A large, light blue circular seal watermark is centered behind the title. It contains the text "DOOTHAN CITY SCHOOLS" at the top and "THE HEART AND FUTURE OF DOOTHAN" at the bottom. In the center of the seal is a graphic of an open book, a torch, and a leaf, with the text "est. 1885" above the torch.

Dothan City Schools Textbook and Instructional Materials Procedures Manual





The School Board Members of Dothan City Schools
Dothan, Alabama

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Board Chairman

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Superintendent of Schools

Revised May, 2022 DCS Board Approved June, 2022





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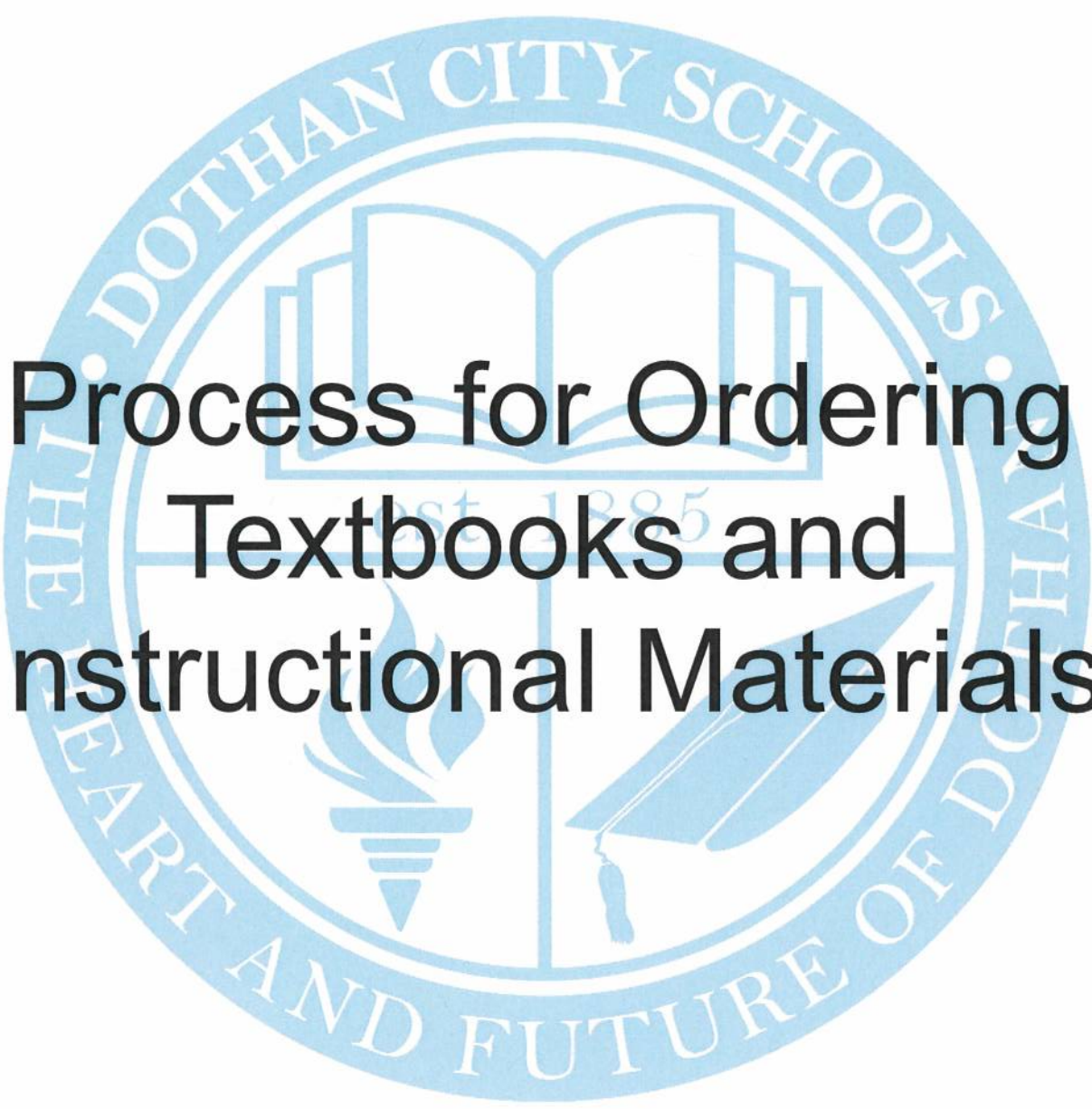
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Process for Ordering Textbooks and Instructional Materials





Ordering Instructional Materials

- I. New Adoptions and Consumable Instructional Materials
 1. Orders for newly adopted instructional materials and replacement of textbooks should be generated in the spring by the inventory personnel on each school site. This person is the Principal's designee.
 2. Site Administrators, with the approval of the Principal, will forward any new requests for new inventory for the upcoming school year to the DCS District Textbook Coordinator by the **3rd week of March each year**.
 3. Orders for consumable instructional materials are generated in the spring (**April of each year**) and materials are delivered to schools prior to the closing of the school year, if possible.
 4. Instructional materials orders for elementary schools are generated based on projected grade level enrollment.
 5. Instructional materials orders for secondary schools are generated based on projected course enrollment.
- II. Requesting Additional Instructional Materials
 1. In the event the enrollment figures increase after the shipment of textbooks and/or instructional materials is received at the school, the inventory personnel at each school site will forward the request to the District Textbook Coordinator via appropriate form- REQUESTING ADDITIONAL INSTRUCTIONAL MATERIALS (found in the appendices).
 - a. Please contact the secretary for Division of Auxiliary Services for directions to submit the request.
- III. Transferring Instructional Materials and Textbooks between Schools
 1. In the event of increased enrollment in a school and to optimize the instructional materials resources available in the district, schools with excess materials may receive an email requesting that materials be transferred to other schools.
 2. The transferring school site administrator inventory personnel is responsible for updating the site location in Book Tracks and completing the TRANSFER OF INSTRUCTIONAL MATERIALS FORM (found in the appendices).
 - a. Please contact the secretary for Division of Auxiliary Services for directions to submit the request.
 3. The receiving school is responsible for ensuring that the site location has been updated and the inventory is "checked out" to the school personnel through Book Tracks (Media Specialists have the login) at your site and send a copy of the form TRANSFER OF INSTRUCTIONAL MATERIALS FORM to the transferring school.
 4. **The forms should be signed by the appropriate site administrator inventory personnel and the school principal at each site.**
 - a. The form should be scanned (with signatures) and sent to each school with a copy sent to the District Textbook Coordinator for recordkeeping.
 - b. Please contact the secretary for Division of Auxiliary Services for directions to submit the request.





5. Physical exchange of materials must be coordinated by school staff from the transferring and the receiving schools.
 - a. **Please be certain that you have updated your inventory in BookTracks i.e. location of materials.**







School Inventory Personnel assigned to textbooks i.e. assistant principals, program specialists, or media specialists at each school site is **responsible for ensuring that instructional materials are provided to teachers.**

- School administrators are responsible for ensuring that teaching materials are used for the purpose of providing instruction to students enrolled in Dothan City Schools at each grade level and in each course.
- The use of materials **MUST** be adopted by the local Board of Education and approved by the ALSDE (Alabama State Department of Education) through the adoption process.
- Site administrators are responsible for maintaining sufficient instructional materials that will support the instructional program in all courses offered by each school.

INSPECTION OF MATERIALS

- To support the upkeep and maintenance of sufficient materials, school administrators should inventory and inspect instructional materials and textbooks annually. The purpose of such inspections are to ensure that materials issued to the school, whether in the hands of pupils or in storage, are cared for properly.
- Material inventory should include recordkeeping of student enrollment to ensure that each student in all courses has access to textbooks and instructional materials purchased by Dothan City Schools and that such materials remain usable. Procedures for disposal of unusable materials is found in the appendices and noted in this document.

RECEIPT OF INVENTORY

- Each school **should have a designated location for deliveries of instructional materials.** School personnel in charge of inventory must verify receipt of materials by matching the quantity of materials delivered to the quantities of materials received on the packing list.
- Materials should be inventoried using the packing list provided with the shipment. Any discrepancies must be reported immediately to the Textbook Coordinator via cell phone and email with a copy of the packing list and description (picture) of the item in dispute (damaged, missing, etc).
- All materials should be stamped **PROPERTY OF DOTHAN CITY SCHOOLS.** **Please do NOT stamp your school name to the materials.** ALL textbooks and instructional materials are the property of DCS.





- All new materials should be barcoded and entered into the Book Tracks system for inventory. **Please remember to write the last five (5) digits of the barcode label on the binding of each book at the bottom of the book.**
- For Teaching Units to include readers, manipulatives, etc:
 - Please inventory your materials (the packing list/inventory list is most helpful) and barcode **ONLY** the teacher manuals. All other instructional materials associated with that set under the teacher manual should be given the same barcode number as the teacher manual and written on the binding of the materials and/or inside the materials.
 - For example, Teacher A teaching manual receives barcode #34256743 and is scanned into the BookTracks system by the media specialist. Teacher A will receive additional materials for that manual i.e. readers, manipulatives, handbooks, etc. Each of these materials will also have the barcode number of #34256743 written on them but not scanned into the system. The inventory sheet will serve as accountability for the materials. Please add the barcode number to the inventory sheet for that item and submit a copy to the Textbook Coordinator for district record keeping.
- Instructional materials are to be stored in secure areas prior to being issued to department heads, grade level chairs, individual teachers, and students. All excess materials should be stored in a secure room in one designated location at each school site. Please avoid storing excess materials in individual teachers' classrooms.

DISTRIBUTION OF INVENTORY

- The inventory personnel at each site is responsible for distributing materials to teachers and/or students. The site administrator will determine the method of distribution at each site.
- All materials should have barcode labels and entered into BookTracks. Materials can be checked out to persons using the BookTracks system. The inventory personnel with the log in information for Book Tracks is ultimately responsible for keeping the inventory accurate, i.e. check in/out, location of materials, condition reporting of materials through the system.

MONITORING OF INVENTORY

- It is the responsibility of the site based inventory personnel along with the site administrator to maintain a current inventory of instructional materials provided by the district and verify this inventory through quarterly inventory checks and end-of-year inventory counts.





- Each school is responsible for conducting inventory checks quarterly i.e. August, November, February, May using the appropriate form for reporting to the District Textbook Coordinator. See Appendices.
- Each school should utilize the Book Tracks system for circulation of materials issued to students and print overdue/lost notices once all instructional materials have been scanned.
- Teachers should complete the Lost Student Textbook Form (See Appendices) if a student has lost or damaged instructional materials/textbooks provided by Dothan City Schools.
- The chart below lists the proposed charges to be assessed for lost/damaged textbooks/instructional materials:

Condition of Textbook	Assessment Fees
Written language and/or symbols that promote vulgarity or contains profanity beyond simple recovery/use	Full Replacement Cost
Lost Book (new or used)	Full Replacement Cost
Damaged Book (beyond use)	Full Replacement Cost
Damaged or ripped cover	50% of replacement cost
Torn or wet pages (usable)	50% of replacement cost
Defaced book (with writing/drawing - but does not contain vulgarity or profanity and cannot be erased)	\$10.00

- All communications with parents to collect fees must be documented and records kept at school site with a copy sent to the District Textbook Coordinator.
- School site administrators have the discretion to determine the collection process (i.e. community service or other approved activity to satisfy the debt) and/or fee waivers on a case by case basis. All documentation must be kept on site with a copy forwarded to the District Textbook Coordinator.
- If previously reported missing textbooks are found, then the student/parent can return the item to the school and be issued a refund. **All refunds must follow accounting procedures set forth by the DCS Accounting Department.**





END OF YEAR COLLECTION OF INSTRUCTIONAL MATERIALS AND INVENTORY

- Collection of materials from teachers and students should be done following the procedures listed below:
 - Elementary student materials should not be collected before the last week of school.
 - Secondary student materials should not be collected before final exam administration in the course.
 - Teacher instructional materials should also be collected for the summer. If a school chooses to allow teachers to keep materials over the summer for preparation and/or professional development, these materials should be checked out to the teacher using the BookTracks system.
 - A physical count of all textbooks and instructional materials should be conducted by the last day of school for teachers. This count should reflect accurate accounting in the Book Tracks system for materials located at the school site.
- Once the physical counts are confirmed accurately with the inventory count records in Book Tracks, a report of textbooks should be submitted to the school principal. The principal should then sign the report verifying its accuracy and submit the report to the District Textbook Coordinator. When the principal submits the report via fax or email to the District Textbook Coordinator, then the textbook inventory is complete.
- **Collection of Fees for Lost/Damaged Instructional materials - At the end of the school year, all monies collected for lost or damaged instructional materials must be submitted to the Dothan City Schools Accounting department via CFO for Textbook Fund Account.**





Selection and Adoption of Instructional Materials





Duties of District School Board regarding K-12 instructional materials

As per Dothan City Schools Board policy Section VII. Instructional Program 7.2, *Textbooks will be purchased and distributed in accordance with State Department of Education regulations. Only textbooks recommended by the local textbook committee will be approved by the Board, upon the recommendation of the Superintendent. The local textbook committee will be appointed by the Board and will consist of twenty (20) members, including parents, teachers, and administrators, who will serve a term of three years. Students are loaned textbooks for the duration of the course that requires the textbook and are responsible for the care of the textbook. Students must reimburse the Board for the cost of any textbooks that are lost or damaged beyond reasonable wear and tear.* [Reference: ALA. CODE §16-36-62 (1975)]

In addition, the School Board has the duty and responsibility, upon the recommendation of the Superintendent, to provide adequate instructional materials, aligned with the Alabama State Board of Education instructional services curriculum standards for each student in the core subject areas of mathematics, language arts, social studies, science, reading and literature. The Dothan City School School Board is also responsible for the content of all instructional materials used in a classroom, whether adopted and purchased from the state approved adopted instructional materials list, adopted and purchased through Dothan City Schools District office or otherwise purchased or made available in the classroom.

Per The Code of Alabama, Local School Districts are responsible to provide adequate textbooks for students.

Section 16-36-70 (Act 98-320, p. 544, §11)

Adequate textbooks.

(a) The Legislature finds that textbooks and other instructional materials are among the basic tools of learning that must exist if Alabama students are to succeed.

(b) All students in the public schools shall be provided with adequate and current textbooks and other necessary instructional supplies for use in their education. Textbooks and other supporting materials shall be appropriate for their course work and shall be in suitable condition. Where textbooks are issued pursuant to Section 16-36-69, every student shall have his or her own copy of the issued textbook of the correct edition, which he or she shall be permitted to take home each day for home study for the entire school year or for the portion of the year when the book is issued.





(c) It is the intent of the Legislature that it is the student's responsibility, as well as the student's parent or guardian, to care for the textbooks and instructional supplies provided by the state in a manner so that the materials are not damaged to the point of being unusable.

DCS Board Policy Section VII, 7.1 Curriculum: *The Superintendent will coordinate the design and development of a comprehensive curriculum plan in accordance with state law and any requirements of the State Department of Education for approval by the Board.*

All instructional materials and resources provided will meet the standards set forth by the Dothan City School Textbook Committee instructional review panel, selected to serve as the DCS Textbook Committee, outlined by the DCS Board Policy and the procedures set forth in this document. Materials chosen will be in a variety of formats, appropriate and essential to the attainment of specified educational objectives and are free of bias, stereotypes, distortions, and prejudices.

Selection of instructional materials are determined by a committee decision based on the DCS Board Policy **consisting of not less than twenty members appointed for three year terms**. Selection of materials will include site licenses or sets of materials that have intellectual content, bound, unbound, kit or package form, hardback or soft backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, computer courseware or software.

ADOPTION CYCLE PER ALABAMA STATE BOARD OF EDUCATION

The Alabama State Department of Education will determine the cycle for textbook adoption. The Superintendent is responsible for the District's participation in the State adoption of instructional materials. The Textbook Coordinator, appointed by Dothan City Schools Superintendent, will hold responsibility for overseeing the adoption of textbooks per the Alabama State Department of Education guidelines. Adopted materials will be used during the adoption cycle until replaced with newly adopted materials.





DOTHAN CITY SCHOOLS INSTRUCTIONAL MATERIALS REVIEW

Dothan City Schools will begin its review of instructional materials at the start of each school term following the Alabama State Department review completion per subject as noted on the Textbook Adoption Cycle.

The DCS Instructional Review team (Textbook Committee) will review materials on the state adopted lists either by subject area staff or full committee review. The decision for reviewing of instructional standards for the purpose of selecting appropriate evaluation criteria for textbook selection remains with the District Textbook Coordinator and District Curriculum Director.

For evaluation of instructional materials that are to be considered for textbook adoption:

1. In August, the District Textbook Coordinator will request the site administrators to submit names of **individuals who will review standards (needs assessment based on school signatures) for the purpose of developing a criteria for textbook review**. Sample criteria will be provided by the District Textbook Coordinator. (See appendices)
2. Materials review team members shall be selected by the site administrators. These appointees must be actively providing instruction and/or actively involved in the instruction for the subject area under review (certified to teach in the subject area or grade level).
3. Each school site must provide no less than 3 members reviewing content in the subject area (i.e. classroom teacher, instructional coach, media center specialist, special education teacher, etc)
4. Each school site must submit the appropriate review of instructional standards for the purpose of textbook selection criteria form (Appendices)
5. Once all the forms are received in the office of District Textbook Coordinator (due by November 1), then a Textbook Committee team will be convened to discuss these criteria and begin the textbook selection process.

For the evaluation of textbook materials,

1. The District Textbook Committee will convene in November to discuss the criteria for evaluating textbooks based on the school review teams' recommendations.
2. By January 31, the District Textbook Committee will finalize its criteria for textbook evaluation as the State Textbook Team will release the State Approved Textbook List.





3. The District Textbook Coordinator will request textbook samples (See Appendices for State request form).
4. Sample textbooks will be delivered to the District Textbook Coordinator's office.
5. The District Textbook Coordinator will convene the Textbook Committee for the purpose of reviewing textbooks in the months of February and March.
6. In the month of April, the District Textbook Committee will call for a vote. The District Textbook Coordinator will submit a recommendation to the Superintendent for DCS Board approval. After the Board approval, then the District Textbook Coordinator will send the appropriate form to the Alabama State Department of Education Textbook Coordinator. (See Appendices)





Procedures for Challenging Curricular Material

The following procedures shall be followed when the appropriateness of books or materials is questioned:

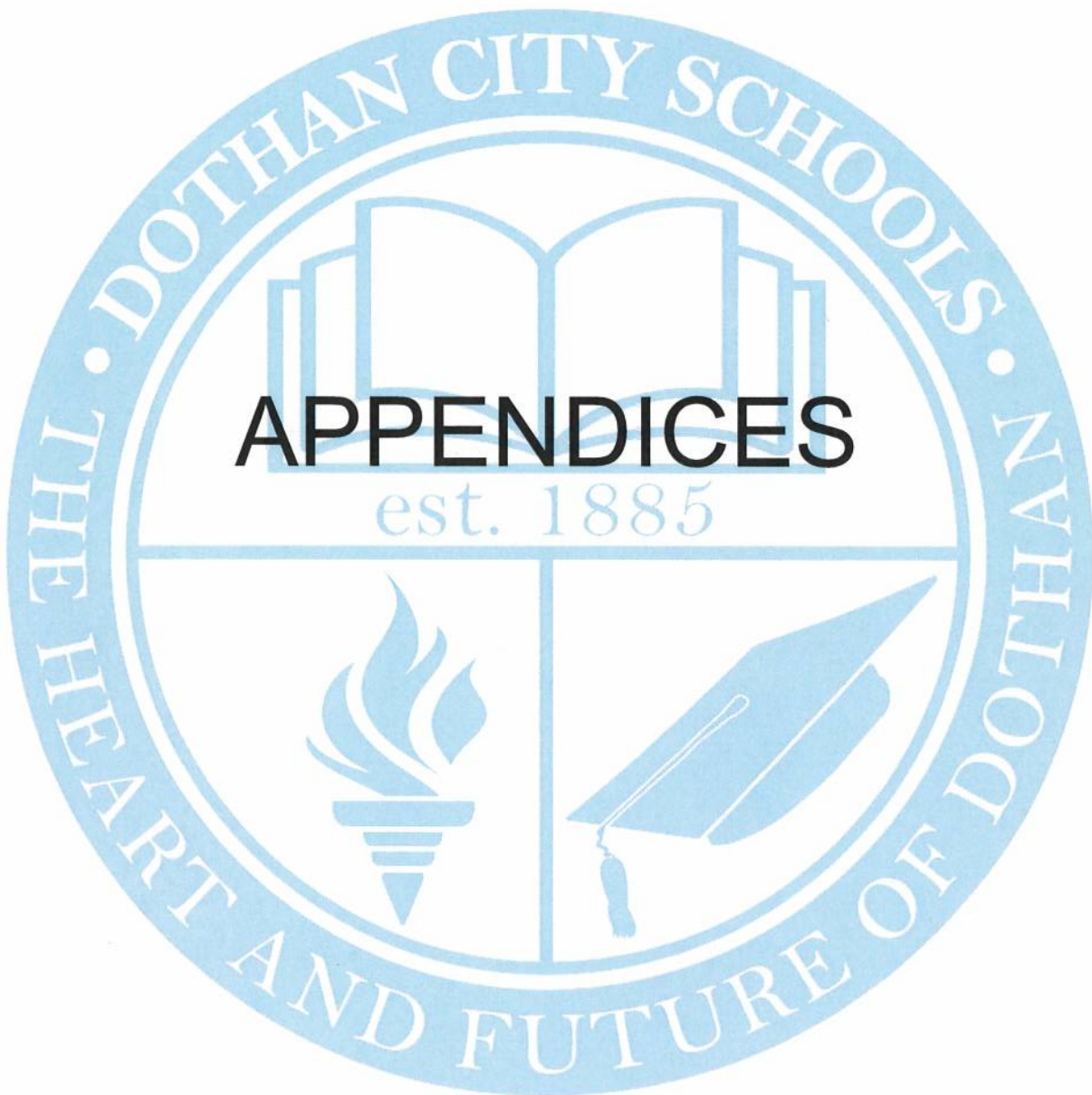
- I. School/community citizens may register their concerns with the principal of the school where material is being challenged.
- II. All concerns shall be presented in writing to the school principal. The statement shall include the following information:
 - A. Author, compiler, or editor;
 - B. Publisher;
 - C. Title;
 - D. Reason for objection;
 - E. Page number of each item challenged; and,
 - F. Signature, address and telephone number of persons making criticism.
- III. These procedures shall be followed for Dothan City Schools school-level reviews:
 - A. A committee of teachers, educational media specialists, parents, and other qualified personnel shall be appointed by the principal to evaluate the challenged materials and to make recommendations for any changes. The principal shall notify the Superintendent or his/her designee when a committee is convened.
 - B. Challenged materials shall not be removed immediately; however, such materials shall not be available for student use pending a final decision.
 - C. Challenged materials shall be read and evaluated by the committee, considering the specific objections presented by the complainant.
 - D. The complainant shall be informed in writing concerning the committee's recommendations.
- IV. These procedures shall be appropriate for system-level appeals and shall be followed when the complainant disagrees with the decision rendered from the school-level appeal.
 - A. A committee of teachers, educational media specialists, parents, and other qualified personnel shall be appointed by the Superintendent to review the appeal, to evaluate the challenged materials and to make recommendations of any changes. A committee member shall not be selected from the school where the challenged materials originated.
 - B. The Superintendent shall designate a member of his/her staff to be responsible for the organization of this review committee according to School Board policies.





- C. The committee's review shall be treated objectively and in a business-like manner and shall be conducted in the best interests of students, the schools, and the community. Efforts shall be made to meet with citizens who register concerns to consider their objections.
- D. The committee's recommendations shall be submitted to the Superintendent.
- E. The complainant shall be informed, in writing, after the committee's recommendation is received by the Superintendent.
- F. An appeal to the Dothan City Board of Education may be requested by the complainant when the school and system-level appeals do not satisfactorily resolve the concerns. The Board shall review recommendations of the school and system-level committees and shall render the final decision on the complainant's concern.







REQUESTING ADDITIONAL INSTRUCTIONAL MATERIALS AND/OR TEXTBOOKS

SCHOOL: _____

Site Administrator for Textbook Inventory: _____

Date: _____

Adoption year	
Grade	
Subject	
Name of Textbook	
ISBN #	
Publisher	
Copyright date	
Quantity	





TRANSFER OF INSTRUCTIONAL MATERIALS FORM

SCHOOL: _____

Transferring Site Administrator for Textbook Inventory: _____

Date: _____

Receiving Site Administrator for Textbook Inventory: _____

Adoption year	
Grade	
Subject	
Name of Textbook /Instructional Materials	
ISBN #	
Publisher	
Copyright date	
Quantity	





QUARTERLY INVENTORY CHECK OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS FORM

SCHOOL: _____

Site Administrator for Textbook Inventory: _____

Date: _____ AUGUST _____ NOVEMBER _____ FEBRUARY _____ MAY

SCHOOL YEAR: _____

CODING	Quantity	CODING	Quantity
Lost with reimbursement		Stolen	
Lost without reimbursement		Vandalized	
Damaged		Transfer In	
		Transfer Out	

List the textbooks Here only if the book is removed from inventory due to any of the codes listed above. You may add more sheets as needed:

Subject	Name of Textbook & Publisher	ISBN #	Cost





DOTHAN CITY SCHOOLS

PARENT/STUDENT TEXTBOOK AGREEMENT FORM

School: _____

The Board of Education of the City of Dothan is eager for the pupils in this system to secure the greatest possible benefit from the textbooks furnished at State expense. To that end a pupil will be permitted to use State owned textbooks, if the parent or guardian has signed an agreement to be responsible for the books which are checked out to this pupil.

EXCERPT FROM STATE TEXTBOOK LAW

“...The parent, guardian, or other person having custody of a child to whom...textbooks are issued shall be held liable for any loss, abuse, or damage in the loss or damage of a textbook which has been in use for a year or more, the basis of computation shall be a variable of fifty to seventy-five percent of the original cost of the book to the State. If such parent, guardian or person having custody of such child to whom the textbook was issued fails to pay such assessed damages within 30 days after notification, such student shall not be entitled to further use of such textbooks until remittance of the amount of loss or damage shall be made.” *Use of textbooks. Chapter 36 Article 3 Sections 16-36-60 (Act 98-320, p. 544, §10.)*

NOTE: The original cost of the book to the State shall be charged for loss or damage beyond use of a book which has been in use for less than a full school year.

If you are willing to take this responsibility to avail your child the use of the State textbooks, please sign the statement below and return this entire sheet to the teacher or principal of the school.

*I desire that _____ (student name)
be permitted to use State owned textbooks and I agree to pay for any book, or books,
which are lost, or ruined while in his or her possession.*

Parent or Guardian signature _____





Date of Signature _____

SAMPLE: Evaluation Criteria Used by Instructional Review Committee

Instructional materials should provide quality learning experiences for students, enrich and support the curriculum, and be consistent with the Alabama State Standards. Teachers, staff, and administrators shall evaluate instructional materials by following the State and District guidelines for the review of instructional materials.

Adequate A	Limited L (Note: Provide examples to support this rating.)	No Evidence N (Note: Provide examples to support this rating.)
Criterion 1 – Textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.		
Textbook is logically organized and grade/age appropriate for students.	Textbook lacks consistency in organization and appropriateness for the grade/age of students.	Textbook is not reasonably organized and is inappropriate for the grade/age of the students.
Criterion 2 – Textbook is organized appropriately within and among units of study.		
Scope and sequence is easy to read and understand.	Scope and sequence is confusing and not easy to understand.	Scope and sequence is difficult to read and understand.
Criterion 3 – Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.		
Organizational properties of the textbook assist in understanding and processing content.	Organizational properties of the textbook offer limited assistance in understanding and processing content.	Organizational properties of the textbook do not assist in understanding and processing content.

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Criterion 4 – Writing style, syntax, and vocabulary are appropriate.

Readability is appropriate for the grade level. Writing style and syntax are varied and appropriate to enhance student understanding. Vocabulary consists of both familiar and challenging words.

Readability may be appropriate but is inconsistent throughout the text. Writing style and syntax may be inappropriate or lack variety, offering limited support for student understanding. Vocabulary may be too challenging or too familiar.

Readability is not appropriate for the grade level. Writing style and syntax are often inappropriate and lack variety to enhance student understanding. Vocabulary is too challenging or unfamiliar.

Criterion 5 – Graphics and illustrations are appropriate.

Visuals are accurate, support the text, and enhance student understanding.

Visuals are somewhat unclear and offer limited support for the text and student understanding.

Visuals are inaccurate, do not support the text, and do not enhance student understanding.

Criterion 6 - Sufficient instructional strategies are provided to promote depth of understanding.

Materials provide students with opportunities to integrate skills and concepts.

Materials provide students with limited opportunities to integrate skills and concepts.

Materials provide students with no opportunities to integrate skills and concepts.

Comments or Concerns related to content accuracy, bias, or editing:

Total Score:





SAMPLE: Evaluation Criteria Used by Instructional Review Committee

Directions: Review the instructional materials circling the appropriate category. List specific strengths/weaknesses in the Comment Section.

1= unacceptable 2= weak 3= acceptable 4= exemplary

Instructional materials must also be evaluated for content and assure quality selection in the following areas:

1. Content – free of bias, stereotyping, historical distortions and omissions, language
2. Presentation – informational or recreational interest, arrangement and organization, artistic quality, user appeal
3. Instruction – educational significance; reputation and significance of the author; readability levels, appropriate for subject area, age, social development, special needs, learning styles, interests, represent various viewpoints on controversial issues to support intellectual judgment

Content – The textbook presents information in an appropriate manner for all learners. The treatment of topics involves integration and appropriate balance of skill and concept development. The textbook focuses on meaningful and appropriate content. Learning expectations are aligned with the learning expectations of the district.

There is an appropriate balance of skill development and conceptual understanding.	1	2	3	4
The ideas are connected and interwoven across strands instead of studied in isolation.	1	2	3	4
The content is reinforced and reviewed appropriately.	1	2	3	4
The topics are presented in depth and in contextual problems.	1	2	3	4
The materials maintain high expectations for all students.	1	2	3	4
The materials maintain high student interest and are student friendly.	1	2	3	4
Comments: Total Score				

Instructional Focus – Textbook lessons, activities, and problems are likely to engage students in content.

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Lessons promote classroom conversation and depth of thought.	1	2	3	4
Worthwhile tasks are offered to engage, motivate, and challenge all students	1	2	3	4
Where appropriate, lessons involve the use of instructional technology, or other tools so that students can visualize complex concepts, acquire and analyze information, and communicate.	1	2	3	4
The activities promote student inquiry, reflection, critical thinking, problem-solving and reasoning in context.	1	2	3	4
Comments: Total Score				

Teacher Support – The textbook provides a variety of support materials to help teachers plan for instruction.

There are a variety of assessment tools (tasks, open-ended questions, tests).	1	2	3	4
There are provisions for adapting instructional activities to accommodate both remedial and enrichment needs of students.	1	2	3	4
The materials provide useful diagrams, charts, data sets, and/or models to help students conceptualize complex ideas.	1	2	3	4
Publisher provides adequate/ongoing professional development for implementation of the program for both print materials and technology integration.	1	2	3	4
Teacher materials are presented in a manner that allows for ease of use.	1	2	3	4
Comments: Total Score Complete Score				





Review of Instructional Standards (Needs Assessment based on school Signatures) for the purpose of Textbook Selection Criteria Form

Directions: Review the State approved Standards for the subject under review. Identify the needs assessment for each schools' signature and align your criteria for textbook review using the rubric below.

Area: Content (specific cross cutting subject concepts needed)

Major Topic #1 _____

Major Topic #2 _____

Major Topic #3 _____

Major Topic #4 _____

Area: Presentation (graphics, charts, design, flow of information needed)

Major Topic #1 _____

Major Topic #2 _____

Major Topic #3 _____

Major Topic #4 _____

Area: Instructional Practices (effective practices to meet the standards needed)

Major Topic #1 _____

Major Topic #2 _____

Major Topic #3 _____

Major Topic #4 _____





Oath of Office

STATE OF ALABAMA,

HOUSTON COUNTY

I, _____, do solemnly swear that I will faithfully and honestly discharge the duties imposed upon me as a member of the local textbook committee, to the best of my ability; so help me God.

I do further swear that I have no interest, directly or indirectly, in any contract that may be made under the State Textbook Law, Title 16, Chapter 36, Code of Alabama, 1975; that I have no interest as author, as associate author, as publisher, or as representative of author or publisher of any textbooks; that I have no pecuniary interest, directly or indirectly, in the business or profits of any persons, firms, or corporations engaged in manufacturing, publishing, or selling textbooks; that I will not accept any emolument or promise of future reward of any kind from any publisher of textbooks, his agent or anyone interested in or intending to bias my judgment in any way in the selection of any textbook for adoption.

Member, Local Textbook Committee

Sworn to and subscribed before me this

_____ day of _____ 20_____.

Notary Public

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Dothan City Schools

Ballot

For the purpose of textbook adoption for:

Directions:

Please make your selection for the adoption of textbooks. Please submit this document via scanned with your choice and signature (not electronic).

_____ I chose to adopt the entire approved textbook adoption list provided by the Alabama State Department of Education.

_____ I choose to adopt the following item from the approved textbook adoption list provided by the Alabama State Department of Education.

Textbook Title	Publisher	Copyright Date	ISBN#	Cost

_____ I choose to request the adoption of the following item (which is not part of the textbook adoption list provided by the Alabama State Department of Education but can be approved by the local Superintendent for use within our school system and accepted by the Alabama State Department of Education per Alabama Textbook Law.

Textbook Title	Publisher	Copyright Date	ISBN #	Cost

I certify by my signature that I have had the opportunity to participate in the selection and adoption process and am making my selection as noted above.

Signature

Date

(Printed Name)





The Code of Alabama 1975

Regarding Textbooks – Chapter 36 Article 3 Section 16-36-60 to 72 A link is provided on the ALSDE website > Instructional Services> Textbooks: Legal Documents

- Article 3 Textbooks for Public Schools; State and Local Textbook Committees.
 - [Section 16-36-60](#) State Textbook Committee.
 - [Section 16-36-60.1](#) Definitions.
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Section 16-36-68

Purchasing textbooks and accountability for textbooks.

(a) The local boards of education, county commissions, and municipal councils or other governing boards of a municipality may appropriate funds for the purpose of creating local revolving funds to be used in securing and distributing textbooks and for the purpose of contributing to the expense of furnishing textbooks. These revolving funds shall be reimbursed from moneys received from sales of textbooks.

(b) Local boards of education, county commissions, and other like governing bodies of the counties or municipalities may appropriate funds for the purpose





of purchasing textbooks for free distribution or for rental to the patrons of its public schools under such rules and regulations as shall be prescribed by the respective local boards of education.

(c) All books contracted for shall be shipped upon purchase orders of the local boards of education. The publisher or publishing company shipping the books shall prepare triplicate invoices or bills for the books shipped. These invoices or bills shall be mailed to the local superintendent of education to whom the books are shipped.

(d) The local superintendent of education, upon receipt of any shipment of books as provided herein, shall forthwith determine if the shipment is in accordance with the invoices or bills. Payment shall be made by the local board of education for such purchase and charged against the Foundation Program funds distributed to the local board of education for such purposes or other funds available to the local board of education for such purposes.

(e) Each local board of education shall provide for the safe and dry storage and distribution of all new and used textbooks and, in the case of used textbooks, provide for the collection, storage, and maintenance, including necessary repairs, renovation, and fumigation. The local boards of education shall also provide for the repair of used textbooks and, in compliance with the advice of the State Board of Health, the occasion for and manner of fumigation of used textbooks so as to protect pupils from any diseases which may be transmitted through the reissue of such textbooks.

(f) The local superintendent shall maintain at all times an accurate and up-to-date inventory and shall keep on file such accounting records as may be required or as necessary.

(g) The state Department of Examiners of Public Accounts shall make periodic audits of all accounting books and records pertaining to the textbooks which have been so furnished at state or local expense, requiring a complete accounting for all such textbooks as shown by the records.

(Act 98-320, p. 544, §9.)



**Section 16-36-69****Use of textbooks.**

(a) All textbooks furnished free of charge to pupils shall be the property of the local board of education, as long as textbook funds are expended as prescribed by law.

(b) When distributed to pupils the textbooks shall be retained for normal use only during the period they are engaged in a course of study for which the textbooks are selected. At the completion of each course of study or otherwise at the instructions of the principal or teacher in charge, the textbooks shall be returned as directed. A receipt shall be required from each pupil, parent, or guardian upon issuance of any textbook, which receipt shall be retained until the return of the textbook.

(c) The parent, guardian, or other person having custody of a child to whom textbooks are issued shall be held liable for any loss, abuse, or damage in excess of that which would result from the normal use of the textbooks. In computing the loss or damage of a textbook which has been in use for a year or more, the basis of computation shall be a variable of 50 to 75 percent of the original cost of the book to the local board of education. If the parent, guardian, or person having custody of the child to whom the textbook was issued fails to pay the assessed damages within 30 days after notification, the student shall not be entitled to further use of the textbooks until remittance of the amount of loss or damage has been made.

(d) All remittances for damages or from the sale of textbooks shall be deposited to the credit of the local textbook fund and shall be used for the repair, maintenance, and replacement of textbooks.

(e) The respective local boards of education may waive the payment as provided in this section if in their judgment the respective parent or guardian is not financially able to make the payment. The local system shall contribute from local funds sums equal to the amount waived.

(f) Pupils enrolled in the public schools or any parent or guardian of the pupil may buy textbooks at the price paid for them by the local board of education.





All contracts made with publishers shall so provide. Each local board of education may provide for the sale of such textbooks as may be needed by pupils for whose grades or courses free textbooks are not furnished. Sale of these textbooks may be made by the local board of education in the school system of which the pupil is enrolled. The local board of education may make such sales through a designated employee or agent thereof. No handling charge allowed from the sale shall inure to any member, officer, or employee of any local board of education.

(g) All books issued by the separate schools and school systems may be used by pupils to whom issued in the same manner and to the same extent as though the books were owned by the pupils, their parents, or guardians as the case may be, except that such pupils, parents, or guardians shall be liable for such loss or damage to books as provided in this section and for the return of the textbook.

(h) Any local agent, dealer, clerk, or other person handling or selling the books adopted as school textbooks, who shall demand or receive for any copy of any of the books so adopted more than the contract price shall be guilty of a misdemeanor and, upon conviction, shall for each offense be punished by a fine of not less than fifty dollars (\$50) nor more than five hundred dollars (\$500).

(Act 98-320, p. 544, §10.)

Section 16-36-70

Adequate textbooks.

(a) The Legislature finds that textbooks and other instructional materials are among the basic tools of learning that must exist if Alabama students are to succeed.

(b) All students in the public schools shall be provided with adequate and current textbooks and other necessary instructional supplies for use in their education. Textbooks and other supporting materials shall be appropriate for their course work and shall be in suitable condition. Where textbooks are issued pursuant to Section 16-36-69, every student shall have his or her own





copy of the issued textbook of the correct edition, which he or she shall be permitted to take home each day for home study for the entire school year or for the portion of the year when the book is issued.

(c) It is the intent of the Legislature that it is the student's responsibility, as well as the student's parent or guardian, to care for the textbooks and instructional supplies provided by the state in a manner so that the materials are not damaged to the point of being unusable.

(d) The State Department of Education has a continuing obligation to provide systems and schools with information about textbooks and other instructional materials, including computer software and technology-related materials. The State Textbook Committee shall ensure that textbooks recommended to the State Board of Education for approval support the appropriate course or courses of study.

(e) Instructional supplies, including library books and media resources, science equipment, classroom furniture, audiovisual equipment, maps and globes, chalkboards, art and music supplies, and other educational materials shall be provided in all schools in adequate form and quantity. It shall not be necessary for teachers to make personal expenditures to provide the materials described in this section. *(Act 98-320, p. 544, §11)*



**ALABAMA STATE DEPARTMENT OF EDUCATION
Montgomery, Alabama 36130**

Please submit the following information to textbook publishers or representative.

LEA SAMPLE TEXTBOOK FORM

School System: _____

NUMBER OF SAMPLE SETS OF TEXTBOOKS NEEDED:

Elementary _____ *Middle* _____ *Secondary* _____

Please send sample sets of textbooks for local textbook committee members to the following person charged with the responsibility of carrying out the functions of the local textbook committee at the central address listed below:

Name _____

Title _____

Street Address _____

City State Zip Code

Signature of Superintendent

Date

REPORT OF LOCAL ADOPTION OF TEXTBOOKS

FROM THE STATE-ADOPTED TEXTBOOK LIST

(Must Be Filed Within 30 Days of Local Adoption)

COUNTY/CITY BOARD OF EDUCATION: _____

DATE OF ADOPTION BY LOCAL BOARD OF EDUCATION: _____

SUBJECT(S): _____

Check (✓) One:

☐

The attached list of textbook(s) from the state-adopted textbook list for the subject(s) indicated above has been recommended by the local textbook committee and, upon the recommendation of the local superintendent, adopted by the local board of education.

OR

☐

The entire list of state-adopted textbook(s) for the subject(s) indicated above has been recommended by the local textbook committee and, upon the recommendation of the local superintendent, adopted by the local board of education.

I hereby certify that the above report has been prepared in accordance with regulations set forth by the State Textbook Law. I also certify that the attached list does not include any textbook rejected by the State Board of Education.

Signature of Local Textbook Committee Chairperson

Date

Signature of Local Superintendent of Education

Date

FROM STATE-ADOPTED LIST

County/City Board of Education

[illegible]

STATE DEPARTMENT OF EDUCATION
Montgomery, Alabama 36130

PROCEDURES FOR ADOPTION OF TEXTBOOKS OUTSIDE THE STATE-
APPROVED LIST

The State Textbook Law, Code of Alabama, §16-36-62(d), gives local school systems the flexibility to choose textbooks/materials that are not on the state adopted list. However, the law does *not* allow school systems to consider textbooks/materials that have been rejected by the State Board of Education. The process for choosing textbooks outside the state list is as follows:

1. The textbooks/materials must be recommended by the local textbook committee, and, upon the recommendation of the local superintendent, adopted by the local board of education. The fact that this has been done should be reported on *Form TB-1B, Report of Local Adoption of Textbooks Outside State-Adopted List*. This form is available from the State Textbook Office and is also on our Web site (www.alsde.edu).
2. The company should provide the local school system with a letter explaining why the textbooks/materials were not submitted to the state for adoption. One valid reason would be that the materials were not ready by the bid deadlines set by the state because they were in the process of being revised.
3. A reason from the publisher for not submitting a textbook for state adoption is not necessary if the reason is self-explanatory. One such example would be that the mathematics adoption was held in 2020-21 and the local board of education in a later year adopted an additional mathematics textbook with a copyright date that was not available at the time of state adoption.
4. Acceptance of the reason for not submitting textbooks/materials is determined by the local board of education.
5. The local board of education should obtain a "local contract" from the publishing company for the textbook/materials. This is a contract between the publisher and the local school system to supply textbooks/materials for six years, or for the longest term possible. This contract would then have the same terms as state approved textbooks/materials. The price should be net wholesale f.o.b. county or city board of education. In some instances, the publisher issues a "statewide local contract" that covers all school systems provided from the publisher through the Publishers' Warehouse in Birmingham.

REPORT OF LOCAL ADOPTION OF TEXTBOOKS

OUTSIDE STATE-ADOPTED LIST

(Must Be Filed Within 30 Days of Local Adoption)

COUNTY/CITY BOARD OF EDUCATION: _____

DATE OF ADOPTION BY LOCAL BOARD OF EDUCATION: _____

SUBJECT(S): _____

The attached list of textbook(s) outside the state-adopted list for the subject(s) indicated above has been recommended by the local textbook committee and, upon the recommendation of the local superintendent, adopted by the local board of education.

Any textbook publisher that solicits a local textbook committee or local board to adopt their textbooks and has not participated in the state adoption process shall provide the reason for not participating in the state adoption process in writing to the local textbook committee and local board at the time of the solicitation. A copy of the document submitted to the local textbook committee and the local board of education shall also be sent to the State Superintendent of Education. Code of Alabama §16-36-62(g)

I hereby certify that the above report has been prepared in accordance with regulations set forth by the State Textbook Law. I also certify that the attached list does not include any textbook rejected by the State Board of Education.

Signature of Local Textbook Committee Chairperson

Date

Signature of Local Superintendent of Education

Date

OUTSIDE STATE-ADOPTED LIST

Please attach letter from publisher stating why they did not submit recommended text to state adoption.

County/City Board of Education

[illegible]

PROCEDURES FOR TEXTBOOK DISPOSAL

The State Textbook Law, *Code of Alabama*, §16-36-69, provides that textbooks purchased with public textbook monies become the property of the local board of education. Care must be taken to insure those items purchased with public monies are properly disposed of. The following are the recommended steps that should be taken to dispose of worn-out and/or unusable textbooks.

1. Textbooks purchased with public textbook monies must be designated as worn-out and/or unusable and must be removed from your local inventory of textbooks. These books must then be declared as surplus property.
2. Textbooks declared as surplus property must first be offered on a bid basis for purchase by used book companies, recycling companies, and/or any other interested parties. After receiving bids, all or part of the surplus textbooks must be sold to the highest bidder if the local board deems the textbooks have monetary value. Consideration when determining monetary value may be given to the cost at the local level of collecting, separating, transporting, preparing, storing, etc. the surplus textbooks. All monies collected from the sale of surplus textbooks must be deposited to the credit of the local textbook fund and shall be used for the repair, maintenance, and replacement of textbooks.
3. If the local board determines that there is no monetary value for the surplus textbooks, with the approval of the local board of education, these textbooks may be given to students presently in attendance at a public school, donated to a nonprofit charitable organization, or donated to third world countries. As a last resort, they may be burned or buried. They may **not** be donated to a private educational agency.
4. Documentation should be kept at the local level regarding all steps taken to dispose of textbooks purchased with public textbook monies.