

April 16, 2008

TO: Dr. Randy McCoy

FROM: David Meadows



RE: Textbook Report

The following textbook report has been prepared in response to a request by the Board of Trustees for information relating to the adoption and purchase of textbooks in the Tupelo Public School District. Board Policy IJ – Instructional Resources and Materials with its supporting exhibits and regulations guide the selection, adoption and purchase of textbooks used in Tupelo Public Schools. A copy of Policy IJ is attached.

Adoption Schedule

The adoption schedule is established by the Mississippi Department of Education and generally follows a six year cycle. The adoption schedule beginning with the 2008-2009 adoption year and ending with the 2001-2002 adoption year is provided. Please also note the purchase year.

Adoption Year	Content Areas	For Purchase Beginning in Year
2008-2009	Vocational, Foreign Language, Science	2009-2010
2007-2008	K-12 Mathematics K-12 Business and Technology, And 9-12 Drivers Education	2008-2009
2006-2007	Language Arts, Handwriting, Spelling, and Dictionaries Family and Consumer Science and Health/Physical Education	2007-2008
2005-2006	No Adoption because of Katrina	2006-2007
2004-2005	Social Studies, Visual Arts, Theatre, Music K-8, and High School Dance	2005-2006

Adoption Year	Content Areas	For Purchase Beginning in Year
2003-2004	No Adoption MDE Curriculum Revision	2004-2005
2002-2003	Reading, Literature, Computer Education, and Special Education	2003-2004
2001-2002	Foreign Language, Science, Trade and Industrial Education (Voc), Health Ed. (Voc), Special Education	2002-2003

Adoption Year and Textbook Purchase

Beginning with the school year in which textbooks are adopted, the Tupelo Public School District attempts to purchase the newly adopted textbooks across the next three school years so that by the third purchase year all students will have the new textbooks for the specified adoption year. For example, K-12 mathematics textbooks are being adopted in school year 2007-2008. These new textbooks will be available for purchase and use beginning in school year 2008-2009 (Purchase Year 1). With the 3-Year purchase process currently being used by the TPSD, the 2009-2010 school year will Purchase Year 2 and the 2010-2011 school year will be Purchase Year 3. School year 2010-2011 is the target year for having all mathematics textbooks purchased that were originally adopted in 2007-2008.

Status of Textbooks at Each School Site

One of the items examined in preparation of the opening of school is whether or not students have textbooks assigned to them to take home in each course in which they are enrolled and in which there are adopted textbooks. Based on the 3-year purchase process previously described, some students may be assigned a textbook from either the current adoption or the previous adoption. Usually, this is done by class and sometimes by teacher choice. The key to instructional content is not the textbook, but the Tupelo Public School District Curriculum. Principals are aware that each student must be provided a textbook and are aware of the 3-year purchasing process. Textbook purchases are reviewed and inventories are examined for the purpose of tracking the status of the 3-year purchase process at each school.

Purchase of Textbooks and K-6 Reorganization

One item that has been included on the K-6 Reorganization Checklist is the management of textbooks. Using the textbook inventories for the end of the 2008-2009 school year, a master TPSD textbook inventory by grade level, content area and textbook publisher will be compiled. Based on 2009-2010 projected enrollments for the five K-2 schools, existing textbooks/kits will be equally distributed across the schools. Third grade textbook inventory lists will be compiled and textbooks will be equally distributed across the four schools serving students in grades 3-5. All grade six textbooks will be transferred to Milam. Projected enrollments for the 2009-2010 school year will be initially used to determine textbook readiness of schools. Actual enrollments will be used to determine if textbooks need to be redistributed.

Textbooks and Depth of Knowledge

Textbooks being adopted in 2007-2008 (mathematics, business and technology, and driver education) have been thoroughly reviewed and analyzed by the adoption team members for inclusion of Depth of Knowledge. This is particularly true for the mathematics area where Depth of Knowledge must be considered for both computation and problem solving as well as the process included in these two areas.

Textbooks and the Fillmore Center

Textbooks for Fillmore students are provided by the home schools of students assigned to the Fillmore Center. In addition, the Fillmore Center is provided a textbook allocation that is expended based on specific needs of the students and teachers.

Descriptor Term:	Descriptor: IJ	Issued: 3/2/99
	Rescinds:	Issued:
INSTRUCTIONAL RESOURCES AND MATERIAL		
<p>The pervasive instructional goal of the Tupelo Public School District is to provide opportunities that challenge each student to realize his or her potential. To this end the Board takes seriously the responsibility to authorize selection and adoption of basic learning materials.</p> <p>For purposes of this policy, basic learning materials include both print and non-print materials and are defined as a predominate instructional material used by most members of the class. A basic learning material is used for a significant portion of the course and/or receives major emphasis during the course. Furthermore, a basic learning material provides content consistent with the district's approved curriculum and assists students in attaining district content standards.</p> <p>Identification, selection, and recommendation for adoption of basic learning materials shall be regarded primarily as a function of the professional staff of the district. Although trained, professional staff will be supported and encouraged in the identification, selection, and recommendation of basic learning materials for use in accordance with this policy, the Board retains sole authority for approving the curriculum, instructional program, and learning materials utilized in the district.</p> <p>Appropriate committees, which include representatives of teachers, parents, community members, and students, where appropriate, will review and evaluate proposed basic learning materials. Through application of consistent criteria and procedures, these committees will recommend to the Superintendent the basic learning materials for adoption by the Board.</p> <p>The curriculum of the Tupelo Public School District is designed to support the consistent progress and development of each student toward the district's mission. Basic learning materials must facilitate each student's attainment of the requisite learnings and skills as steps in meeting district content standards. In support of students and professional staff, the Board desires to provide a range of basic learning materials that presents varying levels of difficulty across accurate, up-to-date content and other information. The following policy statements are provided as a guide for the Board, teachers, administrators, parents, and other district patrons who share in the process for identification, selection, and recommendation of basic learning materials for use in the Tupelo Public School District.</p> <ol style="list-style-type: none"> 1. The Board will provide a primary instructional resource (textbook or other media) in each course taught in the Tupelo Public School District. 2. The Board will provide a primary instructional resource free of charge to each student. The selected primary resource whether textbooks or other media will be issued to each student for use at school and at home. Related ancillary materials will also be provided to support an optimum learning environment. 3. The Board will delegate responsibility for identifying, selecting, and recommending basic learning materials to the professional staff and representatives of district, parents, and patrons while retaining sole authority to approve the basic learning materials. The Board further directs that the superintendent or designee coordinate the identification, selection, and recommendation process. 4. The Board will expect and support the professional staff and others in the identification, selection, and recommendation of a variety of basic learning materials so that failure to approve any or several of the recommended materials will not negatively impact the instructional program. <p>TUPELO BOARD OF TRUSTEES</p>		

INSTRUCTIONAL RESOURCES AND MATERIAL

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5. The Board will support identification and selection of basic learning materials that enrich the curriculum of all grades and subjects areas; that provide access to a quality education for all students; and that insure sufficient flexibility to meet the special learning needs of individuals.
6. The Board will provide parents and guardians an opportunity to review those learning materials that are being used in their children's instructional program.
7. The Board expects that recommended basic learning materials will be generally consistent with the district's adopted curriculum and with the district's mission.
8. The Board directs the superintendent or designee to produce an approved list of basic learning materials from which professional staff can order as funds are available.
9. The Board directs the superintendent or designee to provide district parents, employees, and patrons with a process for submitting complaints and concerns about the adoption of basic learning materials.
10. The Board directs the superintendent or designee to establish general criteria for use in evaluating basic learning materials being considered for selection and recommendation.