

**Palestine ISD**  
**Textbook Manual**  
**2007 - 2008**

*Linda Andrews*

District Textbook Coordinator  
903-731-8082  
landrews@palestineschools.org



**Palestine Independent School District  
Textbook Procedure Manual**

**Table of Contents**

I. Textbook Responsibilities .....	1
II. Ordering, Distribution, and Use .....	4
III. Membership .....	11
IV. Lost Textbooks .....	15
V. Textbook Adoption .....	25
VI. Textbook Adoption Responsibilities .....	30
VII. Inventory .....	40
VIII. Appendix: Current Adoption Bulletin	



# Palestine Independent School District Textbook Procedures

## I. Textbook Responsibilities

### A. Board of Trustees:

1. is designated as the legal custodian of the books; makes arrangements for the distribution of books to pupils in the most economical and effective way; delegates to its employees the power to requisition, distribute, and manage textbooks;

### B. Superintendent:

1. is responsible for reporting districtwide memberships to the Commissioner of Education;
2. is ultimately responsible for all textbook activity within the district;
3. may serve as the chairperson of the Local Adoption Committee or appoint a designee;
4. designates a District Textbook Coordinator.

### C. District Textbook Coordinator – The Textbook Coordinator controls all textbook activity within the district and coordinates all textbook activity for that district with the Division of Textbook Administration (TEA).

#### The District Textbook Coordinator:

1. assumes responsibility for accounting of adopted instructional materials;
2. maintains all records of activity including textbook distribution to and transfer from all campuses within the district;
3. is responsible for administration of money for lost or destroyed textbooks, and for return and replacement textbooks;
4. is responsible for the order of adopted instructional materials, including EVI materials;
5. accepts shipments for the district;
6. is responsible for all shipments of textbooks from the district;
7. must ensure that an annual physical inventory of all current adopted instructional materials is conducted.

### D. Principal/Assistant Principal Responsibilities(Campus Textbook Coordinator) - The Principal has the primary responsibility for the care and distribution of textbooks at each campus. An assistant principal or clerk may be assigned the duty of campus textbook coordinator by the principal. The campus textbook coordinator will be responsible to the principal for the proper disposition of his/her duties. The principal, however, remains the primary custodian at the campus. The Campus Textbook Coordinator:

1. must keep all extra textbooks that are within the maximum allowed in a controlled bookroom;
2. must return any surplus textbooks to the central district storage facility;
3. must ensure that all required accounting procedures are followed for moneys collected for all lost, destroyed, or damaged textbooks;

4. must send all money collected from students for sales (including payment for lost and destroyed textbooks) to the Business Office;
5. must conduct an annual physical inventory of all textbooks and teacher resources;
6. must require that all textbooks be covered;
7. must require regular textbook inspections be conducted;
8. must verify all textbook transactions and report any discrepancies to the District Textbook Coordinator;
9. must send textbook requests (including campus to campus transfers) to the District Textbook Coordinator;
10. must return all textbooks to the campus textbook storage area at the end of the school year or at the end of the semester/trimester for all classes that do not continue;
11. must complete all required reports from the District Textbook Coordinator;
12. must report all textbooks needing to be replaced due to destruction or wear;
13. must report all students owing outstanding textbook moneys to any campus to which that student transfers.

E. Teacher:

1. must keep an accurate record of all textbooks received and issued to students;
2. must keep a record of the textbook number stamped on the inside cover for all books issued to each pupil;
3. ensures that all textbooks are covered at all times;
4. conducts periodic textbook inspections as required by the principal;
5. ensures that all textbooks have the name of the student in the appropriate place;
6. must notify the parent when first becoming aware of a textbook that is lost, destroyed, or damaged;
7. must return all surplus textbooks to the bookroom;
8. must return all textbooks to the bookroom at the end of the year or the end of the course, for purposes of inventory;
9. must check the textbook number and condition of the textbooks as they are returned by the students.

F. Student/Parent or Guardian:

1. must keep all free textbooks covered at all times;
2. must ensure proper use and care for all textbooks;
3. must return textbooks at the close of the school year or end of the course or at the time of pupil withdrawal;
4. must reimburse the school for any lost, destroyed, or damaged textbooks issued to that student;
5. must enter his/her name inside the front cover of the textbook. Each student, or his parent or guardian, shall be responsible to the teacher for all textbooks not returned by the student, and any student failing to return all textbooks shall forfeit his right to free textbooks until the textbooks previously issued but not returned are paid for by the parent or guardian. If a student loses a textbook(s) and fails to return or pay for it, the school shall allow the student to use the textbook(s) at school during each school day but not to be assigned a textbook for out-of-class use.

# Textbook Responsibilities

Texas Legislature	State Board of Education	Sets state textbook laws, rules, & funding
	TEA Division of Textbook Administration	Sets state textbook procedures
	Local Board of Trustees	Sets local procedures and enforces state and local policies
Superintendent	District Textbook Coordinator	Sets local procedures and enforces state and local policies
	Campus Administrator	Sets local procedures and enforces state and local policies
	Teacher	Enforces campus and local policies
	Student/Parent	Is responsible for care and return of state property

## II. Ordering, Distribution, and Use

### A. District Administrative Guidelines and Procedures

1. The public schools of Texas shall provide free textbooks that have been adopted by the State Board of Education. A school district may procure and use unadopted books and materials under specified conditions and with Board approval.
2. EMAT (Educational Materials and Textbooks System) is the electronic ordering system used by school districts to order state adopted materials.
3. The district shall receive shipments from the state, another school district, or publishers, send initial shipments to campuses, transfer textbooks to campuses that meet eligibility requirements, and receive transfers from campuses.
4. The district shall receive out of adoption books from campuses which will be sent to a central collecting facility.
5. The district shall request additional textbooks from the state when the district is eligible.
6. The district shall send to TEA an annual requisition by April 1 (or date specified by TEA) requesting newly-adopted textbooks and additional textbooks to meet membership for fall classes.
7. The district shall report any shipment discrepancies to the shipping location within 10 days of the shipment.

### B. Campus Administrative Guidelines and Procedures

1. The campus shall receive and verify all shipments and transfers. (See Textbook Distribution Form)
2. The campus shall report any shipment discrepancies to shipping location within 10 working days.
3. The campus may request additional textbooks from the District Textbook Coordinator when eligible and when a need arises. (See Textbook Requisition Form)
4. The campus must use the Textbook Transfer form when shipping textbooks to another campus and shall return the appropriate section of the form when receiving shipments. (see Textbook Transfer Form)
5. All transfers shall be made through the District Textbook Coordinator. A campus may not transfer textbooks to another campus unless directed to do so by the district office. A campus may not lend textbooks to any individual, organization, another campus, or another school district. (See Textbook Transfer Form)
6. Each campus shall establish a system for the disposition of textbooks on that campus. The system could utilize the textbook inventory program or bookcards or a combination of both.

## C. Definitions and Information

### TRANSFERS

A transfer of textbooks takes place when books are moved within the district from one location to another. In order to ensure that textbook records are accurate and up-to-date, all transfers are to be handled through the District Textbook Coordinator.

It is important that both sending and receiving locations verify the number of books being transferred. If a discrepancy is found by the receiving location, the actual numbers should be verified immediately and the District Textbook Coordinator notified.

### REQUESTS

When a campus needs and is eligible for additional textbooks because of a membership increase, a request is made through the District Textbook Coordinator (See Textbook Requisition Form).

Requests will be filled or denied based upon the current membership and the number of books in the campus inventory.

### SHIPMENTS

Before the beginning of school each year, an initial shipment of textbooks takes place. This shipment will contain the first shipment of newly-adopted titles, consumable books, and textbooks required to meet the needs of the fall membership. The numbers used to fill the initial fall shipment are from the previous fall PEIMS report and/or the Campus Pre-enrollment Form.

The initial fall distribution to campuses will be done by the District Textbook Coordinator using appropriate district transportation. It is the responsibility of the receiving location to count the shipment to verify the numbers. Any shipments after the initial fall shipments will take place through school mail unless the shipment is too large. Whenever a large shipment takes place, alternative arrangements must be made which are agreeable to both parties.

### DISCREPANCIES

It is the responsibility of the receiving location to count the shipment to verify the numbers. If there is a discrepancy found, the receiving location has 10 working days to notify the shipping location of the difference. The discrepancy is to be noted on the Transfer Form or Distribution Form and a copy of the adjusted form, which has been dated, is to be sent to the shipping location. Contact is to be made to settle the discrepancy to the satisfaction of all parties. The discrepancy must be identified within 10 working days of the initial shipment or the discrepancy is not honored. The numbers are to be verified by each location and the actual number of textbooks in the shipment is to be recorded on the form.

## OUT-OF-ADOPTION

Textbooks on which the state contract has expired are to be considered out-of-adoption. These textbooks are no longer listed in the Current Adoption Bulletin. Out-of-adoption textbooks may be retained by the campus to be used as supplemental material. They may also be donated to students, adult education programs and other non-profit organizations. Out-of-adoption textbooks may not be sold by school districts. Any out-of-adoption textbooks that a campus no longer wants to retain, must be boxed (no boxes larger than 18" l, 11" h, 12" w - the approximate size of copy paper box), labeled, and placed in an accessible location outside of the bookroom by the designated date in June. At that time, the district will collect these textbooks to be recycled.

## CONSUMABLE TEXTBOOKS

Consumable textbooks, textbooks in workbook format designed to be completely used and written in throughout the year, are to be sent with school records when a student transfers from one school to another within the district. Consumable textbooks are not to be sent with student records when a student transfers out of the district. If a campus is in need of additional consumable textbooks during the school year, contact the District Textbook Coordinator.

## SALE OF TEXTBOOKS

The local district may sell books to pupils or parents attending the public school of the state at the state contract price. All moneys collected from such sales are to be sent to the Texas Education Agency. All sales of textbooks must be approved by the district textbook office.

## LENDING OF TEXTBOOKS

Textbooks may not be loaned to individuals who do not have school-age children in your building, outside groups, organizations, or school districts. The District Textbook Coordinator will furnish publisher's name, address, and phone number, so individuals may arrange to purchase the textbook.

## Palestine Independent School District

### Textbook Requisition Form

Complete the following information when requesting additional textbooks. Send this form to the District Textbook Coordinator.

Campus \_\_\_\_\_ Date \_\_\_\_\_

Grade Level	Current Membership (enrollment)	Title of Textbook and ISBN	Number Pupil editions Needed	Number Teacher editions Needed	Number Braille/ Large Type or Tape	Action Taken

*The Textbook Requisition Form should be used when additional textbooks are needed on your campus. Whenever possible additional textbooks should come from the campus inventory. If, after checking your campus inventory and current membership (enrollment), textbooks are still needed this form should be filled out and sent to the District Textbook Coordinator. Please send accurate and actual enrollment numbers.*

Comments \_\_\_\_\_

Campus Textbook Coordinator Signature \_\_\_\_\_



# Palestine Independent School District Textbook Transfer Form

Please fill out form and send to the District Textbook Coordinator. Upon approval by the District Textbook Coordinator, books will be transported to receiving campus.

Date \_\_\_\_\_

Originating Campus (Transferring from)	Textbook Title	ISBN	Number of Textbooks	Receiving Campus (Transferring to)

*The Textbook Transfer Form should be used to transfer textbooks from one campus to another campus. The Principal/Textbook Coordinator of the originating campus should fill out this form and send to the District Textbook Coordinator. After approval, arrangements will be made for the physical transfer of textbooks. The Principal/Textbook Coordinator of the receiving campus should verify the delivery and sign the Transfer Form. Both the originating and the receiving campuses should have a copy of the form after the transfer is completed.*

\_\_\_\_\_  
Principal - Originating Campus

\_\_\_\_\_  
Principal - Receiving Campus

\_\_\_\_\_  
Linda Andrews  
District Textbook Coordinator

**Palestine Independent School District  
Campus Textbook Inventory**

Teacher \_\_\_\_\_ Room \_\_\_\_\_

Textbook Title & ISBN	Date Issued	# Issued	Date Returned	# Returned	Signature
					(I)
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p><i>The Campus Textbook Inventory form is used to track the textbook inventory within each campus. This form is a sample that may be used (campuses may use their own form.) When textbooks are removed from the campus bookroom to distribute to the classrooms, this form should be filled out with information on each textbook/system, with the teacher's signature verifying the transaction. At the end of the year, when the textbooks are taken up from each classroom, the original form should be referred to, with the teacher's signature verifying that the same number of textbooks are returned to the bookroom.</i></p> </div>					
					(I)
					(R)
					(I)
					(R)
					(I)
					(R)
					(I)
					(R)
					(I)
					(R)

### **III. Membership**

#### **A. District Administrative Guidelines**

1. The membership (enrollment) of the district is reported to TEA in the fall PEIMS report. Enrollment numbers are updated through the EMAT system throughout the year as needed. At any time during the year if enrollment numbers increase textbooks can be ordered as necessary.

#### **B. Campus Administrative Guidelines**

1. The campus shall report the accurate current membership whenever requesting additional textbooks.
2. Campuses will return the Pre-enrollment form to the District Textbook Coordinator in the spring with enrollment numbers for the next school year, based on the enrollment(s) of the previous grade level and/or pre-enrollment registrations.

## C. Definitions and Information

### MEMBERSHIP

Membership is defined as the number of students enrolled in a grade and/or subject. Grades K-6 report the number of students enrolled in a grade. Grades 7-12 report the number of students enrolled in a subject. The membership data is used to determine how many books the district or a campus is eligible to receive.

### TEACHER MEMBERSHIP

The teacher membership is the total number of teachers who teach a subject/grade level. This is to include classroom teachers and any other teacher who teaches the subject.

### QUOTAS

A quota is the number of books a campus or district is eligible to receive based on the membership. The quota is set forth in the proclamation for which the given subjects are called. Quotas are subject to change if the State Board of Education modifies or reduces the quotas for budgetary reasons. Quotas are listed in the Current Adoption Bulletin. (Ex.: Quota for secondary math is 108%.)

• *Three factors determine how many textbooks a campus or district is eligible to receive: the quota for the textbook, the membership (the number of students enrolled in a grade and/or subject), and the number of textbooks from the same multiple list already assigned to a campus or district based upon the most current Interim Statement (EMAT.)*

### SPECIAL POPULATIONS

Students with visual handicaps are determined eligible for special textbooks by a local ARD committee. These students must be certified as being visually impaired and included in the Annual Registration of Students with Visual Impairment to be eligible for Braille/Large Type textbooks.

### SPECIAL EDUCATION

Special education students who are performing off grade level may receive textbooks at their performance level. Eligible students must be included in the membership of the grade level they are performing on as indicated on the IEP. When the IEP indicates use of a highlighted textbook, a campus textbook may be highlighted with permission from the Special Education Department.

#### DYSLEXIA STUDENTS

Dyslexia students who need textbook modifications must request highlighted books through the District Textbook Coordinator. Textbooks are subject to availability as determined by the District Textbook Coordinator. To receive a modified textbook for a dyslexia student, contact the District Textbook Coordinator. These textbooks are inventoried through this department and are not part of the campus inventory.

#### ACCELERATED STUDENTS

High school textbooks may be used by seventh and eighth grade students enrolled in accelerated classes. This use of books must be approved by the subject area coordinator. The students must be included in the high school subject enrollments for which the textbooks are needed.

#### BILINGUAL MEMBERSHIP

Students identified as bilingual and enrolled in bilingual classes are entitled to bilingual textbooks. Bilingual textbooks are defined as textbooks written in Spanish for pupils who are not proficient in English. Bilingual students are eligible for the bilingual textbook as well as the adopted English textbook for each subject. When counting membership for bilingual students, count them once for bilingual membership and once for total membership.



#### IV. Lost Textbooks

##### A. District Administrative Guidelines

1. The District Textbook Coordinator shall collect money for lost and paid textbooks from each campus to send to TEA or purchase replacement textbooks.
2. The total district textbook inventory will be maintained at 100% of the membership or at the quota as specified in the Current Adoption Bulletin.
3. District Procedures
  - a. The district shall collect lost and paid textbook records from each campus in a timely manner.
  - b. The district shall collect money identified for lost and paid textbooks from each campus and send a statement of reconciliation to each campus.
  - c. The campus inventories shall be adjusted to reflect lost textbooks for which payment has been received.
  - d. The campus inventories shall be adjusted to reflect lost or destroyed textbooks wherein the student was not at fault and payment was not made. The district shall notify TEA of no fault losses within 60 days of the occurrence.
  - e. The district shall send lost textbook information and money to TEA so that the district records can be adjusted; or the funds may be used to purchase new or used textbooks to replace lost or destroyed textbooks.
  - f. Monies not used immediately for replacement textbooks will be held in the district textbook account.
  - g. At any time during the year, any lost and paid textbook records can be reconciled and inventories adjusted.

##### B. Campus Administrative Guidelines

1. The campus shall ensure that all required accounting procedures are followed for moneys collected for all lost, destroyed, or damaged textbooks.
2. The campus shall send all money collected from students for sales (including payment for lost and destroyed textbooks) to the Business Office (money should be kept in a campus activity account until the appropriate time to send to the District Account - normally at the end of the school year.)
3. The campus shall report all textbooks needing to be replaced due to destruction or wear.
4. The campus shall send notification to the forwarding campus of any student owing for outstanding payment for lost, destroyed, or damaged textbooks.
5. The campus shall notify the parent or guardian when a textbook is lost or damaged.
6. When payment for a textbook is remitted by a student, the textbook becomes the property of the student.
7. The campus may waive or reduce payment requirement if a student is from a family of low income. Low income in this instance is defined as students eligible for free or reduced lunch.

8. The campus may provide for a method of payment other than a lump sum payment of the full price of the book.
9. In order for a campus to require a student to pay for a lost textbook, it must first determine that the student was at fault. Generally, a student who fails to return all textbooks because of acts of God (fires and floods, etc.) or third party misconduct (theft, etc.), would not be "at fault" and districts cannot require payment from that student.
10. District personnel are responsible for lost or damaged textbooks or teacher's editions that have been issued to them for their use.
11. Campus Procedures
  - a. The campus shall collect full replacement cost from students for lost textbooks and destroyed textbooks which are no longer in usable condition. (See Current Adoption Bulletin for the state price list) When one component of a system is lost or damaged, the student is responsible for the replacement cost of the lost component plus 10% for shipping and handling.
  - b. The campus shall collect fines for textbooks which have been damaged.
  - c. Teachers shall make three documented attempts to notify the parent or guardian when a textbook is lost or damaged and payment is required.
    - i. A notice shall be sent home by the student.
    - ii. A notice shall be sent by regular mail.
    - iii. A phone call shall be made and documented.
  - d. If payment is not made, then the campus administration shall intervene and make contact with the parent or guardian.
  - e. If payment is not made, then the campus may attempt to collect reimbursement for lost textbooks through the local small claims court.
  - f. If a textbook is destroyed or lost and it is determined that the student was not at fault, the District Textbook Coordinator must be notified. The district office must be notified of these losses within 30 days of the occurrence. If a student was acting in a responsible manner in caring for the book at the time of the loss, then it can be determined that the student was not at fault.
  - g. All moneys collected from students for lost or destroyed expiring textbooks shall be applied toward the payment for current adoption textbooks for which no payment could be collected.
  - h. All moneys collected by the campus for textbooks shall be deposited in the student activity fund.
  - j. The campus shall send all moneys collected for lost and paid-for textbooks and destroyed and paid-for textbooks to the Business Office in a timely manner.
  - k. The campus shall notify the District Textbook Coordinator by September of all textbooks which have been destroyed and are no longer in a usable condition due to normal wear and tear.
  - l. The campus shall record any information concerning outstanding debt owed for lost, destroyed, or damaged textbooks. This is to be sent to the forwarding campus of all transfer students. (See forms: Students Owing for Lost Textbooks and Student Record of Outstanding Payment for Textbooks)
  - m. The campus may withhold the issuing of textbooks to students who have not returned or made payment for lost, destroyed, or damaged textbooks. Student use of the textbook in the classroom is required.

C. Textbook Fine Schedule

Fines will be assessed for any textbooks which have been damaged but are still in usable condition.

Any textbooks which have been damaged or defaced beyond usable condition are to be considered destroyed and full price for the textbook will be assessed. See the Current Adoption Bulletin for the correct price of the book.

FINE SCHEDULE:

Markings in book	\$.25 - \$1.00 per page
Markings on edge of book	\$.50 - \$1.00 per edge
Excessive markings	Full Price of Book
Torn pages	\$.25 - \$1.00 per page
Page torn out	Full Price of Book
Broken or bent cover	\$1.00 - \$2.00
No bookcover	\$.25 - \$.50 each incidence
Water damage	Full Price of Book

If charges for the damage to a textbook exceed 50% of the cost of the book, then the book is to be considered destroyed and full price will be assessed for the book.

Any textbooks that have been paid for in full by a student become the property of the student. Mark out the "Property of the State of Texas" on the inside front cover and indicate that the book has been paid for in full and the date.

Fines paid on textbooks shall be noted on the inside front cover at the time the fine is paid.

**Palestine Independent School District  
Lost Textbook Notification**

Student \_\_\_\_\_ Subject \_\_\_\_\_

Name of Book \_\_\_\_\_ Teacher \_\_\_\_\_

This is to notify you that your child has a lost, destroyed, or damaged textbook and upon receipt of this notice reimbursement or return of the lost book is required.

Your child has a \_\_\_ lost textbook \_\_\_ destroyed textbook \_\_\_ damaged textbook  
Amount due is \_\_\_\_\_ (cash or money order only)

First contact sent home by student date _____ student signature _____	Third contact by telephone date _____ comment _____
Second contact by regular mail date _____	Final contact sent to school office date _____

**A lost or destroyed textbook must be paid for in full according to the Current Adoption Bulletin issued by TEA. Fines for damaged textbooks must be paid according to the fines schedule in the Palestine ISD Textbook Administrative Guidelines. Refunds for found textbooks will only be made within 6 months of the date of the payment for the lost textbook.**

Revised 8/26/96

Suggested letter for fourth contact with parents as specified in Lost Textbook Notification Form. Modifications may be made to accommodate the needs of the campus. Retype the following letter on an applicable letterhead.

### SAMPLE LETTER

Date

Parent's Name

Mailing Address

Town, State Zip Code

Dear (Parent's Name):

I am writing on behalf of the Palestine Independent School District to notify you that your child, \_\_\_\_\_, has lost or incurred damage to the following textbooks issued by \_\_\_\_\_ School.

Name of Textbook	Fine	Replacement Cost
_____	_____	_____
_____	_____	_____
_____	_____	_____

It is necessary that this situation be rectified as soon as possible by: 1) paying in full the total amount assessed for the damaged or lost textbook(s), so noted above, 2) returning the actual lost textbook(s) to the campus, 3) calling the school to arrange for partial payment within ten days of the date of this letter, or 4) contacting the school office with a concern.

**In the event that the assessed amount is not received or the actual lost textbook is not returned within ten days, then your child's right to free textbooks from the district will be forfeited; meaning, that your child will only be allowed to use textbooks at school during each school day, not being allowed to take home any school issued textbooks. If you have any questions, please contact me.**

Sincerely,

Campus Principal



## No Fault Textbook Loss

Student \_\_\_\_\_ Campus \_\_\_\_\_

The books listed on this report were destroyed:

by \_\_\_\_\_ (type of destruction)

on \_\_\_\_\_ (date)

in the \_\_\_\_\_ (building or home)

Title \_\_\_\_\_ ISBN \_\_\_\_\_

Title \_\_\_\_\_ ISBN \_\_\_\_\_

Title \_\_\_\_\_ ISBN \_\_\_\_\_

Title \_\_\_\_\_ ISBN \_\_\_\_\_

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

\*\*\*\*\*

## No Fault Textbook Loss

Any textbook that is destroyed and is no longer in usable condition must be reported to TEA within 60 days of the occurrence. The District Textbook Coordinator must be notified within 30 days of the occurrence. This notification form is to be used when the loss was no fault; i.e., books used by children with contagious diseases, or destroyed by fire or flood.

If a student was responsible for the book at the time it was destroyed the campus must first determine that the student was at fault. Generally, a student who fails to return textbooks because of acts of God (fires, floods, or contagious diseases, etc.) or third party misconduct (theft, etc.) would not be "at fault" and payment cannot be required from that student. If a student was caring for the textbook in a responsible manner at the time of the loss (the book was stolen from a locker that belonged to the student and was kept locked), then, it could be determined to be a "no fault" loss. But, if the textbook was stolen from a locker without a lock, or while left unattended in a public area, then, the loss could not be determined to be "no fault". The key word to "no fault" loss is responsibility--was the student acting in a responsible manner at the time of the loss.

In the event of no fault textbook loss, the campus must notify the District Textbook Coordinator using this form. At that time the campus inventory will be adjusted to reflect the loss and the district will notify the state so the district inventory can be adjusted. Whenever possible, the books must be returned to TEA.

Revised 8/26/96





## Student Record of Outstanding Payment for Textbooks

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Parent/Legal Guardian Name \_\_\_\_\_

Home Address \_\_\_\_\_ Telephone Number \_\_\_\_\_

**Textbook Title and ISBN**

**Outstanding Balance**

Textbook Title and ISBN	Outstanding Balance
_____	_____
_____	_____
_____	_____
_____	_____

*The form, "Student Record of Outstanding Payment for Textbooks" may be sent to the new campus when the student is transferred, so that attempts to collect funds may be continued.*

**Total Outstanding Balance** \_\_\_\_\_

Attempts to collect funds:

- Parental contact
- 1) Notice sent home with student \_\_\_\_\_
  - 2) Notice sent by regular mail \_\_\_\_\_
  - 3) Contact by telephone \_\_\_\_\_
  - 4) Personal contact by Campus Administrator \_\_\_\_\_

**The campus may withhold the issuing of textbooks to students who have not returned or made payment for lost, destroyed, or damaged textbooks. Student use of the textbook in the classroom is required.**

## **V. Textbook Adoption**

### **A. District Administrative Guidelines**

1. The Local Adoption Committee must be professional employees of the district with the majority being classroom teachers.
2. The Superintendent or the Superintendent's designee is a member of the Local Adoption Committee and serves as chairman.
3. Appropriate textbook adoption subject area committees shall be selected by the specified date in January by the administrators to assist in the evaluations and selection process.
4. Recommendations for individuals to serve as members of the Local Adoption Committee are submitted to the Board of Trustees at the January Board Meeting.
5. Interested patrons may be allowed to address the Board regarding textbooks only if the concerns or comments were addressed to the Local Adoption Committee at or before the open hearing held by the committee.
6. A quorum of at least a majority of the members of the committee is required at all meetings of the Local Adoption Committee.
7. The Local Adoption Committee shall make its selections at a meeting of the committee held prior to the March school board meeting. These selections are recommended to the School Board for approval.
8. The district shall send appropriate report with the adoption selections to TEA by April 1 (or date specified by TEA).

### **B. District Procedures**

1. The district shall select and recommend to the School Board a Local Adoption Committee which is representative of the subject area on the adoption list.
2. The Local Adoption Committee shall hold an organizational meeting.
3. Subject Area Committee names are submitted to the District Textbook Coordinator by the specified date in January.
4. The School Board may nominate citizens to participate on the Subject Area Committee.
5. The Subject Area Committee establishes the criteria and method for the evaluation of the textbooks on the adoption list.
6. The Subject Area Committee evaluates all materials on the adoption list according to the method and criteria established.
7. The Subject Area Committee makes recommendations to the Local Adoption Committee by the specified day in February. (See Textbook Adoption Process Calendar)

8. Any Subject Area Committee member in disagreement with the recommendation may file a Minority Report Form. This is to be submitted by the Local Adoption Committee with the Subject Area Textbook Recommendation Form.
9. The Local Adoption Committee meets to make recommendations to be sent to the School Board. A copy of the Subject Area Textbook Recommendations and a copy of the committee evaluations are to be submitted to the District Textbook Coordinator by the specified day in February. (See Textbook Adoption Process Calendar)
10. The School Board approves the recommendations at the March board meeting.
11. The Local Board of Trustees Certification is completed and sent to TEA, and the Annual Requisition for newly adopted textbooks is submitted through the EMAT system by April 1(or date specified by TEA.)

## C. Definitions and Information

### SAMPLES

Each publisher shall provide every school district information that fully describes their state-adopted materials. This may be a letter, brochure, or sample materials. This is to be delivered to the District Textbook Coordinator for the purpose of public display. All sample materials must be marked “sample copy” and are never to become part of the textbook inventory.

Publishers may provide additional samples to persons designated by the District Textbook Coordinator. These copies may be demonstration or representative samples. Unless requested by the publisher, these materials do not need to be returned. If they are to be returned, it is at the publisher’s expense.

### ANCILLARY MATERIALS

Ancillary materials are instructional materials provided at no cost by the publisher to school districts which adopt and intend to order the publisher’s textbooks. Ancillary materials are not part of the district textbook inventory. Selection and use is at the discretion of the School Board.

### CONFORMING LIST

Instructional materials submitted for adoption by the SBOE (State Board of Education) that meet manufacturing standards adopted by the SBOE, contain material covering **each** element of Texas Essential Knowledge and Skills (TEKS), and are free of factual errors.

### NONCONFORMING LIST

Instructional materials submitted for adoption by the SBOE that meet manufacturing standards, contain material covering at least half, but not all, of the TEKS, and are free of factual errors. Both conforming and nonconforming adopted instructional materials are eligible for purchase by the state.

### SPLIT ADOPTION

When a district selects more than one title listed on the same multiple list, the district has a split adoption. Quotas are based on the overall enrollment in a subject area and on the total number of textbooks from one multiple list already in use in the district. Districts which split their adoptions are not entitled to a full complement of each of the titles selected for use. The combined number of textbooks shall equal the number of books for which the district is eligible. (Ex.: textbooks selected for Pre-AP classes generally list is the same MLC as regular classroom titles.)

When a decision is made to split the adoption, an initial order is placed with the state for textbooks. If at any point during the adoption the district is unable to provide a campus with one of the titles of the split adoption because all books are in use, the campus may choose to use the title that is available or may choose to purchase books for their campus. The district may not swap books with the state at any time during the adoption.

## SWAPPING

After books which have been duly selected have been requisitioned and delivered to the school district, these books shall be continued in use during the contract period or periods. It is not permissible to return copies of one title in order to secure copies of another title on the same multiple list.

**Textbook Adoption Process Calendar  
2006-2007  
Proclamation 2004**

**November- December**

- District identifies subject areas with textbooks on the adoption list.
- District begins receiving official samples of textbooks on the adoption list.
- Proclamation Information available at <http://www.tea.state.tx.us/textbooks/>
- Campus administrators submit names of individuals to serve on the Local Adoption Committee and Subject Area Committees by January 3.

**January**

- Recommendations for individuals to serve as members of the Local Adoption Committee are submitted to the Board of Trustees (January 8)
- District receives descriptive information and/or samples of all textbooks on the adoption list through January 31.
- Local Adoption Committee conducts organizational meeting (January 9).
- Subject Area Committees are established; set up meeting dates and places.
- Subject Area Committees meet to establish criteria for the selection of textbooks; evaluate textbooks on the adoption list.

**February**

- Final recommendations should be submitted to the District Textbook Coordinator by February 23.
- Local Adoption Committee meets to finalize recommendations for adoption to the Board (March 6).

**March**

- School Board adopts textbooks for use in the district.
- Local adopted textbook lists are filed with the Texas Education Agency by April 1 (or date set by TEA)

## VI. Textbook Adoption Responsibilities

### A. District Textbook Coordinator

It is the responsibility of the District Textbook Coordinator to organize and coordinate the adoption of all textbooks in the district. After the official adoption and selection have been made, the final step is to place the order with TEA. The District Textbook Coordinator is responsible for all of the duties listed below.

1. Receives and responds to all correspondence from TEA.
2. Disseminates information from TEA to appropriate administrators and personnel.
3. Contacts publisher representatives when necessary throughout the adoption process.
4. Coordinates with the campus administrators in the selection of teachers to serve on the Local Adoption Committee.
5. Recommends to the Superintendent the members of the Local Adoption Committee.
6. Attends and facilitates the organizational meeting, public hearing, and recommendation meeting of the Local Adoption Committee.
7. Assists the subject area administrators in the organization of any textbook hearings that might be held.
8. Receives shipment of information from publishers that fully describes each of the publishers adopted textbooks. The district may request a sample copy of an adopted textbook from the publisher.
9. Sets up and supervises the exhibit area where textbooks and ancillary materials on the adoption list may be previewed.
10. Consolidates information concerning membership, meeting dates, and final evaluations from all Subject Area Committees.
11. Sends final adoption recommendations to the Superintendent for approval by the School Board.
12. Places orders for newly adopted materials with TEA.
13. Receives shipment and processes state-adopted textbooks for shipment to the campuses.

### B. Local Adoption Committee

The Local Adoption Committee shall consist of no fewer than five members and not more than 15 members. All members of the Local Adoption Committee shall be professional employees of the district and the majority shall be classroom teachers. The Superintendent or his designee shall be a member of the committee and shall serve as chairman. The members of the committee shall be representative of the subject areas that are on the adoption list for that year.

1. Hold an organizational meeting at which information about the adoption process will be made available.
2. Make textbook adoption information available for public review.
3. Make final recommendations for adoption to the School Board.

C. Local Adoption Committee Representatives

1. Serve as chairperson of the Subject Area Committee.
2. Share information about the adoption process with the members of the Subject Area Committee.
3. Attend all meetings of the Local Adoption Committee.
4. Attend all meetings of the Subject Area Committee.
5. Attend the public hearing for textbooks on the adoption list.
6. Present the final recommendation for adoption at the final meeting of the Local Adoption Committee.

D. Subject Area Chairperson

It is the responsibility of the subject area chairperson to coordinate the textbook evaluation by the teachers on the Subject Area Committee. The subject area chairperson is responsible for the duties below during any year that textbooks from his/her subject area are on the adoption list.

1. Assists the District Textbook Coordinator in procuring individuals to be on the Local Adoption Committee.
2. Organizes the membership of the Subject Area Committee to include faculty, administrators, and citizens.
3. Coordinates the meetings of the Subject Area Committee.
4. Communicates with the District Textbook Coordinator concerning committee membership, meeting dates, and final written evaluations.
5. Supervises the textbook evaluation process for the subject area.
6. Assists the District Textbook Coordinator in planning the textbook hearings.
7. Assists the Subject Area Committee in formulating the final recommendation for adoption and selection of textbooks.

E. Subject Area Committee

The Subject Area Committee consists of an administrator, a Local Adoption Committee Representative, subject area faculty, and citizens. Eligible voting members of the committee will consist of representatives from each campus involved with the subject area, the Local Adoption Committee Representative, the subject area administrator, and citizens. A list of identified Subject Area Committee Members will be turned into the District Textbook Coordinator by January 1.

1. Establish criteria by which the textbooks on the state adoption list will be evaluated.
2. Establish a process to be used when evaluating the textbooks.
3. Evaluate all textbooks and materials on the state adoption list.
4. Select the textbooks from the adoption list for use in the district.
5. Determine the final recommendation for adoption and use in the district.

F. Subject Area Committee Members

1. Attend all designated meetings.
2. Represent your campus, the district and the community when making decisions.
3. Assist in evaluation of all textbooks and materials from all publishers.

4. Assist in completing the textbook evaluation form and final recommendation.
5. Contact publishers through the committee chairpersons only.
6. Review and consider the suggestions given by teachers within the district.
7. Remain professional and objective in making evaluations of the textbooks.

## Subject Area Textbook Committee

Subject Area Art, Grades 1-5

Director/Administrator Curriculum Director

District Textbook Selection Committee Representative Elementary Principal

Committee Members

Campus

1. Fine Arts Teacher One Northside Primary

2. Fine Arts Teacher Two Southside Primary

3. Fine Arts Teacher Three, Co-Chairperson Story Elementary

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

Citizen Representatives Parent (Washington)

phone number

## Textbook Evaluation Procedure

The Subject Area Committee will follow the procedures listed below when evaluating textbooks on the state adoption list.

1. The Subject Area Committee members will be listed on the Subject Area Textbook Committee form and this will be sent to the District Textbook Coordinator by the committee chairperson by the date specified in January.
2. The Subject Area Committee will set the meeting dates for the evaluation process. A list of these dates will be sent to the District Textbook Coordinator by the committee chairperson.
3. The Subject Area Committee will define the process to be used to evaluate the materials which appear on the textbook adoption list from the state. Either option 1 or option 2 will be chosen.
4. The Subject Area Committee will define the criteria to be used to evaluate the materials on the state textbook adoption list.
5. The Subject Area Committee will evaluate all materials from each publisher.
6. The Subject Area Committee will determine the final adoption recommendation. They will turn in the evaluation criteria from option 1 or option 2 along with the final recommendation noted on the Subject Area Textbook Recommendation form, as well as the completed Minority Report form (if used). This is due in the office of the District Textbook Coordinator by the date specified (February) in the Adoption Process Calendar.
7. The Local Adoption Committee Representative will present the final recommendation at the final meeting of the Local Adoption Committee by the specified date in February.
8. The Superintendent will present the final recommendation from the Local Adoption Committee to the School Board in March.

## Textbook Evaluation Process Option 1

Each Subject Area Committee will evaluate all textbooks on the adoption list. Five areas for evaluation have been targeted. An evaluation form with suggested criteria has been provided for the five areas. Each Subject Area Committee will decide the criteria for evaluating the textbook. The following steps are to be considered during the evaluation process.

1. The Subject Area Committee will review the five evaluation areas: Curriculum Alignment and Overview, Student Edition, Teacher Edition, Assessment, and Format.
2. The Subject Area Committee will decide upon a weight to be given each of the five evaluation areas. Write the weight at the top of the evaluation form. Listed below is a suggested weight.

Curriculum Alignment and Overview	15%
Student Edition	40%
Teacher Edition	25%
Assessment	15%
Format	5%

3. The Subject Area Committee will write the criteria for the subject area on the evaluation form for all five areas.
4. The Subject Area Committee will decide upon a rating scale for the evaluation of the proposed textbooks. This could be a number scale, or a comment driven scale. Write the decided upon rating scale at the bottom of the evaluation form. Listed below are some suggested rating scales.

4 - Quality/Quantity is superior	N/A Not applicable
3 - Quality/Quantity is average	0 Not included
2 - Quality/Quantity is below average	1 Poor
1 - Quality/Quantity is very poor	3 Fair
	5 Good
	7 Excellent

5. List all publishers with textbooks on the adoption list across the top of the columns on the evaluation forms.
6. The Subject Area Committee will complete the evaluation of each textbook for each of the five evaluation areas.
7. It may be helpful to attach a separate sheet for each publisher on which questions or concerns can be noted.
8. The Subject Area Committee will analyze the findings of the group to make the final recommendation for adoption.
9. The evaluation forms are to be presented by the chairperson of the Subject Area Committee to the Local Adoption Committee at the last meeting.
10. When the committee has selected material from the nonconforming list the committee should be prepared to show (in writing) the supplemental material, etc. that will be used to cover TEKS not covered in the selected materials.
11. When the selected material exceeds the state maximum cost, the committee should attach to the recommendation statement(s) from the principal(s) from each campus that will be using those materials approving the additional costs of those materials. Each campus using materials selected that exceed the state maximum cost will be responsible for the additional cost of those materials.



## Palestine ISD Textbook Evaluation Process Option 2

Each Subject Area Committee will evaluate all textbooks on the state adoption list. The Subject Area Committee will determine the criteria for evaluating the textbooks and the procedure that will be used. This will be written on the Textbook Evaluation Form. A rationale for the final selection will also be written. This is to be signed by the members of the committee. The criteria, procedure, and rationale will be attached to the final recommendation form.

The Subject Area Committee for \_\_\_\_\_ used the following criteria to evaluate the textbooks on the state adoption list.

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

The Committee used the procedures listed below to determine the final recommendation for adoption.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Palestine ISD  
Subject Area Recommendations**

It is the recommendation of the Subject Area Committee to adopt for use the following textbook in the Palestine ISD.

Title \_\_\_\_\_

Publisher \_\_\_\_\_

The rationale for the final recommendation of the Subject Area Committee is:

---

---

---

---

---

---

---

---

---

---

Signatures of Committee Members:

---

---

---

---

---

---

**Palestine Independent School District  
Minority Report Form**

Any Subject Area Committee member who has an objection to the final recommendation presented to the PISD Board of Trustees may express the objection in this manner.

I, \_\_\_\_\_, do not agree with the final recommendations of the Subject Area Committee for the subject \_\_\_\_\_. The final recommendation of the committee was for the textbook \_\_\_\_\_ by the publisher \_\_\_\_\_. Stated below is the rationale for my objections.

---

---

---

---

---

---

---

---

Signed \_\_\_\_\_

Date \_\_\_\_\_

## VII. Inventory

### A. District Administrative Guidelines

1. The district must ensure that an annual physical inventory of all current adoption textbooks and learning systems is conducted.
2. The district will pay for/replace as needed all textbooks and/or learning systems which cannot be found during the annual inventory.
3. The district shall prepare a district report of textbook inventories to be submitted to the Superintendent.
4. The total district textbook inventory will be maintained at a minimum of 100% of the membership or at the lower quota as specified in the Current Adoption Bulletin.
5. The district may retain and use out-of-adoption textbooks.
6. District Procedures
  - a. The district shall send to each campus a copy of the current inventory prior to the beginning of the annual inventory.
  - b. The District Textbook Coordinator will coordinate the scheduling of the campus inventories.
  - c. District personnel (Curriculum Dept.) will perform the campus inventory on each campus as scheduled.
  - d. The district shall send a financial accounting statement to each campus which would charge each campus for the textbooks identified as missing during the annual inventory.
  - e. The district shall adjust the campus inventories to reflect missing textbooks which have been paid for by the campus.
  - f. The district shall remit to the state moneys collected for missing textbooks so that the district inventory can be adjusted accordingly or purchase new/used textbooks for replacement of lost and/or destroyed textbooks.
  - g. The district shall provide each campus with an adjusted inventory in the fall of each year.
  - h. In June of each year, the district shall pick up any out-of-adoption textbooks no longer wanted at the campus.

### B. Campus Administrative Guidelines

1. The campus must return all textbooks to the campus textbook storage area at the end of the school year or at the end of the semester for all classes that do not continue. (See Campus Textbook Inventory form)
2. The campus must complete all required reports from the District Textbook Coordinator.
3. The campus must report all textbooks needing to be replaced due to destruction or wear.
4. The campus shall be financially accountable for the amount of net shortage as identified on the annual inventory.

## 5. Campus Procedures

- a. All textbooks listed in the Current Adoption Bulletin must be collected from students and teachers for the purpose of inventory. It is strongly recommended that these textbooks be located in one or two locations. It is also recommended that all teacher editions and teacher resources be collected or accounted for at the end of each school year. Any teacher edition that is state-adopted, listed in the Current Adoption Bulletin, must be collected and inventoried.
- b. The campus shall schedule the campus inventory as requested by the District Textbook Coordinator.
- c. The Campus Textbook Coordinator must be available to assist district personnel in the annual physical inventory of all textbooks and teacher resources.
- d. The Campus Textbook Coordinator should notify the District Textbook Coordinator of any adjustments to the campus inventory (any adjustments to the inventory should be completed by June 30.)
- e. The campus shall remit to the Business Office moneys for textbooks or full systems identified as missing during the annual inventory. If a system is missing one or more components, the campus is responsible for the replacement of the missing items through the publisher so the system remains complete.
- f. The campus textbook records will be adjusted to reflect the missing textbooks for which a remittance has been received.
- g. Any out-of-adoption textbooks that the campus does not want to keep are to be boxed and labeled "out-of-adoption" and placed in an accessible area ready for pick up in June (no boxes larger than 18" l, 11" h, 12" w - the approximate size of copy paper boxes).
- h. All dyslexia-highlighted textbooks are to be stored in one location, separate from the regular textbooks, for inventory purposes.
- i. Campus inventories will be completed and all textbooks listed on each inventory will be accounted for or paid for by the designated date before the beginning of the next school year.

## C. Definitions and Information

### STATE-OWNED TEXTBOOKS

All textbooks sent to the district from the state book depositories to meet the membership quota are state-owned textbooks. Any textbooks purchased by the district or the campus to replace missing state-owned books are to be considered state property. These books must be inventoried each year and an accounting made of all books which are missing.

### DISTRICT-OWNED TEXTBOOKS

Any textbooks purchased by the district for use throughout the district are considered district-owned books. Any textbooks purchased by the district to replace missing state-owned textbooks are to be considered state-owned textbooks, not district-owned books.

### CAMPUS-OWNED TEXTBOOKS

Textbooks purchased by the campus for use at that campus (not state-owned) are to be considered campus-owned textbooks. These books are to be clearly marked that they are "campus-owned" and stored in as separate location from the state- or district-owned textbooks. The campus is solely responsible for the inventory of these textbooks.

### TEACHER EDITIONS, AIDS

All related teacher materials which can include answer books, teacher editions, guides, keys, handbooks, resource books, etc., are considered teacher editions and aids. Most teacher aids are not charged to the district's inventory. Any teacher edition which is listed in the Current Adoption Bulletin is charged to the district inventory and, therefore, the campus inventory.

### CONSUMABLE TEXTBOOKS

Textbooks which are designed to be completely used and written in throughout the school year are consumable textbooks. These textbooks are listed as consumable in the Current Adoption Bulletin. Inventory charges are deleted at the end of the school year. Any consumable items not used should be counted during inventory for ordering purposes. Do not store partially used consumable textbooks in the bookroom.

### ELECTRONIC INSTRUCTIONAL MEDIA SYSTEMS (EIMS)

Learning systems whose primary method of communication is through electronic media is an EIM System. If any of the components are missing, the system is considered incomplete and cannot be inventoried. (Example: Windows on Science or Computer Literacy)

## LEARNING SYSTEM

A group of materials that includes the teacher materials and student materials is a “learning system”. All components of the system must be present for a system to be counted during inventory. (Example: Basal Reading)

## MULTI-VOLUME SET

Any textbook that has more than one volume which constitutes the entire book is a “multi-volume set”. The titles of the volumes in a multi-volume set will be different. All components of the set must be present for the set to be complete and counted during inventory. (Example: Spanish as a Second Language 4th, and 5th grades)

## OUT-OF-ADOPTION TEXTBOOKS

Textbooks on which the state contract has expired are to be considered out-of-adoption. These textbooks are no longer listed in the Current Adoption Bulletin. The district will pick up any unwanted out-of-adoption textbooks during June. All out-of-adoption textbooks retained by the campus must be stored separately from the currently-adopted textbooks.

## HIGHLIGHTED TEXTBOOKS

Textbooks may be highlighted for the instruction of special education students with the approval of the Special Education Department. This may be done only if the student’s IEP requires such highlighting. Textbooks highlighted for use by Special Education students will have a pink stripe on the edges of the pages. These books are part of the regular campus inventory. Any highlighted textbooks which have purple colored edges will be inventoried through the Dyslexia Department. Have all of these books stored in one location for dyslexia-highlighted textbooks only.

Highlighted textbooks remain charged to the district's inventory for the remainder of the contract period. For more information concerning highlighted textbooks, see the membership section and the ordering, distribution, and use section in this manual.