Board-Adopted Textbook Procedures

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Overview

The Follett Destiny system streamlines the process whereby a school site manages and tracks their textbook assets. Sites have the ability to check out textbooks, facilitate the Williams reporting process, and view textbook inventory through the Follett Destiny system. Additionally, all textbook requests are fulfilled through a centralized process, providing efficiency and quick distribution of textbooks to sites.

The following textbook procedures have been revised through continual collaborative development between the District and site administrators and staff.

Textbook Point of Contact

The Intermediate Clerk Typist (ICT) will be the Textbook Point of Contact (TPC) for all general education instructional materials needs. The District Instructional Materials Technician (IMT) will only respond to textbook requests from the site TPC. Responsibilities of the TPC include:

- Serving as intermediary between teachers and the District on textbook requests.
- Maintaining an accurate inventory of District-purchased textbooks and supplements at their site.
- For grades 6 and up, verifying the accuracy of their site’s textbook to course associations.
- Assisting in ensuring their site’s Williams compliance.

Textbooks and Related Materials

I. Williams Compliance

Williams v. State of California was a statewide class action suit regarding sufficiency of instructional materials, adequacy of facilities, and the qualification of teachers. In September 2004, the Williams Settlement Legislation was enacted into law requiring all districts in the State of California to provide sufficient instructional materials in core subject areas, maintain clean, safe facilities in good repair, and take measures to guarantee all pupils have qualified teachers.

Every school in the District is required to provide sufficient textbooks or other required Board-adopted instructional materials for all pupils in core subject areas. Core subject areas include language arts (including any English Language Development component of an adopted program), mathematics, social studies, and science. Additionally, pupils enrolled in a foreign language or health course must be provided sufficient instructional materials, and pupils enrolled in science courses in grades 9-12 must have adequate science laboratory equipment available.

“Sufficient” textbooks or instructional materials means each pupil, including English learners, has a Board-
adopted textbook to use in class and to take home. **NOTE:** This does not mean that each pupil is issued two sets of instructional materials; only one set is to be used for both purposes.

For more information on Williams compliance, please see [Williams Reviews](#).

## II. Special Education

The educational needs of special education students are met in a variety of ways, including:

- **Special Day Classes (SDC):** Students of varying grades are taught in a specialized classroom. SDC students may use a variety of educational materials, including Board-adopted general education textbooks (assigned by their SDC teacher according to their learning level) and specialized special education textbooks.

- **Mainstreaming:** Students with special needs are educated in general education classrooms for specific time periods based on their level and skills. Depending on the classroom or course, mainstreamed students may or may not use the same Board-adopted general education textbook as the rest of the class.

For purposes of [Williams compliance](#), special education students (with the exception of students in Moderate to Severe Special Education classes such as ILS and Severe ASD, who are excluded from Williams compliance) must have assigned to them for each subject area the [Board-adopted textbook](#) appropriate to their learning level as designated in the student’s Individualized Education Plan (IEP) or by the student’s teacher.

For more information on special education procedures, please see [Special Education Textbook Procedures](#).

## III. Board-Adopted Textbooks

For a textbook to qualify towards Williams compliance, it must first be adopted by both the State and District Boards of Education. Textbooks which have fallen out of adoption do not qualify towards Williams compliance. For more information on the adoption process, please see Professional Learning and Curriculum Innovation’s [Textbook Adoptions](#) page.

Board-adopted textbooks come in two forms: **textbooks** and **consumable textbooks**. The only difference between textbooks and consumable textbooks is that consumable textbooks are intended for a one-time use by a student (including worksheets to be written on, torn out, etc.) and are not barcoded. Consumable textbooks are replenished yearly based on projected enrollment and/or through consultation with site administrators and do not need to be ordered by sites (see “New Year Materials”, pg. 5). For purposes of Williams compliance, textbooks and consumable textbooks have the exact same requirements as detailed in “Williams Compliance”, pg. 2.
To assist with the Williams reporting process, your count in the system for consumable textbooks at the beginning of the school year should reflect the total amount on campus. (If you are a K-5 site and you distributed consumable textbooks to teachers without checking them out, this total should include those which have already been distributed. You will later need to delete these used copies from your system to make way for next year’s incoming materials as part of your end of the year inventory [see “Inventory”, pg. 5].)

The majority of Board-adopted textbooks are purchased and owned by the District. As such, these District-owned textbooks may be reallocated amongst school sites as necessary for Williams compliance. Textbooks and other materials (such as novels) purchased directly by the site, however, are owned by the site. The District will not require sites to transfer site-owned material. Board-adopted textbooks which have been purchased by the site are known as site purchased Copies; for more information on cataloguing site purchased copies”, please see Site Purchased Copy.

All extra Board-adopted textbooks and Board-adopted consumable textbooks beyond the maximum class size are to be kept in a central location at the school site. (For more information on maximum class size, please see Frequently Asked Questions

For a list of current textbook titles, please see Williams Required Board-Adopted Textbooks and Supplements.

IV. Supplemental Materials

Supplemental materials are, as their name suggests, supplements to the main textbook and may include books, workbooks, resource kits, teacher’s editions, novels, CDs, DVDs, etc. Supplemental materials are not required for Williams compliance.

As with Board-adopted textbooks and Board-adopted consumable textbooks, it is recommended extra supplemental workbooks be kept in a central location at the school site.

V. Checking Out and Distributing Textbooks

All barcoded Board-adopted textbooks are required to be checked out. Please refer to the chart below for grade-level textbook checkout requirements:

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>✓</td>
<td>or... ✓</td>
</tr>
<tr>
<td>6-8</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

For K-5 sites choosing to check out student books to teachers, textbooks are to be checked out before the start of school. Teachers shall assume full responsibility for all textbooks issued to them and shall keep an accurate record of all textbooks issued to students.
For sites checking out books to students, textbooks are to be checked out as soon as possible within the first two weeks of school.

For more information on checking materials out to patrons, see Circulation.

VI. Inventory

Completing an inventory (comparing physical textbooks to the counts in the Follett Destiny system) allows the District to properly allocate needed textbooks, avoiding disruption at the beginning of the new school year and the unnecessary spending of District resources.

Site textbook personnel need support in their efforts to complete the textbook inventory. Their work requires collaboration between staff and students to be effective.

Textbook inventories are to be completed yearly before staff leave for the summer.

For more information on inventory procedures, see Textbook Inventory.

VII. Requesting Materials

Ordering of all general education textbooks and supplemental materials for the current school year must go through the site’s TPC and be placed through Follett Destiny. Follett Destiny’s request process facilitates the reallocation of materials by informing the District of shortages as they arise. Sites can request materials from the District, monitor pending requests, and fill incoming requests. Using Follett Destiny allows the District to better and more efficiently track and process requests.

Pre-ordering of supplemental materials for the following school year occurs through online pre-order forms. Pre-ordering begins in early January and runs through early April. This allows materials to be allocated and shipped early, allowing sites to better prepare and avoid disruption at the beginning of the following school year.

Upon receipt of materials, steps must be taken to catalogue them in your digital inventory. Materials which have been transferred must first be received before they can be checked out and/or distributed. Materials which have not been transferred must be added to your digital inventory manually.

VIII. New Year Materials

Consumable textbooks which will be required for next school year’s Williams compliance are automatically sent at the end of the preceding school year based on projected enrollment and/or through consultation with site administrators, along with allocations of any supplemental materials which may have been requested through the pre-order process.
Upon receipt of new year instructional materials, the same steps as in “Requesting Materials”, pg. 5, must be taken to catalogue them in your digital inventory.

**Patrons**

I. **Withdrawing Students**

Withdrawing students are required to return their textbooks and workbooks to either their teacher (if textbooks were checked out to teachers) or to the TPC (if textbooks were checked out to students). To avoid waste, partially used consumable textbooks or workbooks should be saved for future use by incoming students. Copies of missing pages may be made as necessary.

If a withdrawing student has lost or damaged a book, see “Lost or Damaged Textbooks”, pg. 6.

If a withdrawing student transfers to another school within the District and takes their textbooks with them, their textbooks should be transferred to the new site and received by their TPC. If a withdrawing student has transferred to a school outside of the District and taken their textbooks with them, their textbooks should be presumed lost and appropriate procedures followed.

II. **Lost or Damaged Textbooks**

Board Policy states students shall pay for lost or damaged District-provided instructional materials. Please make your best attempt to recover this cost, referring to the [Williams Required Board-Adopted Textbook and Supplements](link) list for replacement price. The District shall afford the student their due process rights and subsequently may withhold the student’s grades, diploma, and transcripts until all damages have been paid. As provided by law, the parent/guardian of a minor shall be liable for all damages caused by the minor’s misconduct (Education Code 48904).

For more details, please see [Lost or Damaged Board-Adopted Textbook Procedures](link).

III. **Communication to Parents**

Standard letters for communication to parents/guardians regarding student textbook responsibility are located on the [District’s public website](link). These letters are available in English, Spanish, Russian, and Ukrainian, and can be utilized in beginning of the school year packets and newsletter.