9 - 12, Toni Theisen, 2014 1st [Print, Internet, DVD & eReader]

Houghton Mifflin Harcourt - *Bien dit! Level 2*, Grade 9 - 12, DeMado, et al, 2013 First [Print, Internet, DVD & eReader]
SLPS Board Approved: December 8, 2015

Middlebury Interactive Languages - *Competency French 2*, Grade 9 - 12, Middlebury Interactive Languages, 2014 1 [Internet Based]

Vista Higher Learning - *D'Accord! 2*, Grade 9 - 12, Jose A. Blanco, Myriam Arcangeli, Armando Brito, Sylvie Updegraff, 2015 2nd [Print and Internet Based]

French 3 Honors - 4

EMC Publishing, LLC - *T'es branche? Level 3*, Grade 9 - 12, Toni Theisen, 2014 1st
[Print, Internet, DVD & eReader]

Houghton Mifflin Harcourt - *Bien dit! Level 3*, Grade 9 - 12, DeMado, et al, 2013
First [Print, Internet, DVD & eReader]
SLPS Board Approved: December 8, 2015

Middlebury Interactive Languages - *Competency HS French 3*, Grade 9 - 12, Middlebury Interactive Languages,
2014 1 [Internet Based]

Vista Higher Learning - *D'Accord! 3*, Grade 9 - 12, Jose A. Blanco, Myriam Arcangeli, Armando Brito, Sylvie
Updegraff, 2015 2nd [Print and Internet Based]

French 4 Honors - 2

Cengage Learning - *Bravo!*, Grade 9 - 12, Muyskens, 2015 8 [Print and Internet Based]

EMC Publishing, LLC - *T'es branche? Level 4*, Grade 9 - 12, Toni Theisen, 2014 1st
[Print, Internet, DVD & eReader]

Spanish 1 - 7

Houghton Mifflin Harcourt - *Avancemos! Level 1*, Grade 9 - 12, Gahala, et al, 2013 First
[Print, Internet, DVD & eReader]
SLPS Board Approved: December 8, 2015

McGraw-Hill School Education, LLC - *Asi se Dice Level 1*, Grade 9 - 12, Conrad J Schmitt, 2016 1
[Print and Internet Based]

Middlebury Interactive Languages - *Fluency Spanish 1*, Grade 9 - 12, Middlebury Interactive Languages, 2014 1
[Internet Based]

Middlebury Interactive Languages - *Competency Spanish 1*, Grade 9 - 12, Middlebury Interactive Languages,
2014 1 [Internet Based]

Pearson Education, Inc., publishing as Prentice Hall - *Realidades 1*, Florida Edition, Grade 9 - 12, Boyles et al., 2015 2 [Print and Internet Based]

Santillana USA Publishing Co., Inc. - *Español Santillana HS1*, Grade 9 - 12, Santillana USA, 2014 1 [Print and Internet Based]

Vista Higher Learning - *Descubre 1*, Grade 9 - 12, Jose A. Blanco, Philip Redwine Donley, 2014 2nd [Print and Internet Based]

Spanish 2 - 5

Houghton Mifflin Harcourt - *Avancemos! Level 2*, Grade 9 - 12, Gahala, et al, 2013 First [Print, Internet, DVD & eReader]
SLPS Board Approved: December 8, 2015

McGraw-Hill School Education, LLC - *Asi se Dice Level 2*, Grade 9 - 12, Conrad J Schmitt, 2016 1 [Print and Internet Based]

Pearson Education, Inc., publishing as Prentice Hall - *Realidades 2*, Florida Edition, Grade 9 - 12, Boyles et al., 2015 2 [Print and Internet Based]

Santillana USA Publishing Co., Inc. - *Español Santillana HS 2*, Grade 9 - 12, Santillana USA, 2014 1 [Print and Internet Based]

Vista Higher Learning - *Descubre 2*, Grade 9 - 12, Jose A. Blanco, Philip Redwine Donley, 2014 2nd [Print and Internet Based]

Spanish 3 Honors - 6

Houghton Mifflin Harcourt - *Avancemos! Level 3*, Grade 9 - 12, Gahala, et al, 2013 First [Print, Internet, DVD & eReader]
SLPS Board Approved: December 8, 2015

McGraw-Hill School Education, LLC - *Asi se Dice Level 3*, Grade 9 - 12, Conrad J Schmitt, 2016 1 [Print and Internet Based]

Middlebury Interactive Languages - *Competency HS Spanish 3*, Grade 9 - 12, Middlebury Interactive Languages, 2014 1 [Internet Based]

Pearson Education, Inc., publishing as Prentice Hall - *Realidades 3*, Florida Edition, Grade 9 - 12, Boyles et al., 2015 2 [Print and Internet Based]

Santillana USA Publishing Co., Inc. - *Español Santillana HS 3*, Grade 9 - 12, Santillana USA, 2014 1
[Print and Internet Based]

Vista Higher Learning - *Descubre 3*, Grade 9 - 12, Jose A. Blanco, Philip Redwine Donley, 2014 2nd
[Print and Internet Based]

Spanish 4 Honors - 5

Houghton Mifflin Harcourt - *Avancemos! Level 4*, Grade 9 - 12, Gahala, et al, 2013 First
[Print, Internet, DVD & eReader]
SLPS Board Approved: December 8, 2015

McGraw-Hill School Education, LLC - *Asi se Dice Level 4*, Grade 9 - 12, Conrad J Schmitt, 2016 1
[Print and Internet Based]

Pearson Education, Inc., publishing as Prentice Hall - *Realidades 4*, Florida Edition, Grade 9 - 12, Boyles et al.,
2015 1 [Print and Internet Based]

Santillana USA Publishing Co., Inc. - *Español Santillana HS 4*, Grade 9 - 12, Santillana USA, 2014 1
[Print and Internet Based]

Vista Higher Learning - *Imagina*, Grade 9 - 12, Jose A. Blanco, C. Cecilia Tocaimaza-Hatch, 2015 3rd
[Print and Internet Based]

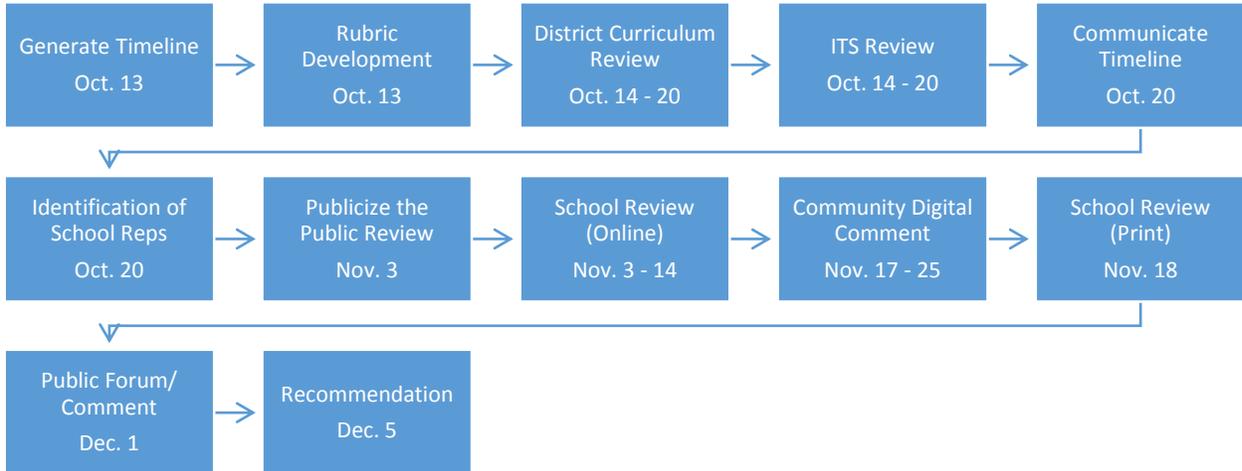
Spanish 5 Honors - 1

Vista Higher Learning - *Temas*, Grade 9 - 12, Parthena Draggett, Cole Conlin, Max Ehram, Elizabeth Millan,
2014 1st [Print and Internet Based]

Appendix C

2013-14 ELA Adopted Instructional Materials State List

Timeline for ELA Adoption (6 – 12)



ELA Adoption Rubric

Course: _____ Reviewer Name: _____ Date: _____

Select the level to which the series meets the expectation. (4 - Exceeds Expectations; 3 - Meets Expectations; 2 - Below Expectations; 1 - Well Below Expectations)

Top-Line Criterion		4	3	2	1
1. Quality of Text	Fiction/Non-fiction: Includes high quality reading selections with a maximum of 70% literary text and a minimum of 30% literary non-fiction				
	Instructional Text: Includes specific anchor texts to use for delivering explicit, systematic instruction on the various types of texts (narrative, expository and argumentative)				
	Complex Text: Includes extensive student opportunities to encounter and comprehend complex texts to engage in close reading, student question generation and research projects				
	Advanced Text: Provides opportunities for students to engage with texts from high grade bands to prepare for the challenges of reading increasingly complex texts in subsequent school years and build college and career readiness				
	Independent Reading Text: Includes age-appropriate texts for independent reading that appeals to the interest of secondary-level students, develops conceptual knowledge and the love of reading				
2. Text Selections	Paired Text: Includes paired text for use in instruction to support comparison and cause/effect across text				
	Intertextuality: Includes quality visuals that address intertextuality as part of comprehension instruction				
	Range of Narrative Text: Includes a wide range of works that span across many cultures, genres, and eras				
	Nonfiction Text Structures: Includes high quality texts largely built on informational text structures				
	Range of Nonfiction Text: Includes a broad assortment of texts such as essays, speeches, opinion pieces, biographies, journalism, historical documents and scientific documents				

Top-Line Criterion		4	3	2	1
	Range of Nonfiction Topics: Includes a broad range of topics such as the various sciences, history, contemporary events and issues and the arts				
3. Quality of Questions and Tasks	Evidence-based Questions: Includes the text as the center of comprehension. The comprehension questions and tasks focus on the text and require information from the text as evidence to support a perspective, position, claim or argument				
	Text-Dependent Questions: Includes a majority of questions that are high-quality (Webb's Depth of Knowledge) sequences of text-dependent and text-specific questions				
4. Quality of Writing Instruction and Tasks	Text-Dependent Tasks: Includes written tasks requiring students to confront text directly, draw on textual evidence and validate inferences from the text				
	Multiple Modes of Writing: Includes materials containing instruction that utilizes multiple modes of writing: writing in response to reading, writing as a way of learning, writing to sources and composition				
	Balance of Writing Tasks: Includes a balance between argumentative, explanatory and narrative writing tasks				
	Instruction on Text Structures: Includes various increasingly complex narrative and informational text structures that accompanies comprehension instruction, teaching signal/transitional words and phrases in tandem to support understanding of various organizational text patterns for reading and writing				
	Instruction on Summarization: Includes explicit instruction on written summarization				
	Instruction on Formulating Arguments: Includes instruction on formulating and supporting written arguments using text information as evidence				
	Instruction in Analyzing Claims: Includes skill instruction and tasks that require students to analyze and synthesize text sources and present well-defended claims				

Top-Line Criterion		4	3	2	1
5. Quality of Speaking and Listening Instruction and Tasks	Text-Focused Academic Discussions: Supports teachers in planning substantive and interactive academic discussions that sustain text as the central focus				
	Opportunities for Student Discussions: Includes collaborative opportunities for students to engage in discussion, evaluating points of view, reasoning, use of text evidence and rhetoric and evaluation strength of text evidence				
6. Quality of Language Instruction and Tasks	Academic and Domain-specific Vocabulary: Includes opportunities for students to acquire and use general academic and domain-specific words and phrases in tandem with instruction in structural analysis, comprehension and writing				
	Unknown Words: Includes opportunities for students to determine or clarify the meaning of unknown and multiple meaning words and phrases in tandem with instruction in comprehension and writing				
	Word Relationships: Includes opportunities for students to understand figurative language, word relationships and nuances in word meanings in tandem with instruction in comprehension and writing				
	Morphemes: Contains systematic vocabulary instruction in the meanings of prefixes, roots and suffixes used across various content area texts				
	Morphemic Analysis: Contains systematic vocabulary instruction in morphemic analysis of prefixes, roots and suffixes to derive meaning of unfamiliar general academic and discipline-specific words				
	Syntactical Application: Contains systematic vocabulary instruction in the syntactic application of morphemic words				
	Contextual Analysis: Contains systematic vocabulary instruction in contextual analysis				
7. Quality of Instruction and Assessment	Quality Assessment Tools: Includes assessment tools to support teachers in determining student needs, differentiating instruction and assisting students in gauging the success of their learning efforts				

Top-Line Criterion		4	3	2	1
	Quality Instructional Materials: Includes explicit, systematic instruction in increasingly complex vocabulary, syntax, text structures and conceptual understandings in order to build student capacity to comprehend and write increasingly complex text over time				
8. Accuracy of Content	The resources are free of errors, mistakes, inconsistencies, contradictions within itself and biases.				
	The resources are free of content, typographical and visual errors.				
9. Authenticity of Content	There are interdisciplinary connections made within the content.				
10. Comprehensiveness of Student and Teacher Resources	The materials are easy for teachers to use (i.e., features to help in searching and locating information, guidelines and resources provided on how to implement and evaluate instruction, technology-rich resources work properly and run without error)				
	There are suggestions and strategies for adapting instruction for varying needs (e.g., resources to support MTSS)				
	There are assessments to measure student mastery of the LAFS.				
	The technology resources are comprehensive enough to include the major components of the program.				
11. Alignment of Instructional Components	The instructional components align with each other.				
12. Ease of Use	The program indicates and provides professional development essential to the success of the program and continued support for teacher learning.				
	The technology resources work properly with the tools that are available at schools.				
13. Motivational Strategies	The materials include activities, tasks and approaches to stimulate intellectual curiosity.				
	The materials provide informative feedback on progress.				
14. Explicit Instruction	There are clear statements and expectations (purpose, goals and expected outcomes) for instruction.				

Top-Line Criterion		4	3	2	1
15. Guidance, Support and Student Participation	The organized routines, prompts, directions and tools for feedback included will help the teachers deliver instruction.				
	The supports address developmental differences and various learning styles.				
	The materials include organized, periodic, frequent and short assignments that are logical extensions of content, goals and objectives.				
16. Targeted Instructional Strategies	The instructional materials reflect current research about effective instruction.				
	There are a variety of strategies presented for instruction.				
17. Target Assessment Strategies	The assessments provide both formative and summative results to effectively assess and inform instruction about the learner's performance.				
18. Overall Program Factors	If given these materials for teaching the course, do you feel confident that these materials could be used as the major tool?				
	Do all of the components of the program support student mastery of the LAFS?				
	Is there an adequate amount of content to teach the course for a year?				
	Would supplemental materials be required?				
	Would a teacher be able to use this program if there is not a book for every student (class set only)?				

2013-2014 Florida Department of Education
English Language Arts Instructional Digital/Electronic Materials
Updated Adopted Bids 8/19/2014

English Language Arts/Reading - 26

Language Arts 6-8 Series -3

EMC Publishing, LLC - *Mirrors & Windows Connecting with Literature Level I-III*, Various 2012/1

Houghton Mifflin Harcourt - *Houghton Mifflin Harcourt Collections, Grades 6-8*, Carol Jago, et al. 2015/Florida
SLPS Board Approved: December 9, 2014

Pearson Education, Inc., publishing as Prentice Hall - *Pearson Literature's, Florida Edition (Grades 6-8)*, Wiggins et al. 2015/1

Language Arts 9-12 Series - 5

Bedford, Freeman and Worth Publishing Group - *Patterns for College Writing Florida Program ELA 3-4 (Patterns for College Writing reader, Florida Literature case study, EasyWriter handbook)*, Laurie G. Kirsznner, Andrea A. Lunsford, Bedford/St. Martin's 2012/12

EMC Publishing, LLC - *Mirrors & Windows Connecting with Literature Level 9-12*, Various 2012/1

Houghton Mifflin Harcourt - *Houghton Mifflin Harcourt Collections, Grades 9-12*, Carol Jago, et al. 2015/Florida
SLPS Board Approved: December 9, 2014

Pearson Education, Inc., publishing as Prentice Hall - *Pearson Literature's, Florida Edition (Grades 9-12)*, Wiggins et al. 2015/1

VSCHOOLZ - *Language Arts 9-12 Series*, VSCHOOLZ 2013/1

Apex Learning - *English IV: College Prep*, Apex Learning 2013/n/a

Bedford, Freeman and Worth Publishing Group - *Reflections Florida Program (Reflections reader, Florida Literature case study, EasyWriter handbook)*, Kathleen T. McWhorter, Andrea A. Lunsford, Bedford/St. Martin's 2014/1

Advanced Placement English Language and Composition - 3

Apex Learning - *Advanced Placement Language and Composition*, Apex Learning ` 2013/n/

Bedford, Freeman and Worth Publishing Group - *The Language of Composition, 2nd Edition*, Renee H. Shea 2013/2

Pearson Education, Inc., publishing as Prentice Hall - *Writing America: Language and Composition in Context, AP* Edition*, Joliffe/Roskelly 2014/1 Grade Level 9 - 12

Advanced Placement English Literature and Composition - 6

Apex Learning - *Advanced Placement Literature and Composition*, Apex Learning 2013 Grade Level 9 - 12

Bedford, Freeman and Worth Publishing Group - *Literature and Composition*, Carol Jago 2011/1
Grade Level 9 - 12

Bedford, Freeman and Worth Publishing Group - *The Bedford Introduction to Literature, 10th Edition*, Michael Meyer 2013/10 Grade Level 9 - 12

Pearson Education, Inc., publishing as Prentice Hall - *Literature: An Introduction to Reading and Writing, AP* Edition*, Roberts 2012/2

Pearson Education, Inc., publishing as Prentice Hall - *The Literature Collection*, Kennedy/Gioia 2013/1

6-8 Comprehensive Intervention Reading Program

M/J Intensive Reading (MC) - 4

Cambium & Voyager Learning/Sopris Learning - *Language! 4th Edition Books A-D*, Dr. Jane Fell Greene 2009/4th

Cambium & Voyager Learning/Sopris Learning - *Passport Reading Journeys "Beginnings" and Levels 1-2*, Advisory Board - Numerous 2008/2010/2nd

Cengage Learning, Inc. d/b/a National Geographic Learning - *Inside*, David W. Moore, Ph.D; Deborah J. Short, Ph.D; Alfred W. Tatum, Ph.D; Josefina Villamil Tinajero, Ph.D; Gretchen Bernabei; Michael W. Smith, Ph.D 2014/2nd

Scholastic Inc. - *Scholastic READ 180 Next Generation Stage B*, Hasselbring et al 2012/Third

9-12 Comprehensive Intervention Reading Program

Intensive Reading - 3

Cambium - Voyager Learning/Sopris Learning - *Language! 4th Edition Books E-F*, Dr. Jane Fell Greene 2009/4th

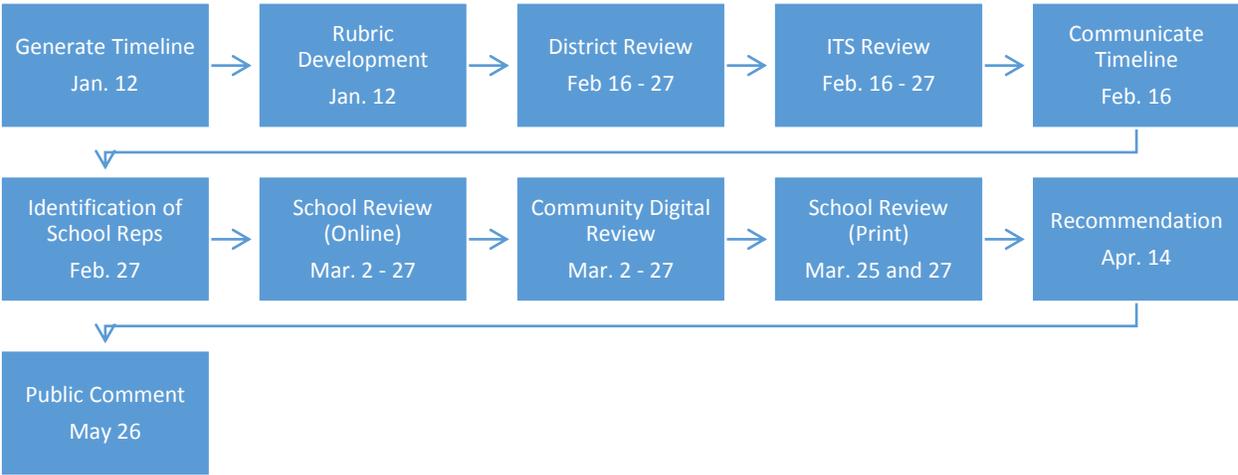
Cengage Learning, Inc. d/b/a National Geographic Learning - *Edge*, David W. Moore, Ph.D; Deborah J. Short, Ph.D; Michael W. Smith, Ph.D; Alfred W. Tatum, Ph.D 2014/2nd

Scholastic Inc. - *Scholastic READ 180 Next Generation Stage C*, Hasselbring et al 2012/Third

Appendix D

2013-14 Math Adopted Instructional Materials State List

Timeline for Math Adoption (6 – 12)



Mathematics Adoption Rubric

Course: _____ Reviewer Name: _____ Date: _____

Select the level to which the series meets the expectation. (4 - Exceeds Expectations; 3 - Meets Expectations; 2 - Below Expectations; 1 - Well Below Expectations)

Top-Line Criterion		4	3	2	1
19. Focus on Major Work	In any single grade, students and teachers using the materials as designed spend the large majority of their time , approximately three-quarters, on the major work of each grade.				
20. Focus and Coherence through Supporting Work	Supporting content (where present) does not detract from focus, but rather enhances focus and coherence simultaneously by engaging students in the major work of the grade.				
21. Rigor and Balance	Materials and tools develop student’s conceptual understanding of key mathematical concepts, where call for in specific content standards or cluster headings.				
	Materials and tools give attention throughout the year to individual standards that set an expectation of fluency .				
	Materials and tools allow teachers and students using the materials as designed to spend sufficient time working with engaging applications , without losing focus on the major work of each grade.				
22. Consistent Progressions	Materials are consistent with the progressions in the Standards, by basing content progressions on the grade-by-grade progressions in the Standards.				
	Materials are consistent with the progressions in the Standards, by giving all students extensive work with grade-level problems .				
	Materials are consistent with the progressions in the Standards, by relating grade level concepts explicitly to prior knowledge from earlier grades.				
23. Coherent Connections	Materials foster coherence through connections by including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.				

Top-Line Criterion		4	3	2	1
24. Practice-Content Connections	Materials meaningfully connect content standards and practice standards .				
25. Careful Attention to Each Practice Standard	Materials attend to the full meaning of each practice standard .				
26. Emphasis on Mathematical Reasoning	Materials support and prompt students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).				
	Materials engage students in problem solving as a form of argument.				
	Materials explicitly attend to the specialized language of mathematics .				
27. Problems Worth Doing	Materials distinguish between problems (activities in which students learn new mathematics) and exercises (activities in which students apply what they have already learned to gain mastery).				
	Lessons have a few well-designed problems that progressively build and extend understanding.				
	Each problem has a purpose – whether to teach new knowledge, engage students in one or several mathematical practices, or present the student with a fun puzzle.				
	Exercises are given to students in intentional sequences such as to build from prior knowledge to new knowledge or demonstrate repeated reasoning.				
	The language in which problems are posed reflects the complexity necessary for the grade level and content.				
28. Variety in the Products that Student Produce	Students are assigned to produce answers and solutions, but also arguments and explanations, diagrams, mathematical models, etc.				
29. Variety in the Pacing and Grain Size of Content Coverage	The materials devote more instructional time to topics that require additional instructional focus.				
30. Quality of Assessment	The materials include quality assessment tools to support teachers in determining student needs, differentiating instruction and assisting students in gauging the success of their learning efforts				

Top-Line Criterion		4	3	2	1
	The materials include a range of assessment item types that measure the expectations of the Florida Standards Assessments (FSA)				
31. Accuracy of Content	The resources are free of content, typographical and visual errors .				
32. Comprehensiveness of Student and Teacher Resources	The materials are easy for teachers to use (i.e., features to help in searching and locating information, guidelines and resources provided on how to implement and evaluate instruction, technology-rich resources work properly and run without error)				
	There are suggestions and strategies for adapting instruction for varying needs (e.g., resources to support MTSS)				
	The technology resources are comprehensive enough to include the major components of the program.				
33. Ease of Use	The program indicates and provides professional development essential to the success of the program and continued support for teacher learning.				
	The technology resources work properly with the tools that are available at schools.				
	The materials could be effectively deployed without having a book for every student (class set only).				
34. Motivational Strategies	The materials include activities, tasks and approaches to stimulate intellectual curiosity .				
	The materials provide informative feedback on progress.				
35. Research-based Instructional Strategies	There are clear statements and expectations (purpose, goals and expected outcomes) for instruction.				
	The instructional materials reflect current research about effective instruction .				
	There are a variety of strategies presented for instruction.				

2013-2014 Florida Department of Education
 Mathematics Instructional Digital/Electronic Materials
 Adopted Bids
 December 18th

6-8 Mathematics

M/J Mathematics I

Agile Mind Educational Holdings, Inc. - *Mathematics 6*, Charles A. Dana Center, et al 2013/2013.1.5
 Grade Level 6 - 8

Big Ideas Learning, LLC - *Big Ideas Math Course 1: A Florida Standards Curriculum*, Larson, Ron and Boswell, Laurie
 2015/1 Grade Level 6 - 8

Carnegie Learning, Inc. - *Carnegie Learning Math Series Course 1: A Florida Standards Program*, Carnegie Learning, Inc.
 2015/1st Grade Level 6 - 8

Edgenuity Inc. - *Edgenuity M/J Mathematics 1*, Edgenuity Inc. 2013/1st Grade Level 6 - 8

Houghton Mifflin Harcourt - *HMH Florida Go Math Mathematics I*, Juli K. Dixon, Edward B. Burger, Timothy D. Kanold, Matthew R. Larson, Steven J. Leinwand, Martha E. Sandoval-Martinez 2015/Florida Grade Level 6 - 8
SLPS Board Approved: April 28, 2015

McGraw-Hill School Education, LLC - *Glencoe Math Florida Course 1*, Carter, et. Al 2015/1 Grade Level 6 - 8

Pearson Education, Inc., publishing as Prentice Hall - *Pearson Digits, Grade 6*, Fennell et al. 2014/1 Grade Level 6 - 8

TPS Publishing Inc. - *Creative Mathematics Curriculum with STEM, Literacy and Arts –Mathematics 1-Florida Edition*, TPS Publishing Inc., Illinois State University, Action Based Curriculum and Invicta Education 2013/First Grade Level 6 - 8 *Adopted date December 22

VSCHOOLZ - *M/J Mathematics 1*, VSCHOOLZ 2013/1 Grade Level 6 - 8

M/J Mathematics I, Advanced

Big Ideas Learning, LLC - *Big Ideas Math Advanced Course 1: A Florida Standards Curriculum*, Larson, Ron and Boswell, Laurie 2015/1 Grade Level 6 - 8

Houghton Mifflin Harcourt - *Houghton Mifflin Harcourt Florida Go Math Advanced Mathematics I*, Juli K. Dixon, Edward B. Burger, Timothy D. Kanold, Matthew R. Larson, Steven J. Leinwand, Martha E. Sandoval-Martinez 2015/Florida Grade Level 6 - 8
SLPS Board Approved: April 28, 2015

M/J Mathematics 2

Agile Mind Educational Holdings, Inc. - *Mathematics 7*, Charles A. Dana Center, et al 2013/2013.1.7
Grade Level 6 - 8

Big Ideas Learning, LLC - *Big Ideas Math Course 2: A Florida Standards Curriculum*, Larson, Ron and Boswell, Laurie
2015/1 Grade Level 6 - 8

Carnegie Learning, Inc. - *Carnegie Learning Math Series Course 2: A Florida Standards Program*, Carnegie Learning, Inc.
2015/1st Grade Level 6 - 8

Houghton Mifflin Harcourt - *HMH Florida Go Math Mathematics 2*, Juli K. Dixon, Edward B. Burger, Timothy D. Kanold, Matthew R. Larson, Steven J. Leinwand, Martha E. Sandoval-Martinez 2015/Florida Grade Level 6 - 8
SLPS Board Approved: April 28, 2015

McGraw-Hill School Education, LLC - *Glencoe Math Florida Course 2*, Carter, et. Al 2015/1 Grade Level 6 - 8

Pearson Education, Inc., publishing as Prentice Hall - *Pearson Digits, Grade 7*, Fennell et al. 2014/1 Grade Level 6 - 8

TPS Publishing Inc. - *Creative Mathematics Curriculum with STEM, Literacy and Arts –Mathematics 2-Florida Edition*, TPS Publishing Inc., Illinois State University, Action Based Curriculum and Invicta Education 2013/First Grade Level 6 - 8 *Adopted date December 22

M/J Mathematics 2, Advanced

Houghton Mifflin Harcourt - *Houghton Mifflin Harcourt Florida Go Math Advanced Mathematics 2*, Juli K. Dixon, Edward B. Burger, Timothy D. Kanold, Matthew R. Larson, Steven J. Leinwand, Martha E. Sandoval-Martinez
2015/Florida Grade Level 6 - 8

M/J Pre-Algebra

Big Ideas Learning, LLC - *Big Ideas Math Pre-Algebra: A Florida Standards Curriculum*, Larson, Ron and Boswell, Laurie
2015/1 Grade Level 6 - 8

Carnegie Learning, Inc. - *Carnegie Learning Math Series Course 3- Pre-Algebra: A Florida Standards Program*, Carnegie Learning, Inc. 2015/1st Grade Level 6 - 8

Edgenuity Inc. - *Edgenuity M/J Pre- Algebra*, Edgenuity Inc. 2013/1st Grade Level 6 - 8

Houghton Mifflin Harcourt - *HMH Florida Go Math Pre-Algebra*, Juli K. Dixon, Edward B. Burger, Timothy D. Kanold, Matthew R. Larson, Steven J. Leinwand, Martha E. Sandoval-Martinez 2015/Florida Grade Level 6 - 8
SLPS Board Approved: April 28, 2015

McGraw-Hill School Education, LLC - *Glencoe Math Florida Course 3*, Carter, et. Al 2015/1 Grade Level 6 - 8

Pearson Education, Inc., publishing as Prentice Hall - <i>Pearson Digits, Grade 8</i> , Fennell et al. 2014/1 Grade Level 6 - 8
TPS Publishing Inc. - <i>Creative Mathematics Curriculum with STEM, Literacy and Arts - Pre-Algebra - Florida Edition</i> , TPS Publishing Inc., Illinois State University, Action Based Curriculum and Invicta Education 2013/First Grade Level 6 - 8 *Adopted date December 22
9-12 Mathematics
Algebra 1
Agile Mind Educational Holdings, Inc. - <i>Algebra I</i> , Charles A. Dana Center, et al 2013/2012.2.28 Grade Level 9 - 12
Apex Learning - <i>Algebra 1</i> , Apex Learning 2013/n/a Grade Level 9 - 12
Big Ideas Learning, LLC - <i>Big Ideas Algebra 1: A Florida Standards Curriculum</i> , Larson, Ron and Boswell, Laurie 2015/1 Grade Level 9 - 12
Carnegie Learning, Inc. - <i>Carnegie Learning Algebra I: A Florida Standards Program</i> , Carnegie Learning, Inc. 2015/1st Grade Level 9 - 12
Houghton Mifflin Harcourt - <i>Houghton Mifflin Harcourt Florida Algebra 1 Analyze, Connect, Explore</i> , Juli K. Dixon, Edward B. Burger, Timothy D. Kanold, Steven J. Leinwand, Martha E. Sandoval-Martinez 2015/Florida Grade Level 9 - 12
Houghton Mifflin Harcourt - <i>Houghton Mifflin Harcourt Algebra 1 FUSE</i> , Edward B. Burger, David Chard, Paul Kennedy, Steven J. Leinwand, Freddie Renfro, Tom W. Roby, Dale Seymour, Burt Waits 2012/National Grade Level 9 - 12
Houghton Mifflin Harcourt - <i>Houghton Mifflin Florida Algebra 1 with Florida Explorations in Core Math</i> , Edward B. Burger, David Chard, Paul Kennedy, Steven J. Leinwand, Freddie Renfro, Tom W. Roby, Dale Seymour, Burt Waits 2015/Florida Grade Level 9 - 12 SLPS Board Approved: April 28, 2015
McGraw-Hill School Education, LLC - <i>Algebra 1 Florida</i> , Glencoe-McGraw-Hill 2015/1 Grade Level 9 - 12
Pearson Education, Inc., publishing as Prentice Hall - <i>Pearson High School Mathematics: Algebra 1</i> , Florida Edition, Bass et al. 2015/1 Grade Level 9 - 12
Algebra 2
Agile Mind Educational Holdings, Inc. - <i>Algebra II</i> , Charles A. Dana Center, et al 2013/2013.1.3 Grade Level 9 - 12
Apex Learning - <i>Algebra 2</i> , Apex Learning 2013/n/a Grade Level 9 - 12
Houghton Mifflin Harcourt - <i>Houghton Mifflin Harcourt Algebra 2 FUSE</i> , Edward B. Burger, David Chard, Paul Kennedy, Steven J. Leinwand, Freddie Renfro, Tom W. Roby, Dale Seymour, Burt Waits 2012/National Grade Level 9 - 12
Houghton Mifflin Harcourt - <i>Houghton Mifflin Florida Algebra 2 with Florida Explorations in Core Math</i> , Edward B. Burger, David Chard, Paul Kennedy, Steven J. Leinwand, Freddie Renfro, Tom W. Roby, Dale Seymour, Burt Waits 2015/Florida Grade Level 9 - 12 SLPS Board Approved: April 28, 2015

McGraw-Hill School Education, LLC - <i>Algebra 2 Florida</i> , Glencoe-McGraw-Hill 2015/1 Grade Level 9 - 12
Pearson Education, Inc., publishing as Prentice Hall - <i>Pearson High School Mathematics: Algebra 2</i> , Florida Edition, Bass et al. 2015/1 Grade Level 9 - 12
Algebra 2 Honors
John Wiley & Sons - <i>Algebra: Form and Function</i> , McCallum 2010/1 Grade Level 9 - 12
John Wiley & Sons - <i>College Algebra</i> , Young 2013/3 Grade Level 9 - 12
Calculus Honors
Agile Mind Educational Holdings, Inc. - <i>Calculus AB</i> , Charles A. Dana Center, et al 2013/2012.2.14 Grade Level 9 - 12
Bedford, Freeman and Worth Publishing Group - <i>Calculus</i> , Laura Taalman 2014/1 Grade Level 9 - 12
John Wiley & Sons - <i>Calculus Early Transcendentals Single Variable</i> , Anton 2012/10 Grade Level 9 - 12
John Wiley & Sons - <i>Calculus: Single Variable</i> , Hughes-Hallett 2013/6 Grade Level 9 - 12
Pearson Education, Inc., publishing as Prentice Hall - <i>Calculus: Graphical, Numerical, Algebraic</i> , Finney et al. 2016/5 Grade Level 9 - 12 SLPS Board Approved: April 28, 2015
Geometry
Agile Mind Educational Holdings, Inc. - <i>Geometry</i> , Charles A. Dana Center, et al 2013/2013.1.3 Grade Level 9 - 12
Houghton Mifflin Harcourt - <i>Houghton Mifflin Harcourt FUSE</i> , Edward B. Burger, David Chard, Paul Kennedy, Steven J. Leinwand, Freddie Renfro, Tom W. Roby, Dale Seymour, Burt Waits 2012/National Grade Level 9 - 12
Houghton Mifflin Harcourt - <i>HMH Florida Geometry with Florida Explorations in Core Math</i> , Edward B. Burger, David Chard, Paul Kennedy, Steven J. Leinwand, Freddie Renfro, Roby, Dale Seymour, Burt Waits 2015/Florida Grade Level 9 - 12 SLPS Board Approved: April 28, 2015
McGraw-Hill School Education, LLC - <i>Geometry Florida</i> , Glencoe-McGraw-Hill 2015/1 Grade Level 9 - 12
Pearson Education, Inc., publishing as Prentice Hall - <i>Pearson High School Mathematics: Geometry</i> , Florida Edition, Bass et al. 2015/1 Grade Level 9 - 12
VSCHOOLZ - <i>Geometry</i> , VSCHOOLZ 2013/1 Grade Level 9 - 12

Liberal Arts Mathematics 1
Pearson Education, Inc., publishing as Prentice Hall - <i>Liberal Arts Math: A Florida Course, Consortium for Foundation Mathematics</i> 2014/2 Grade Level 9 - 12 SLPS Board Approved: April 28, 2015
Pearson Education, Inc., publishing as Prentice Hall - <i>Thinking Mathematically</i> , Blitzer 2011/5 Grade Level 9 - 12
Liberal Arts Mathematics 2
Apex Learning - <i>Liberal Arts Math</i> , Apex Learning 2013/NA Grade Level 9 - 12
Mathematics for College Readiness
Apex Learning - <i>Math for College Readiness</i> , Apex Learning 2013/n/a Grade Level 9 - 12
Bedford, Freeman and Worth Publishing Group - <i>Modeling with Mathematics Florida Edition</i> , Nancy Crisler 2013/2 Grade Level 9 - 12
Cengage - <i>Larson, College Prep Algebra, 1/e</i> , Ron Larson 2014/1/e Grade Level 9 - 12
Pearson Education, Inc., publishing as Prentice Hall - <i>Intermediate Algebra: Math for College Readiness, Florida Edition, Martin-Gay</i> 2013/1 Grade Level 9 - 12 SLPS Board Approved: April 28, 2015
Mathematics for College Success
Apex Learning - <i>Math for College Success</i> , Apex Learning 2013/n/a Grade Level 9 - 12
Pearson Education, Inc., publishing as Prentice Hall - <i>MathXL for School</i> , Pearson 2012/1 Grade Level 9 - 12
Trigonometry Honors
Cengage - <i>Larson, Trigonometry, 9/e</i> , Ron Larson 2014/9/e Grade Level 9 - 12
John Wiley & Sons - <i>Trigonometry</i> , Young 2012/3 Grade Level 9 - 12
Pearson Education, Inc., publishing as Prentice Hall - <i>Trigonometry</i> , Lial et al. 2013/10 Grade Level 9 - 12

Appendix E

Challenged Materials Process

CHALLENGED MATERIALS PROCESS

Despite the quality of the selection process, occasional objections to instructional materials will be made. The St. Lucie Public Schools supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the *Library Bill of Rights* of the American Library Association, the *School Library Bill of Rights* of the American Association of School Librarians, and *Freedom to Read* of the American Library Association. In the event that materials are questioned, the principles of intellectual freedom, the right to access of materials and the integrity of the professional library personnel must be defended rather than the materials.

Each school principal should review the selection and objection rules with the staff annually, emphasizing the ethical considerations in attempting to handle resident complaints with courtesy and dignity. It is recommended that the school administrator or designee receiving a complaint regarding instructional materials shall try to resolve the issue informally through the following procedure.

School Level – Informal Complaint

1. An interested citizen who objects to materials being used in a school should request a personal conference with the principal or designee. Any complaint regarding materials from the library media center should be referred to the library media specialist.
2. During this initial conference, the citizen should be given a copy of the appropriate county policy for selection of the material.
3. The principal or his designee will then have an opportunity to explain the reason(s) for the use of the material and to answer questions the citizen has about the selection.

In the event that the person is not satisfied with the initial explanation and desires to file a formal complaint, the following policies for handling such requests must be followed sequentially.

School Level - Formal Complaint

1. The complainant shall obtain four copies of the form entitled *Request for Reconsideration of Media* from the principal or a designee, complete the form in its entirety including signature, retain one copy, and send one copy of the completed form to:
 - a. the Principal (original)
 - b. the Director of Curriculum and School Improvement
 - c. the Area Assistant Superintendent
2. The completed form and the material(s) in question shall be studied by a School Materials Review Committee (SMRC) appointed on an ad hoc basis by the principal with the following provisions:

- a. The committee shall consist of the principal or designee; two teachers in the appropriate subject area/grade; one teacher from another subject area/grade; a library media specialist; a guidance counselor; one student from the appropriate grade level or who is accomplished in the specific subject area (senior high school only); one lay person from School Advisory Council; and a representative designated by the Director of Curriculum and School Improvement.
 - b. The SMRC shall meet within 15 school work days of receipt by the principal of the reconsideration form.
 - c. The SMRC may solicit professional written reviews of the materials and/or comments from appropriate audiences or resource persons.
 - d. The SMRC shall read/view the material in its entirety, consider the reviews of the material, study the comments on the complainant's questionnaire, consider one or more of the evaluative criteria and render a decision based on a majority vote.
 - e. Within five (5) school days of its final meeting, the SMRC shall prepare a written report with recommendations for the principal to follow. The committee's final recommendation may be any or a combination of the following: (1) allow the challenged material to maintain its current status; (2) leave the challenged material in the classroom or library media center, but allow students to use alternate materials approved by school personnel who require the use of the disputed item; (3) limit the educational use of the challenged material; (4) remove the challenged material from the total school environment.
 - f. Within five (5) school days after receipt of the SMRC recommendation, the principal shall inform the complainant of the decision of the committee and shall send copies of all reports and communications to the Area Assistant Superintendent.
3. Access to challenged materials shall not be restricted during the reconsideration process. The materials shall remain in use unless removed by formal vote of the SMRC.

District Level - Formal Appeal

The complainant may appeal the decision of the SMRC to the Superintendent of Schools in accordance with the following provisions:

1. The complainant shall notify the Superintendent of the appeal in writing.
2. Within fifteen (15) school days of receipt of such request, the Superintendent and appropriate staff shall review the action taken at the school level and issue a decision. If the decision does not include further review, the complainant shall be so notified and may request an appearance to appeal directly to the School Board in accordance with School Board Policy.

3. If the Superintendent finds cause for further review, the complaint shall be submitted to a District Materials Review Committee (DMRC), chaired by the Deputy Superintendent, or designee, appointed on an ad hoc basis by the Superintendent, with the following provisions:
 - a. The committee shall consist of the Deputy Superintendent, or designee, two principals at the appropriate level; the Director of Curriculum; two appropriate subject area specialists; one teacher in the appropriate subject area/grade; one library media specialist; one student from the appropriate grade level or who is accomplished in the specific subject area (high school only); a representative from the Classroom Teachers Association; a representative from the District Advisory Committee; and one lay person.
 - b. In the event that a person named above cannot be present at the DMRC meetings(s), the Superintendent may appoint an alternate.
 - c. The DMRC may solicit professional written reviews of the materials and/or comments from appropriate audiences or resource persons.
 - d. The DMRC shall read/view the material in its entirety, consider the reviews of the material, study the comments on the complainant's questionnaire, consider one or more of the evaluative criteria and render a decision based on a majority vote.
 - d. The DMRC shall make a recommendation to the Superintendent within fifteen (15) school work days of receipt of the complaint.
 - e. The recommendation of the DMRC and the basis for that recommendation shall be transmitted to the Superintendent within five (5) school work days of the final DMRC meeting.
 - f. The Superintendent or a designee shall make a final decision within five (5) school work days of receipt of the DMRC recommendation and send a report of that decision to the Deputy Superintendent for Education and the original school principal.
 - g. The complainant may appeal the decision of the Superintendent to the School Board in writing and may request an appearance before the Board in accordance with school Board rules.

**St. Lucie Public Schools
REQUEST FOR RECONSIDERATION OF MATERIAL**

Title _____

Author _____ Type of Material _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

Complainant represents:

Himself/Herself

Name of Organization _____

Identify other group _____

1. To what in the work do you object? (Please be specific; cite pages or selections.) _____

2. Of what value is this work? _____

3. What do you feel might be the influence of this work? _____

4. For what age group would you recommend this work? _____

5. Did you read/view the entire work? If not, what pages or sections? _____

6. Are you aware of the judgment of this work by critics? _____

7. Are you aware of the educational purpose of using this work? _____

8. What do you believe is the theme or purpose of this work? _____

9. What would you prefer the school do about this work?

- _____ do not assign or recommend it to my child
_____ withdraw it from all students
_____ send it to committee for re-evaluation

10. What work would you recommend in its place that would convey as valuable a picture and perspective of a study or a set of values? _____

Signature of Complainant _____

Date _____

**St. Lucie Public Schools
CHECKLIST FOR MATERIALS REVIEW COMMITTEES
RECONSIDERATION OF MATERIAL**

Fiction and Other Literary Forms

Title _____

Author _____

A. Purpose

1. What is the purpose, theme or message of the material? How well does the author/producer/composer accomplish this purpose? _____

2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children? _____ Yes _____ No; for young adults? _____ Yes _____ No
If both are marked no, for what age group would you recommend? _____
3. Will the reading and/or viewing and/or listening to material result in more compassionate understanding of human beings? _____ Yes _____ No
4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? _____ Yes _____ No
5. Are any questionable elements of the story an integral part of a worthwhile theme or message? _____ Yes _____ No

B. Content

1. Does a story about modern times give a realistic picture of life as it is now? _____ Yes _____ No
2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless? _____ Yes _____ No
3. When factual information is part of the story, is it presented accurately? _____ Yes _____ No
4. Is prejudicial appeal readily identifiable by the potential reader? _____ Yes _____ No
5. Are concepts presented appropriate to the ability and maturity of the potential readers? _____ Yes _____ No
6. Do characters speak in a language true to the period and section of the country in which they live? _____ Yes _____ No
7. Does the material offend in some special way the sensibilities of women or a minority Group by the way it presents either the chief character or any of the minor characters? _____ Yes _____ No

8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? ____ Yes ____ No: for young adults? ____ Yes ____ No
9. If there is use of offensive language, is it appropriate to the purpose of the text for children? ____ Yes ____ No; for young adults ____ Yes ____ No
10. Is the material free from derisive names and epithets that would offend minority groups? ____ Yes ____ No; children? ____ Yes ____ No
11. Is the material well written or produced? ____ Yes ____ No
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex education, religion or philosophy in any adverse way? ____ Yes ____ No
13. Does the material make a significant contribution to the history of literature or ideas? ____ Yes ____ No
14. Are the illustrations appropriate and in good taste? ____ Yes ____ No
15. Are the illustrations realistic in relation to the story? ____ Yes ____ No

Additional Comments:

Recommendation by School Media Advisory Committee for treatment of challenged materials:

Date _____

Signature of Material Review Committee

St. Lucie Public Schools

**St. Lucie Public Schools
CHECKLIST FOR MATERIALS REVIEW COMMITTEES
RECONSIDERATION OF MATERIAL**

Nonfiction

Title _____

Author _____

A. Purpose

1. What is the overall purpose of the material? _____

2. Is the purpose accomplished? _____ Yes _____ No

B. Authenticity

1. Is the author competent and qualified in the field? _____ Yes _____ No

2. What is the reputation and significance of the author and publisher/producer in the field?

3. Is the material up-to-date? _____ Yes _____ No

4. Are information sources well documented? _____ Yes _____ No

5. Are translations and retellings faithful to the original? _____ Yes _____ No

C. Appropriateness

1. Does the material promote the educational goals and objectives of the curriculum of district schools? _____ Yes _____ No

2. Is it appropriate to the level of instruction intended? _____ Yes _____ No

3. Are the illustrations appropriate to the subject and age levels? _____ Yes _____ No

D. Content

1. Is the content of this material well presented by providing adequate scope, range, depth, and continuity? _____ Yes _____ No

2. Does the material present information not otherwise available? _____ Yes _____ No

3. Does this material give a new dimension or direction to its subject? _____ Yes _____ No

E. Reviews

1. Source of review _____
Favorably reviewed _____ Unfavorably reviewed _____

2. Does this title appear in one or more reputable selection aids? ___Yes ___No
If answer is yes, please list titles of selection aids. _____

Additional Comments:

Recommendation by School Media Advisory Committee for treatment of challenged materials:

Date _____

Signature of Materials Review Committee

_____	_____
_____	_____
_____	_____
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St. Lucie Public Schools