

Administrative Regulations:

Mr. Matt Underwood

Date

PROCLAMATION

PROCEDURES MANUAL

Stephenville Independent School District
2655 W Overhill Dr., Stephenville, Texas 76401
254-968-7990
Website at <http://www.sville.us>

November 2019

STEPHENVILLE INDEPENDENT SCHOOL DISTRICT

Stephenville, Texas

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The Stephenville Independent School District (District) does not discriminate on the basis of race, religion, color, national origin, age, or disability in providing education or providing access to the benefits of educational services, activities, and programs, Developing Hearts & Minds including career and technology education programs, in accordance with Titles VI and VII of the Civil Rights Act of 1964, as amended (34 CFR Part 104); Title IX of the Education Amendments of 1972

(34 CFR Part 106); Age Discrimination Act of 1975 (34 CFR Part 110); Section 504 of the Rehabilitation Act of 1973, as amended; Title II of the Americans with Disabilities Act of 1990; and local Board policies. The Chief Administrative Officer coordinates compliance with the legal requirements above. The Director for Special Education coordinates compliance with the Individuals with Disabilities in Education Act (IDEA) and Section 504 (Student Issues) of the Rehabilitation Act of 1973. The In-House Counsel in the Office of Legal Services coordinates compliance with the provisions of Title IX of the Education Amendments of 1972.

This handbook is intended to facilitate communications within the District and to serve as a reference for staff. The provisions and information set forth in this handbook are intended to be informational and not contractual in nature. Thus, this handbook is not intended, and shall not be construed, to constitute a contract between the District and any employee; agency of the local, state, or federal government; or any other person or legal entity of any and every nature whatsoever. The District hereby reserves and retains the right to amend, alter, change, delete, or modify any of the provisions of this handbook at any time, and from time to time, without notice, in any manner that the Administration or the Board of Trustees of the District deems to be in the best interest of the District. The contents of this handbook apply to all permanent employees (certified and auxiliary) and to all temporarily and seasonal personnel in the District and do not amend, abridge, or replace Board policies or Administrative Regulations established by the District. In the event of a conflict between the terms of this handbook and any Board Policy or Administrative Regulation, the policy or regulation will prevail.

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Preface

The Instructional Materials Adoption Procedures described in this document are set forth for the following purposes:

- To outline the steps in the process;
- To delineate the roles of the members;
- To provide a timeline for implementation.

It is understood and expected that everyone involved will accept and practice the highest standards of ethics that govern the vendor-buyer relationship. It is understood and expected that those who are named as material distributors, trainers, and committee voters will accept their roles as service providers to classroom teachers. It is understood and expected that the classroom teachers who will use the adopted instructional materials will be part of the process and will be active participants in the review and adoption process.

When all members perform their roles to the best of their abilities, stakeholders (parents, students, teachers, and administrators) are assured the best possible instructional materials have been selected for use in the classroom.

Proclamations are the announcements of state adoption of instructional materials as identified by the State Board of Education. The Proclamation 2019 specifically addresses:

1. English Language Arts and Reading, grades K-8 (English)
2. English Language Arts and Reading, grades K-6 (Spanish)
3. English Learners Language Arts, grades 7-8
4. Handwriting, grades K-5 (English and Spanish)
5. Spelling, grades 1-6 (English and Spanish)

The purpose is to ensure school districts are utilizing instructional materials aligned with the current Texas Essential Knowledge and Skills (TEKS). This manual includes forms, timeline, guidelines, policy, and procedures. The goal is to define and inform the Instructional Materials Subcommittee and Official Committee Members the expectations of serving on the Instructional Materials Committee.

Committee members will select the instructional materials aligned with current TEKS, infrastructure, and IMS Global Standards. Stephenville ISD will procure instructional materials within the budget of the Technology and Instructional Materials Allotment (TIMA) and with the best interest of the teachers and students.

The Proclamation Coordinating Committee role is to review policy, procedures, timelines, forms, and rubrics to ensure Stephenville ISD is following state and local policy in regards to state adopted instructional materials.

Proclamation Coordinating Committee members include:

Kelly Magin, Director of Curriculum and Instruction	kelly.magin@sville.us	254-968-7990
Shelby Womack, Director of Technology	shelby.womack@sville.us	254-968-2476
Renee Goodwin, Director of Assessment & Accountability	renee.goodwin@sville.us	254-968-7990
Jackie Hamilton, Instructional Materials Coordinator	jackie.hamilton@sville.us	254-552-6419
Amber Lemons, Digital Learning Integration Specialist	amber.lemons@sville.us	254-968-6543
Shayla Hoffman, Digital Learning Integration Specialist	shayla.hoffman@sville.us	254-968-6543
Stacy Roeming, Digital Learning Integration Specialist	stacy.roeming@sville.us	254-968-6543

Districts are required to annually certify to the State Board of Education (SBOE) and the commissioner, for each subject in the required curriculum other than physical education, students have access to instructional materials that address all of the Texas Essential Knowledge and Skills (TEKS). Districts will be unable to order instructional materials through Texas Education Agency (TEA) Educational Materials and Textbooks (EMAT) database until the TIMA and TEKS Certification form has been received by the Texas Education Agency.

The TIMA and TEKS Certification form must be submitted to the Texas Education Agency that the district superintendent, board of trustees, president, and secretary certify the following:

- 1) District TIMA is used only for expenses allowed by the Texas Education Code (TEC), §31.0211.
- 2) District currently has instructional materials that collectively cover all elements of the TEKS of the required curriculum identified in TEC, §28.002, other than physical education, for each subject and grade level (TEC §31.004).
- 3) District will provide to the SBOE the title and publication information for any instructional materials requisitioned or purchased by the district with the district's IMA (TEC §31.101).

Districts are awarded biennial funding only during legislative years. Therefore, no additional TIMA funding will be available until the Texas Legislature funds the next proclamation.

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STEPHENVILLE INDEPENDENT SCHOOL DISTRICT
Stephenville, Texas

BOARD OF TRUSTEES

Dr. Ann Calahan, Ph.D., President

Mr. Scott E. Osman, Vice President

Mrs. Sherrie Evans, Secretary

Dr. Robert Barberee

Dr. Ed Dittfurth

Mr. Cole Gilliam Parks

Mrs. Keri Vanden Berge

ADMINISTRATION

Mr. Matt Underwood

Superintendent of Schools

Prepared by the Office of
Curriculum and Instruction
Instructional Technology Instructional Materials

MISSION STATEMENT OF THE STEPHENVILLE INDEPENDENT SCHOOL DISTRICT

Empowering learners to achieve excellence through initiative and integrity.

MOTTO OF THE STEPHENVILLE INDEPENDENT SCHOOL DISTRICT

Developing the Potential of Every Student, Every Day

BOARD GOALS

OF THE STEPHENVILLE INDEPENDENT SCHOOL DISTRICT

Goals

Goal 1: Provide a safe environment where students can effectively communicate, collaborate and create in a way that enables them to connect and function effectively as a lifelong learner.

Goal 2: Provide a challenging curriculum in tune with evolving technology advancements enabling students to be competitive and successful in the global marketplace.

Goal 3: Provide daily instruction that challenges students to think creatively, critically, and collaboratively.

Goal 4: Provide assistance for each student to see their individual future, within the context of global workforce, regardless of their personal conditions and circumstances, and provide them the avenues for success.

Goal 5: Provide challenging education programs delivered by utilizing a broader curriculum supported by professional learning that will give students the qualities and skills needed to succeed in the 21st century.

Goal 6: Provide safe and secure educational facilities that enhance an educational experience that is sought after by students all over the country.

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

Definitions

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

Education Code 31.002(1)

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

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

SBOE Instructional Materials List

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

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

Education Code 31.023(a)

Open Education Resource Instructional Material

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

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

Commissioner Instructional Materials List

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

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

Education Code 31.0231(a)

Supplemental Instructional Materials List

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

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

Education Code 31.035(a)

Local Selection

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

Notice to SBOE

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

Foundation Curriculum

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

Enrichment Curriculum

For a subject in the enrichment curriculum, a board shall notify the SBOE of instructional material it selects from the instructional materials list, including the commissioner's instructional materials list, or that it selected instructional materials that do not appear on the list. **Education Code 31.101(a)(2)**

Open Education Resource Instructional Materials

In selecting instructional material each year, a district may consider the use of open education resource instructional materials. **Education Code 31.101(b)**

A district may adopt state-developed open education resource instructional material at any time, regardless of the instructional material review and adoption cycle. **Education Code 31.073(c)**

Supplemental Materials

A board may requisition supplemental instructional materials adopted by the SBOE, as set forth at Education Code 31.035 [see CMD]. If a board requisitions supplemental instructional materials, the district shall certify to TEA that the supplemental instructional materials, in combination with any other instructional materials or supplemental instructional materials used by the district, cover the essential knowledge and skills for the course. **Education Code 31.035(d), (f)**

Special Education

Adopted instructional materials shall be supplied to a student in special education classes as appropriate to the level of the student's ability and without regard to the grade for which the instructional material is adopted or the grade in which the student is enrolled. **19 TAC 66.104(c)**

Duration of Selection

Listed Materials

A district that selects subscription-based instructional material on the SBOE instructional materials list or electronic instructional material on the commissioner's instructional materials list may cancel the subscription and subscribe to new instructional material on the SBOE list or electronic instructional material on the commissioner's list before the end of the state contract period if:

9. The district has used the instructional material for at least one school year; and
10. TEA approves the change based on a written request to TEA by the district that specifies the reasons for changing the instructional material used by the district.

Education Code 31.101(e)

Other Materials

For instructional material that is not on the instructional materials list, a district must use the instructional material for the period of the review and adoption cycle the SBOE has established

for the subject and grade level for which the instruction material is used. **Education Code 31.101(d)**

Criminal Offense

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

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

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

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

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

Education Code 31.152

Human Sexuality Materials

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

INSTRUCTIONAL MATERIALS ADOPTION GUIDELINES

Instructional services relate to the resources required for the teaching-learning process. The Board of Trustees of the District shall provide resources commensurate with the needs of the instructional program within the fiscal means of the Stephenville Independent School District.

Instructional Materials Selection and Adoption. The processes used by the District to select state adopted and supplemental instructional materials provided by the state for use in public schools shall conform to statutory provisions and regulations.

Appointment of Committees. The Board of Trustees of the District will approve the committee to review, select, and recommend instructional materials for use in the district.

Instructional Materials Subcommittee appointment. Principals will recommend teachers to serve on subcommittees. The Proclamation Coordinating Committee shall select from the principal's recommendation list. The Superintendent or designee will approve appointment of the Instructional Materials Committee Members.

Instruments. Instruments for use in the instructional materials selection and adoption process are as follows:

- Evaluation forms to serve as a guide in the instructional material study and appraisal (rubric).
- Top choices digitally submitted (Individual Ballot Sheet/Official Ballot Sheet) for recording the vote of each member of the Instructional Materials Subcommittee and of the Official Instructional Materials Committee.
- Forms, completed by a member(s) of an Instructional Materials Committee to file a dissenting report to be recorded and considered when the recommendations of the Instructional Materials Official Committee are presented.

Committee Meetings. Members of the appointed subcommittees will meet face-to-face, discussion forums, and/or online meetings to study, review, and discuss instructional materials considered for adoption as appropriate. The Committee members will be required to sign a *Memorandum of Understanding* (see page 16). Committee meetings are open only to appointed members. Comments, concerns, and questions regarding instructional material under consideration for adoption should be discussed with the representative members who will share the comments during the study meetings.

Members of the appointed subcommittees meet to evaluate the instructional materials under adoption, to vote on the instructional materials, and to make recommendations for local use. Any person desiring to comment on the instructional materials for a specific subject area must declare that intention in writing to the Instructional Materials Coordinator on or before **the first Friday of the month of February during the adoption year**. Within establish time limits, the petitioner may make statement on any material filed.

Hearings. The Office of Curriculum and Instruction staff shall be responsible for scheduling and conducting hearings with representatives of companies who have instructional materials on the state-approved Proclamation adoption lists which correlate with the standards of Stephenville ISD. Hearings are open to the public. See page 24 for scheduled location, date, and time.

STEPHENVILLE INDEPENDENT SCHOOL DISTRICT
Stephenville, Texas
INSTRUCTIONAL MATERIALS COMMITTEE

Memorandum of Understanding

As an advisory member of the Instructional Materials Committee, I adhere to and abide by the following guidelines:

I will not accept any meals, entertainment, gifts, gratuities, materials, or the promise of any such items as stated in board policy, Instructional Materials Selection and Adoption EFA (LEGAL), found on page 11.

- I will have no contact either personally or in written form directly or indirectly with instructional materials publishers, their agents, or members of their organizations during the closed period.
- I will engage in extensive review and analysis of materials being considered for adoption.
- I will attend all 3-4 scheduled committee meetings (face-to-face or virtual). I understand removal from the committee shall be immediately following more than two absences.
- I will report any infractions of the above-stated guidelines to the Superintendent of Stephenville Independent School District, 254-968-7990.
- I will abide by District Board Policy as it pertains to the adoption process (see Pages 8-10). The above terms are in effect until such time as the Board approves final adoption.

I agree and will abide by the *Memorandum of Understanding* as outlined herein. I further understand that if I violate any of the above, I will be removed as a member of the Instructional Materials Subcommittee and Instructional Materials Official Committee if I'm a delegate.

Committee Member's Printed Name

Committee Member's Signature

Date

Content Area

Office/Campus

INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION PROCESS

Instructional Materials Subcommittee

An Instructional Materials Subcommittee shall be named for each content area in which instructional materials are being considered. Members of each subcommittee will be recruited from professional employees of the Stephenville Independent School District representing the geographic area and ethnic groups of the District, including lay advisors. The majority of the subcommittee members shall be classroom teachers. The members shall be selected for their expertise in the content area and/or grade level for which instructional materials are being considered. A subcommittee member, a specialist, or an administrator shall be named to serve as co-chairpersons on the subcommittee.

A school trustee, administrator, or teacher commits an offense if that person receives any commission or rebate on any instructional materials or technological equipment used in the schools with which the person is associated as a trustee, administrator, or teacher. A school trustee, administrator, or teacher commits an offense if the person accepts a gift, favor, or service that:

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

In this section, "gift, favor, or service" does not include:

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

Any offense under this section is a Class B misdemeanor. (*Texas Education Code. Title 2. Subtitle F. Chapter 31. Subchapter D. Sec. 31.152.*)

Duties of Instructional Materials Subcommittee

It is the responsibility of the Instructional Materials Subcommittee members to perform the following functions:

1. Attend an orientation meeting, study meeting(s), 1 publisher's hearing, and final voting meeting.
2. Conduct a study of the instructional materials using a rubric developed by the District.
3. Rank the instructional materials according to order of preference based on established criteria.
4. Collect input from faculty members throughout the District.
5. Vote on the instructional materials and make recommendations for local use.
6. Give reasons why a certain instructional materials are being recommended.

Duties of Subcommittee Co-Chairs

It is the responsibility of the Instructional Materials Subcommittee Co-chair to perform the following functions:

1. Coordinate the work of the subcommittee.
2. Inform the subcommittee members of their duties.
3. Establish times and places for subcommittee meetings.
4. Establish criteria for analyzing the instructional materials for consideration.
5. Prepare a report based upon the subcommittee's study and evaluation of the instructional materials considered for adoption, including the reasons why a particular instructional material is being recommended, as well as reasons why the remaining instructional materials considered are not being recommended for local use.
6. Provide a copy of the report to the Official Instructional Materials Committee for approval.
7. Provide justification for a recommendation that includes a multiple selection of instructional materials.
8. Make a notation on the report when a subcommittee's recommendation is not unanimous and attach the dissenting report.

English Language Arts and Reading K-5 Subcommittee Members

Last Name	First Name	Title
Thomas	Becky	Kindergarten ELAR Teacher, Central ES
Ruiz	Janet	Kindergarten ELAR Teacher/Bilingual, Central ES
Gilchrist	Amanda	1 st Grade ELAR Teacher, Chamberlin ES
Freeman	Olga	1 st Grade ELAR Teacher/Bilingual, Chamberlin ES
Magin	Brittany	2 nd Grade ELAR Teacher, Chamberlin ES
Caldera	Yessenia	2 nd Grade ELAR/Bilingual Teacher, Chamberlin ES
Sanchez	Amalia	3 rd Grade ELAR/Bilingual Teacher, Hook ES
Nation	Annette	3 rd Grade ELAR Teacher, Hook ES
Perez	Brenda	4 th Grade ELAR Teacher, Hook ES
Montieth	Kelly	4 th Grade ELAR/Bilingual Teacher, Hook ES
Kaiser	Kim	5 th Grade ELAR Teacher, Gilbert IS
Cantu	Leslie	5 th Grade ELAR/Bilingual Teacher, Gilbert IS

English Language Arts and Reading 6-8 Subcommittee Members

Last Name	First Name	Title
Poindexter	Laurie	6 th Grade ELAR Teacher, Gilbert IS
Cantu	Leslie	6 th Grade ELAR/Bilingual Teacher, Gilbert IS
Bloemhof	Shea	7 th Grade ELAR Teacher, HJH
Gibson	Diana	8 th Grade ELAR Teacher, HJH

English Language Arts and Reading 9-12 Subcommittee Members

Last Name	First Name	Title
Brewer	Camilla	9-12 Grade Teacher, SHS
Bullard	Nancy	9-12 Grade Teacher, SHS
Polk	Kristy	9-12 Grade Teacher, SHS
Mahan	Amy	9-12 Grade Teacher, SHS

English as a Second Language 6-12 Subcommittee Members

Last Name	First Name	Title
Svajda	Kristen	Grade 6 ESL Teacher, Gilbert
McDougal	Deccee	Grade 7-8 ESL Teacher, HJH
Jones	Tammy	Grade 9-12 ESL Teacher, SHS

Instructional Materials Official Committee

Prior to December 15 of each year, the Board of Trustees of the District shall appoint the Instructional Materials Official Committee upon the recommendation of the Superintendent of Schools. The Instructional Materials Official Committee shall be composed of not fewer than ten and not more than twenty members. The official minutes of the meeting of the Board of Trustees at which the appointment of the Instruction Materials Official Committee is made shall include a record of the names of persons

appointed to serve on the committee. Should the Board of Trustees reject any recommendation, the Superintendent of Schools shall be requested to present to the Board of Trustees another recommendation in lieu of the one rejected.

All members of the Instructional Materials Official Committee shall be professional employees of the District, and classroom teachers serving on subcommittee. The Superintendent of Schools shall be a member and shall serve as Chairperson of the Instructional Materials Official Committee.

The Instructional Materials Official Committee shall make its selections at a meeting of the committee held prior to the April meeting of the Board of Trustees. In the event that selections recommended by the committee are not ratified by the Board of Trustees, the Instructional Materials Official Committee shall make other selections at a meeting held as soon as possible following the meeting of the Board of Trustees at which any of the previous selections were not ratified.

If the Board of Trustees, by majority vote, fails to ratify any of the selections made by the Official Instructional Materials Committee, the reasons for failure to ratify shall be placed in the official minutes. The Board of Trustees shall then direct the Instructional Materials Official Committee to recommend other selections from multiple lists and report selections to the Board of Trustees for ratification.

That procedure shall continue until the Board of Trustees has ratified all selections of the Instructional Materials Official Committee. Final selections shall be recorded in the minutes of the Board of Trustees.

Duties of Instructional Materials Official Committee Members

It is the responsibility of the Instructional Materials Official Committee members to perform the following functions:

- 1. Review the recommendations from the subcommittees.
- 2. Determine if the selections will be approved.
- 3. Present final recommendations to the Board of Trustees for ratification.

Instructional Materials Official Committee Members

Last Name	First Name	Title
Underwood	Matt	Superintendent of Schools
Magin	Kelly	Executive Director for Curriculum and Instruction

Goodwin	Renee	Director of Assessment and Accountability
Hamilton	Jackie	Instructional Materials Coordinator
Womack	Shelby	Director of Technology
Lemons	Amber	Digital Learning Integration Specialist
Hoffman	Shayla	Digital Learning Integration Specialist
Roeming	Stacy	Digital Learning Integration Specialist
Sauceda	Victor	Principal, Gilbert Intermediate
Rhine	Daresa	Principal, Hook Elementary

Coordination of Instructional Materials Adoption Process

The Curriculum and Instruction content specialist, coordinator, and instruction materials coordinator shall coordinate the instructional materials selection and adoption process for the District. The process shall include the following steps:

1. Prepare the calendar timeline of activities.
2. Coordinate Subcommittee, Official Committee, and publishers’ meetings.
3. Prepare and distribute handbooks to Instructional Materials Subcommittee Members.
4. Prepare, distribute, and communicate materials related to the adoption process, including notices to principals, rubrics, and scheduled meetings.
5. Prepare necessary documents for submission to the Texas Education Agency (TEA) prior to established timelines.

2019-2020 Timeline of Events

START AND END DATES	DESCRIPTION OF WORK
September 3– November 18	Publishers are not allowed on campus without prior approval from purchasing and campus principal and shall not disturb classroom instruction.
September 26	Identify Proclamation Coordinating Committee Members to review procedures manual and develop timeline and rubric
October 3	Work on subcommittee nomination and recommendation form to principals and update timeline
October 8	Instructional Materials Subcommittee nominations and recommendations (email reminders to be sent Oct. 11 & 17)
October 8	Address Principals about subcommittee nominations and answer questions
October 22	Principal deadline for Instructional Materials Subcommittee Member nominations.
October 23	Proclamation Coordinating Committee will select subcommittees and official committee members
October 25	Meet with superintendent to review consent agenda item, procedures manual, subcommittee, and official committee
START AND END DATES	DESCRIPTION OF WORK
November 1	Consent Agenda item, procedures manual, subcommittee, and official committee due
November 5	Consent agenda review for board approval of subcommittee, official committee & procedures manual
November 18	Present Proclamation Procedures Manual, Subcommittee, and Official Committee to be approved by Board of Trustees

November 19– March 25	Closed District – publishers are not allowed on site and cannot contact any SISD employee with exception of the Proclamation Coordinating Committee
November 20	Subcommittee member list sent to Executive Director of Curriculum and Instruction & District Instructional Materials Coordinator
November 20	Notify publishers the list of subcommittee members who will need instructional material samples and include publisher procedures manual for requirements and expectations
November 20	Submit Proclamation Procedures Manual to inform Principals
November 20	Web post of Proclamation Procedures Manual, Subcommittee and Official Committee members
November 25	1 st Subcommittee Orientation meeting to discuss adoption procedures, forms, rubrics
January 10	Deadline for publishers to notify technology about requirements for presentations that includes: wifi, devices, screens, audio, converters, and adapters
January 21	Publishers will set-up for Round Robin presentations @ Bond Auditorium 4 p.m.- 6 p.m.
January 30	2nd Subcommittee meeting to review the completed Instructional Materials Scoring Rubric Bond Auditorium 4 p.m. – 6 p.m.
TBD	ESC 11 Instructional Materials Showcase
February 7	Deadline for submitting Textbook Survey on District Website under Parents Tab
February 10	3rd Subcommittee meeting & deadline for instructional materials selection, Vote and submit ballots for top 3 selections
February 11-21	Instructional Materials Coordinator will acquire price quotes, prepare estimated adoption budget, and evaluate best value
February 26	Official committee meeting to review and approve subcommittee selections at the Admin. Building, board room from 4:00 p.m. – 6:00 p.m
February 28	Meet with superintendent to review consent agenda item and recommendations

March 6	Submit consent board agenda item for March 16 Board Meeting
March 9	Consent agenda review for board approval
March 16	Board of Trustees ratifies instructional materials selection. Instructional Materials Allotment TEKS Certification is signed by Superintendent of Schools, Board President, and Board Secretary

**REGULATIONS OF PUBLISHER CONTACT WITH
INSTRUCTIONAL MATERIALS COMMITTEE MEMBERS**

1. Bona fide publishing company representatives who have instructional materials on the state-adopted lists shall be furnished with the names of all Official Instructional Materials Committee and Subcommittee Members representing the Stephenville Independent School District.
2. Instructional material company representatives may contact subcommittee members two times during the instructional material adoption closed period. The Official Instructional Material Hearing on January 21, 2020 and the ESC 11 Textbook Showcase on _____ shall be considered the two contacts. Subcommittee members shall have no other formal contact with instructional material company representatives.
3. Instructional material company representatives may contact Official Instructional Materials Committee members three times during the instructional materials adoption closed period that shall extend from **November 19, 2019 through March 25, 2020**.
4. Round Robin Publishers Hearing shall be considered one of the contacts. Other two contacts may be made at times agreed upon by individual Official Instructional Materials Committee Members and Instructional material company representatives.
5. Company representatives may contact classroom teachers who are members of the Official Instructional Materials Committee during school hours but requires permission of the principal and the consent of the committee member to meet during their conference periods.
6. Specialists serving in the Official Instructional Materials Committee shall limit the instructional material company representatives visits to three during the closed period.
7. Campus presentations will be limited to the teacher and student-edition print and digital presentations of instructional materials on the state bid list.
8. Instructional material company representatives may contact Official Instructional Materials Committee and Subcommittee Members as follows:

	INSTRUCTIONAL MATERIALS SUBCOMMITTEE MEMBERS	OFFICIAL INSTRUCTIONAL MATERIALS COMMITTEE MEMBERS
Open District Period	September 3, 2019 through November 18, 2020	
Closed District Period	November 19, 2019 through March 25, 2020	
Official District Instructional Materials Hearing (Round Robin)	<p style="text-align: center;">Tuesday, January 21, 2020 4:00-6:00 PM Bond Auditorium 2655 W Overhill Dr Stephenville, Texas 76401</p>	
Number of Contacts with Instructional Materials Company Representatives During the Closed District Period	<p>Two January 21 - designated Round Robin and one other date, TBA are two of the three contacts allowed</p>	<p>Three _____ -ESC 11 Materials Showcase is designated date is considered one of three contacts allowed</p>
Procedures for Contact During Open District Period	Instructional Materials Company Representatives are allowed contacts during open district period <ul style="list-style-type: none"> • Approved vendor through purchasing • Approved by principal for teacher contact • Scheduled appointment only 	

EVALUATION OF INSTRUCTIONAL MATERIALS FOR ADOPTION

A Subcommittee was established by the 1966 Official Instructional Materials Committee to develop an instrument by which instructional materials offered for adoption could be evaluated. The following recommendations were made by the subcommittee:

- The instrument includes standards or criteria for evaluation. Each standard or criterion is given a point value dependent upon the importance of that criterion to the overall instructional program.
- The evaluation criteria must be established prior to any evaluation of the instructional materials to ensure the subcommittee may be entirely objective.

The sample rubric on page 31 may be used by the Instructional Materials Subcommittees to establish the degree of comprehensiveness that would best evaluate the instructional materials to be considered.

CRITERIA FOR SELECTION OF INSTRUCTIONAL MATERIALS

Instructional materials selected shall meet the following criteria:

1. Align to the Texas Essential Knowledge and Skills (TEKS)
2. Meet the diverse needs of the District's student population
3. Provide both print and electronic access for teachers and students in all core subjects where applicable
4. Be accompanied by professional development
5. Be inclusive of free ancillary materials for the life of the adoption
6. Aligned with the District technology plan and governance process

In addition to the aforementioned, the following criteria shall be used when evaluating instructional materials considered for adoption:

I. EXPERTISE FOR CONTENT DEVELOPMENT

- a. Authors recognized as experts in the field of study
- b. Sources reflect expert information for the subject
- c. Accuracy of content

II. PHYSICAL FEATURES

- a. Bindings should be tight and firm
- b. Paper should be of adequate weight
- c. Size of pages should be practical for use and storage
- d. Visual cues signal content and organization
- e. Layout organizes content with sensible groupings and consistent structure

III. ORGANIZATION OF INSTRUCTIONAL MATERIALS

- a. Access to content
 - 1. Table of contents
 - 2. Scope and sequence
 - 3. Directions on how to locate information or complete assignments
 - 4. Index
 - 5. Goals and / or objectives, outlines, lists, or checklists for major sections
 - 6. Bibliographies and lists of resources
 - 7. Glossaries
 - 8. Introductions, key concepts, and themes
 - 9. Visual cues signal content and organization

- b. Visual cues signal content and organization
 - 1. Font style
 - 2. Symbols to concentrate attention, numbering schemes, and other ways to showcase headings
 - 3. Subheadings, summaries, overviews, outlines, and section
 - 4. Color and highlighting (or shading) to add emphasis, attractiveness, or show types of information; bright colors to highlight small areas
 - 5. Margin comments, textboxes, tables, and charts

- c. Layout organizes content with sensible groupings and consistent structure
 - 1. Close proximity of related text, numbers, and graphics
 - 2. Organized lists of learning objectives, chapter outlines, questions to signal discussions or reflections, section and chapter summaries, review exercises and test structures, glossaries, and inter-textual references, and text-to-graphic references
 - 3. Headings and page numbers placed consistently to make it easier for readers to find this kind of information
 - 4. Simple designs to show complex issues and use of comparisons, contrasts, tables or graphics to simplify complex data or comparisons
 - 5. Objectives, questions, bold, and italics

IV. CONTENT

- a. Align with curriculum requirements that includes correlations, scope and sequence, and components of an instructional package
- b. Appropriate for the intended target learners and sufficient to meet objectives
- c. Reading level and features don't interfere with student comprehension
- d. Readability in electronic and Web-based materials
- e. Include big ideas, concepts, or themes
- f. Include features to maintain learner motivation
- g. Include friendly, attentive, and encouraging communication; student collaboration assignments and group projects; student communication and presentations; and informative feedback on

student progress

- h. Present in ways that match the age and maturity level of the intended students
- i. Accurate in historical context and contemporary facts and concepts
- j. Include problem-centered connections to life in a context that is meaningful to students
- k. Include multicultural fairness and advocacy portrayed in gender, ethnicity, age, work situations, and various social groups
- l. Include compassion, sympathy and consideration of needs and values in the portrayal of the appropriate care and treatment of people and animals
- m. Contain clear statements of information and outcomes
- n. Accommodate differences in learning styles with a variety of activities and modalities
- o. Include the instructional and assessment strategies for teaching the learning outcomes targeted in the curriculum requirements

V. TEACHER RESOURCES

- a. Components and materials are easy to use
- b. Materials to support lesson planning, teaching, and learning
- c. Suggestions for adapting instruction for varying needs
- d. Guidelines and resources on how to implement and evaluate instruction
- e. Resources to use in classroom activities
- f. Resources for building relationships with families

INSTRUCTIONS FOR COMPLETING INDIVIDUAL AND SUBCOMMITTEE BALLOT SHEETS

Subcommittee Member	Record information in the appropriate columns on the Individual Ballot Sheet. Check for accuracy of information.
Co-chairperson / Specialist	Record names in the appropriate place at the top of the Subcommittee Ballot Sheet. Verify the order of signatures reflects the order of names on the top of the Subcommittee Ballot Sheet.
Instructional Materials Coordinator	Place Subcommittee Ballot Sheets on the permanent file until the instructional materials are expired by the Texas Education Agency.

STEPHENVILLE INDEPENDENT SCHOOL DISTRICT

PROCLAMATION 2019

INSTRUCTIONAL MATERIALS SUBCOMMITTEE PRINCIPAL RECOMMENDATIONS

CAMPUS _____ PRINCIPAL'S SIGNATURE _____

PLEASE SUBMIT AT LEAST ONE NAME FOR EACH SUBJECT AREA SUBCOMMITTEE

SUBJECT AREA SUBCOMMITTEE	Name	Grade Level	Signature
ELAR K-5			
ELAR 6-8			
Social Studies Personal Financial Literacy			

Please complete and return to the Office of Curriculum and Instruction, Executive Director of Curriculum and Instruction by October 22, 2019.

Duties of Instructional Materials Subcommittee

1. Attend an orientation meeting, study meeting(s), 1 publisher's hearing, and final voting meeting.
2. Conduct a study of the instructional materials using a rubric developed by the District.
3. Rank the instructional materials according to order of preference based on established criteria.
4. Collect input from faculty members throughout the District.
5. Vote on the instructional materials and make recommendations for local use.
6. Give reasons why a certain instructional materials are being recommended.
7. Give reasons why the remaining instructional materials considered.

**STEPHENVILLE INDEPENDENT SCHOOL DISTRICT
Stephenville, Texas**

INDIVIDUAL BALLOT SHEET

Subject Area _____ *Grade Level* _____

Subcommittee members should indicate their choices on this ballot by ranking publisher(s) in choice column. Choice column. The numbers are as follows:

1 – first choice 2 – second choice 3 – third choice

Title	Publisher	Print, Digital, or Both	Class set or 1 per student	Choice
				1 st
				2 nd
				3 rd

Committee Members Printed Name

Date

Committee Members Signature

Office/Campus

**STEPHENVILLE INDEPENDENT SCHOOL DISTRICT
OFFICIAL BALLOT SHEET**

Subject Area _____ Grade Level _____

INSTRUCTIONAL MATERIALS SUBCOMMITTEE MEMBERS					
WRITE IN TITLE AND PUBLISHER THEN RANK EACH PUBLISHER WITH 1,2,OR 3 LOWEST SCORE WINS	NAME:	NAME:	NAME:	TOTAL	
	Select Preference: <input type="checkbox"/> PRINT <input type="checkbox"/> DIGITAL <input type="checkbox"/> PRINT & DIGITAL	Select Preference: <input type="checkbox"/> PRINT <input type="checkbox"/> DIGITAL <input type="checkbox"/> PRINT & DIGITAL	Select Preference: <input type="checkbox"/> PRINT <input type="checkbox"/> DIGITAL <input type="checkbox"/> PRINT & DIGITAL		
	Choose one: <input type="checkbox"/> Classroom Set <input type="checkbox"/> 1 book per student	Choose one: <input type="checkbox"/> Classroom Set <input type="checkbox"/> 1 book per student	Choose one: <input type="checkbox"/> Classroom Set <input type="checkbox"/> 1 book per student		
Title:	Rank Publisher 1, 2, or 3	Rank Publisher 1, 2, or 3	Rank Publisher 1, 2, or 3		
Publisher:					
Title:	Rank Publisher 1, 2, or 3	Rank Publisher 1, 2, or 3	Rank Publisher 1, 2, or 3		
Publisher:					
Title:	Rank Publisher 1, 2, or 3	Rank Publisher 1, 2, or 3	Rank Publisher 1, 2, or 3		
Publisher:					

The above-marked ballot information is a true indication of my vote on this adoption.
Signatures appear at bottom in same order as top.

STEPHENVILLE ISD Instructional Material Scoring Rubric

Name of Reviewer:						
Subject/ Course						
Date						
Grading Criteria each publisher will receive a rating of 1-5 for each line item. 1 very poor 2 poor 3 adequate 4 good 5 excellent		Pub- lish- er	Pub- lish- er	Pub- lish- er	Pub- lish- er	Pub- lish- er
I. ORGANIZATIONAL/GENERAL						
100% of the TEKS are addressed, labeled, and easily located in both Teacher and Student Edition.						
1. The Student Edition is organized, engaging, and easy-to-use.						
2. The content is thematically organized.						
3. The program has video that is integrated with the text.						
4. The program is flexible and easily adaptable to fit different teaching styles or district curriculums.						
5. The visual layout of the text appeals to learners and supports a scaffolding approach to learning a concept or skill.						
6. The accompanying digital resources are easily identified in the Teacher’s Edition and Student Edition.						
7. The print components are durable.						
8. The general appearance of the text and accompanying ancillaries are attractive and inviting.						
9. The chapters/units are well organized and offer easy progression.						
10. The Teacher’s edition is well organized with practical teaching suggestions at the point of need.						
11. The program is easily adaptable to fit different teaching situations or schedule configurations.						
Subtotal						

II. CONCEPT DEVELOPMENT

1. Sufficient information is provided for students to be able to demonstrate competency in each concept.					
2. Illustrations, graphs, charts, and demonstrations are current, correlated, and accurate and presented in a variety of formats.					
3. Textbook provides objectives as well as review and reinforcement of concepts & vocabulary.					
4. Glossaries, bibliographies, indices, appendices, and tables of content are included, comprehensive, and easy to use.					
5. Essential questions are included in the chapter or lesson to guide students in recognizing "big ideas".					
6. Learning objectives are included in chapters or lessons to guide students in recognizing "what they should be able to demonstrate.					
7. The textbook materials provide guidance to the student regarding practicing, applying and rehearsing the skill using real life scenarios.					
8. The textbook materials provide rigorous exercises that ask students to apply concepts to similar or new situations.					
Subtotal					

COMMENTS:

Grading Criteria each publisher will receive a rating of 1-5 for each line item.
1 very poor 2 poor 3 adequate 4 good 5 excellent

Pub- lish- er	Pub- lish- er	Pub- lish- er	Pub- lish- er	Pub- lish- er
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III. SKILL DEVELOPMENT

1. The textbook materials provide information to the students about the skills needed to meet each standard.					
2. The textbook materials provide one or more opportunities or activities for students to practice the skills needed to meet the standard					
3. The textbook materials provide opportunities for students to assess their own skill progress, such as personal check lists.					
4. The instructional strategies that actively engage students in learning (cooperative learning group discussions, problem solving, demonstrations and role playing).					
5. Textbooks provides objectives as well as review and reinforcement of skills and vocabulary.					
6. Textbook provides opportunities to interact with complex informational text related to subject.					
Subtotal					

IV. ACCESSIBILITY

Instructional materials accessible to students address/consider:					
1. Developmentally appropriate information.					
2. Varied learning abilities/disabilities;					
3. Special needs (e.g. auditory, visual, physical, speech, emotional)					
4. English language proficiency.					
5. Different learning styles.					
Subtotal					

V. DIGITAL CURRICULUM FOR STUDENTS

Review digital curricular textbook materials to generally determine if:					
1. There are robust digital resources for student learning practice and assessment.					
2. Digital materials provide content that enhances the textbook;					
3. Digital materials provide differentiated access to content.					
4. Digital materials are intuitive and engaging.					
5. Digital materials provide opportunities for meaningful, interactive experiences.					
Subtotal					

COMMENTS:

Grading Criteria each publisher will receive a rating of 1-5 for each line item. 1 very poor 2 poor 3 adequate 4 good 5 excellent	Pub- lish- er	Pub- lish- er	Pub- lish- er	Pub- lish- er	Pub- lish- er
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VI. ASSESSMENT

Assessment System					
1. Descriptions of alignment with TEKS and research on assessment practices.					
2. Guidance for teachers in the use of the assessments.					
3. Evidence that assessments were field tested and / or evaluated.					

High quality assessment:					
1. Include a variety of student assessment strategies;					
2. Are linked to relevant objectives/standards.					
3. Provide students with opportunities to demonstrate their understanding of key concepts and apply learned skills to real life or diverse situations.					
4. Provide criteria for students regarding learning targets and assessment criteria (e.g. rubric, performance checklist), for continuous improvement.					
5. Provide multiple measures over time.					
Multiple Measures Examples:					
1. Selected response items (e.g. multiple choice, matching, T/F)					
2. Performance assessments (posters, PSAs surveys, journals, performance-based assessments).					
3. Quiz and test assessments.					
4. Project based tasks,					
5. Portfolios					
Subtotal					
VII. INSTRUCTIONAL MODEL					
1. Clear procedures are provided to assist in implementation of materials.					
2. Continuity exists between learning experiences that clearly reinforce adopting and maintaining specific performance skills.					
3. Provide opportunities for students to extend, apply and evaluate what they have learned.					
4. Content, methodology, and teaching strategies are consistent with the curriculum's philosophies, values, and goals.					
5. Teacher's edition provides suggestions for evaluation, assessment, remediation, acceleration, feedback, and motivational techniques.					
6. The textbook materials provide guidance to the teacher regarding practicing, applying and rehearsing the skill using real life scenarios.					
7. The textbook materials provide rigorous exercises that apply concepts to similar or new situations.					
8. Essential questions are include in chapters or lessons to guide teachers in recognizing "big ideas".					
9. Learning objectives are included in chapters or lessons to guide teachers in recognizing what students should be able to demonstrate.					
Subtotal					

COMMENTS:									
Grading Criteria each publisher will receive a rating of 1-5 for each line item. 1 very poor 2 poor 3 adequate 4 good 5 excellent					Pub- lish- er	Pub- lish- er	Pub- lish- er	Pub- lish- er	Pub- lish- er
VIII. SEQUENCING									
Textbook with a coherent sequence includes:									
1. Organizations in a deliberate fashion to promote student understanding;									
2. Building from and extends concepts and skills previously developed.									
XI. ACCURACY ANALYSIS									
Determine if the information in the textbook s factual, accurate and current.									
1. Terminology is accurate and appropriate;									
2. Data and information is accurately shown in charts, graphs and written text.									
3. Data, information and sources are current.									
4. Sources are clearly noted, credible and reputable.									
5. Images used of an appropriate quality and related to the content.									
Subtotal									
TOTALS									

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

STEPHENVILLE INDEPENDENT SCHOOL DISTRICT
Stephenville, Texas

DISSENTING REPORT ON INSTRUCTIONAL MATERIALS RECOMMENDATIONS

The purpose of a dissenting report is to provide an opportunity for freedom of expression concerning a recommendation on a specific instructional material or series of instructional materials. Any person desiring to comment on the instructional materials for a particular subject area must declare that intention in writing to the Instructional Materials Coordinator on or before **February 7, 2020**.

1. Title of Instructional Material: _____

2. Publisher: _____

3. Subject: _____

4. Grade Level: _____

5. Objections:

Printed Name: _____ Signature: _____

Subcommittee Assigned: _____ Date: _____

Publisher Forms

Digital Learning Tools Interoperability Expectations – Preliminary Questions

It is assumed that all digital content acquired will be aligned with the Texas Standards (TEKS). In addition, in order to integrate all instructional digital resources into our teaching and learning platform, Corpus Christi ISD expects open-source learning tools interoperability (LTI) packages meta-tagged to TEKS and keywords.

1. Publisher / Vendor

VendorName:

Product Name:

Vendor Contact:

Contact E-mail:

Contact Phone:

Vendor Website:

Contact Information /Business Owner (if known):

2. Type of Product (check all below that apply):

Digital content/resource

Productivity app

Assessment tool/resource

Combination of content, activities, and assessments

District-adopted instructional material/resource

Supplemental instructional material/resource

Other (please explain):

Brief description of product, its features, and its use in effective teaching and learning:

3. Characteristics of Product This product is a(n) ...

Curated collection of digital content e-book

Application to create, design, or facilitate activities

Collection of PDF pages (static content) Platform with sequential adaptive content

Platform with digital content and activities (e.g., text, video, simulations, assessments, etc.)

which can be divided into discrete digital objects and tagged with keywords and standards

Application that needs to be downloaded and installed on a local device

Other (please explain): Don't know.

4. Intended Scope of Product (check all below that apply):

District-wide

In a select group/cohort of schools (please specify):

For a specific program or student group (please specify): In specific grade levels (please specify):

Approximate number of schools to use (if known)

5. Provisioning Does the product require the use of student and/or teacher data for individual user account recognition (provisioning of data)?	YES	NO	DON'T KNOW	N/A
Can you adopt OneRoster?	YES	NO	DON'T KNOW	N/A
If not able to adopt OneRoster today, are you willing to adopt it if selected?	YES	NO	DON'T KNOW	N/A

6. Interoperability (respond yes or no, as appropriate):	YES	NO	DON'T KNOW	N/A
Is your company familiar with open source Learning Tools Interoperability ?	YES	NO	DON'T KNOW	N/A
If yes, have you produced an open-source package of content for use in a learning management system (LMS) or learning object repository (LOR) that is compliant?	YES	NO	DON'T KNOW	N/A
If yes, for which version of LTI and/or Thin Common Cartridge (TCC) is your company conformance certified?	LTI	TCC		
The district is requesting support for ingesting LTI versions 1.1 or TCC version 1.0 or higher. Is your company willing to deliver your digital product(s) in an open-source digital tools interoperability format such as LTI or TCC?	YES	NO		

7. Comments / Additional Information (optional):