

## Textbook and Instructional Materials Quality Commission Policy Proposal

### 2.100 PUBLISHERS

#### A. TIMETABLE FOR PRESENTATIONS TO THE STATE ADVISORY PANELS.

In order that each publishing company may have an opportunity to present its books to the state advisory panelists, publishers may apply to speak before the advisory panels during the textbook review process for an allotted time not to exceed 15 minutes for each publisher.~~Commission when initial orientation hearings are held, the following timetable graduated in terms of the number of books bid by each company shall apply:~~

| Number of Books Bid | Number of Minutes Allowed |
|---------------------|---------------------------|
| 1-4 books           | 15 minutes                |
| 5-8 books           | 25 minutes                |
| 9-12 books          | 35 minutes                |
| 13+ books           | 40 minutes                |

#### B. TIMETABLE FOR ~~HEARINGS~~PRESENTATIONS TO THE STATE TEXTBOOK COMMISSION.

On or before the date when the Textbook Commission meets to vote on the list of textbooks to recommend to the State Board of Education for approval, the Commission may give publishers an opportunity to~~In the fall hearings when publishers respond to the findings of the state review committee~~advisory panels for an allotted time not to exceed 15 minutes for each publisher.~~, the following timetable shall apply:~~

| Number of Books Bid | Number of Minutes Allowed |
|---------------------|---------------------------|
| 1-5 books           | 10 minutes                |
| 6-15 books          | 20 minutes                |
| 16-25 books         | 25 minutes                |
| 26-35 books         | 30 minutes                |
| 36+ books           | 35 minutes                |

~~In these hearings, the publisher shall be given the first half of the allotted time for a prepared response. The remainder of the time shall be reserved for responses to questions from Commission members.~~

#### C. LISTING IN MORE THAN ONE AREA.

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If a publishing company bids a textbook in a given area and if the Commission lists it in that area, the publishing company shall not subsequently offer it for listing in another area during the period the book is under contract.

#### **D. PUBLISHER'S REPRESENTATIVE.**

A publisher's representative shall be defined as "a person who is permanently assigned to a regular territory including, but not limited to, a portion of the State of Tennessee and is properly registered with the State Textbook Office."

Each publishing company representative and/or consultant shall be registered by his company with the ~~Secretary of the State Textbook Commission~~State Textbook Office on or before the day designated for the reception of bids. New representatives employed after reception of bids shall be registered prior to operating in the state.

#### **E. SAMPLES TO LEAS**

Publishers shall submit samples of textbooks listed on the List of Approved State Textbooks to school districts upon request.

#### **F. DEFINITIONS OF TEXTBOOKS AND INSTRUCTIONAL RESOURCES LEVELS**

Basal Text - This designation identifies an on-level resource for use at a particular grade level or course level. The basal should address the standards and grade level/course level expectations of the designated subject area. The basal program is the resource that local boards of education are required to adopt and encouraged to make available for students.

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Co-Basal Text - This designation identifies a resource which addresses one or more elements of the subject area, but fails to address other elements of state standards. Systems may adopt a co-basal for use as a supplement to address certain elements of the subject area. This category would include supplementary materials which are not a part of a basal text. Each element addressed in the co-basal program must meet the same standards as the basal programs. Co-basal texts cannot be purchased as a primary resource for instruction.

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Alternative Level Text - This designation may be used to identify texts that address the needs of students not on grade level. Such books are designated as "Alternative Level-Low" or "Alternative Level-High." These books may be purchased in lieu of the basal text for a limited number of students. Local systems have the option of adopting resources as an alternative level text even though the resource has not been identified on the official list. Alternative level programs should meet the same standards as the basal programs.

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