

Midcycle 2010 Proclamation
of the
STATE BOARD OF EDUCATION

Advertising for Bids on
Instructional Materials

January 2009



Texas Education Agency
Austin, Texas

Midcycle 2010 Proclamation
of the STATE BOARD OF EDUCATION
Advertising for Bids on Instructional Materials

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Midcycle Overview

House Bill 188—passed by the 80th Texas Legislature—includes the establishment of a midcycle review and adoption process. The midcycle process provides publishers and other content providers the opportunity to have their instructional materials reviewed at a time other than prescribed by the traditional adoption cycle. The following subjects are eligible for adoption under *Midcycle 2010 Proclamation*: Elementary and Secondary Mathematics, Languages Other than English, Fine Arts, Physical Education, Health, and Technology Applications.

The midcycle review and adoption is not a call for the development of new materials, but an opportunity for publishers to submit existing materials for consideration by the State Board of Education (SBOE). The rules for the midcycle review and adoption process that are distinct from the traditional review and adoption process are:

- ▶ The midcycle review and adoption may only include subjects for which textbooks are not currently under review by the board.
- ▶ To participate in the midcycle review and adoption, textbook publishers are to pay a nonrefundable fee to the board. An explanation of the fee is provided on page 3.
- ▶ The publisher of a textbook adopted in midcycle shall enter into a contract with the SBOE for a term that ends at the same time as any contract entered into by the SBOE for another textbook for the same subject and grade level.
- ▶ Instructional materials submitted for review in midcycle are not required to be sampled to education service centers or school districts.
- ▶ The Statement of Intent to Bid (SOITB) must include the manner in which textbooks will be provided to school districts; including: a) the regional education service center areas to be served, or b) the certain maximum number of textbooks to be provided under the contract.
- ▶ Because submissions for midcycle will be existing materials, the SBOE assumes that the instructional materials submitted for adoption will be error-free. Any publisher of instructional materials that are found to contain errors will have the opportunity to withdraw their materials from consideration or correct the errors before submitting the final products for use in Texas schools.

The materials submitted for midcycle review and adoption will undergo a full and complete investigation by a state review panel to determine the number of Texas Essential Knowledge and Skills (TEKS) covered and to identify any factual errors.

The complete rules concerning state-level adoption and distribution appear in Title 19, Chapter 66, of the Texas Administrative Code, available at:

<http://www.tea.state.tx.us/rules/tac/chapter066/index.html>

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Fee Structure

Publishers are required to pay a nonrefundable fee in order to participate in the midcycle review and adoption. The fee is designed to cover the expenses related to the review of instructional materials and is based on a sliding scale such that the cost per bid is determined by the total number of bids submitted by all participants.

The fee scale is provided below.

Total Number of Bids Submitted by All Participants	Fee Per Bid
1-50	\$ 2,000.00
51-100	\$ 1,825.00
101-150	\$ 1,650.00
151-200	\$ 1,475.00
201-250	\$ 1,300.00
251-300	\$ 1,125.00
301-350	\$ 950.00
351-400	\$ 775.00
401-450	\$ 600.00
451-500	\$ 425.00

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Midcycle 2010 Proclamation Schedule of Adoption Procedures

- November 2008**
SBOE Meeting
- ▶ Commissioner of Education (COE) presents *Midcycle 2010 Proclamation* (for adoption in 2010 and implementation in the 2010–2011 school year) to the State Board of Education (SBOE) for discussion.
-
- January 2009**
SBOE Meeting
- ▶ Commissioner of Education (COE) presents *Midcycle 2010 Proclamation* to the State Board of Education (SBOE) for action.
 - ▶ SBOE issues *Midcycle 2010 Proclamation* including maximum cost.
- February 2009**
- ▶ Texas Education Agency (TEA) releases procedures for *Midcycle 2010 Proclamation* via the Texas Education Agency, Division of Instructional Materials and Educational Technology (IMET) website:
<http://www.tea.state.tx.us/imet>
 - ▶ IMET staff conducts *Publisher Orientation* for parties interested in filing *Statements of Intent to Bid* (SOITB).
- March 2009**
SBOE Meeting
- ▶ SBOE adopts Question and Answer (Q&A) document for *Midcycle 2010 Proclamation*.
- April 3, 2009**
- ▶ **Deadline** for publishers to file *Statements of Intent to Bid Instructional Materials*. Publishers shall provide detailed specifications regarding price, hardware, software, and/or special equipment needed to review any item included in an instructional materials submission. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
- Note: Only those who file a Statement of Intent to Bid by 5:00 p.m. CDT on April 3, 2009 will be allowed to participate in the adoption process. Please see SBOE rules 19 TAC §66.48 (a–e) for additional information.*
- April 17, 2009**
- ▶ TEA posts *Nomination to State Review Panels* forms to IMET website and distributes to the SBOE, Texas state officials, school districts and open-enrollment charter schools, universities, and regional Education Service Centers (ESCs).
- May 29, 2009**
- ▶ **Deadline** for persons to file *Nomination to State Review Panels* forms. Those submitting nominations shall file all documents with IMET by 5:00 P.M. CDT.
- Upon initial contact by a representative of the TEA, state review panel nominees begin a “no-contact” period in which they may not have either direct or indirect contact with any person having an interest in the content of instructional materials under evaluation by the panel.
- June-July 2009**
- ▶ TEA reviews *Nomination to State Review Panels* forms and recommends nominees to the COE.
- August 2009**
- ▶ TEA notifies State Review Panel candidates of appointment.

August 7, 2009

- ▶ **Deadline** for publishers to file two (2) complete official sample copies of instructional materials along with two (2) completed *Correlations to the Texas Essential Knowledge and Skills* (TEKS) form with IMET. Publishers shall file all materials by 5:00 P.M. CDT.

The TEA recommends that publishers also provide samples to each of the twenty regional Educational Service Centers (ESCs). All samples submitted shall be complete as to content and representative of the finished product.

- ▶ **Deadline** for publishers to provide a complete description of all items included in a student and teacher component. Publishers shall file all documents with IMET by 5:00 P.M. CDT.

Publishers providing online instructional materials shall supply the TEA with appropriate information, such as locator information and passwords, required to ensure public access to their programs throughout the review period.

Publishers shall ensure that all samples are complete as to content and representative of the finished format. Electronic textbooks, including Internet-based products, must be completely functional.

Note: The TEA may require additional samples for use by contracted reviewers, members of the SBOE, and others.

- ▶ **Deadline** for publishers to file *Forms B and M*, and *Warranty*, providing the physical specifications of the instructional materials being submitted and certifying their adherence to prescribed manufacturing standards. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
- ▶ **Deadline** for publishers to file a signed *Affidavit of Authorship* certifying that each individual whose name is listed as an author or contributor of content was engaged in the development of the materials. In the affidavit, the publisher shall also state in general terms each author's involvement in the development. Publishers shall file all documents with IMET by 5:00 p.m. CDT.

August 21, 2009

- ▶ TEA provides instructions to publishers for delivery of materials for review. Shipments shall include all samples, which must be complete as to content and representative of the finished product, and their correlations to the TEKS. Shipments shall only include materials listed on the *Statement of Intent to Bid*. No ancillary materials are permitted at the State Panel Review meetings. A publisher whose instructional materials require hardware or special equipment shall provide appropriate hardware or equipment for the review.

September 18, 2009

- ▶ **Deadline** for publishers to withdraw a submission prior to state panel review. Publishers shall file all documents with IMET by 5:00 P.M. CDT.

October 2009

- ▶ IMET conducts orientation and training sessions for State Review Panel.
- ▶ The State Review Panel evaluates instructional materials submitted for adoption.
- ▶ COE issues preliminary recommendation that instructional materials be placed on the Conforming List or Nonconforming List after adjournment of the State Review Panel.

**10 working days
following distribution of
preliminary reports**

- ▶ **Deadline** for publishers to dispute the findings of the State Review Panel. Publishers shall file all documents with IMET by 5:00 p.m. CDT.

October 30, 2009

- ▶ **Deadline** for publishers to file *Publisher's Certification of Editorial Review* affirming that instructional materials have been edited for accuracy, content, and compliance with requirements of the proclamation. Publishers shall file all documents with IMET by 5:00 P.M. CDT.

November 2009

- ▶ Prior to the SBOE meeting, COE publishes schedule and procedures for the public hearing to be held by the SBOE.
- ▶ Members of the general public request to appear at the public hearing before the SBOE; priority will be given to Texas residents. Parties shall file all documents, which shall identify subjects, titles, and publishers of instructional materials to be addressed, with IMET.
- ▶ Publishers request to appear before the SBOE to provide oral responses to public testimony. Publishers shall file all documents with IMET.
- ▶ Prior to the SBOE meeting, the TEA releases copies of official written comments from Texas residents via the IMET website.

November 6, 2009

- ▶ **Deadline** for Texas residents to file lists of alleged factual errors in instructional materials under consideration for adoption. Residents shall file all documents with IMET by 5:00 P.M. CST.

- ▶ **Deadline** for Texas residents to file official written comments concerning instructional materials submitted for adoption. Residents shall file all documents with IMET by 5:00 P.M. CST.

Prior to the November hearing, the TEA will provide written comments and lists of alleged factual errors to the SBOE, participating publishers, ESCs, and persons who have filed written requests.

- ▶ **Deadline** for publishers who elect to protest the COE's preliminary recommendation that instructional materials be placed on the Conforming List or Nonconforming List to file request for show-cause hearings. Publishers shall file all documents with IMET by 5:00 P.M. CST.
- ▶ **Deadline** for Publishers to provide the name, address, and telephone number of the production manager of each printed textbook or instructional material being prepared for submission. Publishers shall file all documents with IMET by 5:00 P.M. CST.

November 12-13, 2009

- ▶ The TEA conducts Show-Cause Hearings for publishers who elect to protest the COE's preliminary recommendations that instructional materials be placed on the Conforming List or Nonconforming List.

**November 2009
SBOE Meeting**

- ▶ SBOE holds public hearing on instructional materials submitted for adoption. TEA releases transcripts on website: <http://www.tea.state.tx.us/sboe/>.

- 10 working days after the close of the hearing** ▶ **Deadline** for publishers and any person who participated in a hearing before the SBOE to file responses to official written comments from Texas residents and to testimony presented at the public hearing. Respondents shall file all documents with IMET by 5:00 P.M. CST.
- 10 working days after receiving official written comments** ▶ The COE releases copies of responses to written and/or oral testimony to members of the SBOE, ESCs, participating publishers, and persons who have filed written requests.
- December 4, 2009** ▶ **Deadline** for publishers to file three signed original copies and one electronic copy of the *Official Bid Form*. Publishers shall file all documents with IMET by 5:00 P.M. CST.
- ▶ **Deadline** for publishers to file titles of ancillary materials that will be provided at no cost to accompany instructional materials adopted under *Midcycle 2010 Proclamation*; publishers shall include the ratio at which each item will be supplied. Publishers shall file all documents with IMET by 5:00 P.M. CST.
- Note: Publishers will be responsible for providing the titles of ancillary materials to school districts and open-enrollment charter schools at the time information is sent that fully describes the program (February 5, 2010).*
- December 11, 2009** ▶ **Deadline** for persons to file complaints alleging violations of statutes, rules, or procedural irregularities. Persons shall file all documents with IMET by 5:00 P.M. CST.
- COE may hold a formal or informal hearing in the case of an apparent violation of statute. Upon determining that a violation has occurred, the commissioner shall report the findings to the SBOE.
- December 18, 2009** ▶ COE issues *Recommendations for the Conforming List of Instructional Materials* and *Recommendations for the Nonconforming List of Instructional Materials*, giving advice to the SBOE on the final disposition of instructional materials submitted for adoption.
- ▶ Deadline for publishers to send NIMAS test files and associated print pages. Publishers shall file all documents with IMET by 5:00 P.M. CST.
-
- January 2010 SBOE Meeting** ▶ SBOE committee considers final recommendations of the COE regarding the Conforming and Nonconforming lists.
- ▶ SBOE considers instructional materials submitted under *Midcycle 2010 Proclamation* for adoption.
- Week Following SBOE Meeting** ▶ TEA informs publishers of adopted printed instructional materials of the designated Braille producers.

February 5, 2010

- ▶ **Deadline** for publishers of adopted instructional materials to file three (3) copies of the adopted student materials, one copy of the digital files, and a screen shot from the publisher’s copy of the NIMAC Validation Wizard showing that the file has successfully passed validation with “0 errors, 0 warnings” for both the XML file and OPF file. Publishers shall file all materials with the designated Braille contractor by 5:00 P.M. CST.

Publishers are not required to provide printed copies or computer files of materials that are designed for use by teachers. If a teacher who is blind requires a Braille version during the adoption period, a publisher will be requested to provide the agency with two printed teacher editions, if applicable. Publishers are requested to provide two copies of printed items, such as blackline masters, that are clearly intended for student use even though they are included in the teacher component.

Publishers must submit NIMAS files to the NIMAC. The Texas Education Agency (TEA) and the NIMAC will coordinate to ensure that the file is uploaded to the NIMAC.

Publishing companies submitting electronic instructional materials for adoption are encouraged to comply with the technical standards of the Federal Rehabilitation Act, Section 508. www.Section508.gov

- ▶ **Deadline** for publishers to provide each school district and open-enrollment charter school in the area in which they intend to offer their materials with information that fully describes instructional materials adopted under Midcycle 2010 Proclamation, including the titles of ancillary materials that will be provided at no cost and the ratio at which each item will be supplied. Publishers shall file all documents by 5:00 P.M. CST.

February 12, 2010

- ▶ **Deadline** for publishers to file the *Register of Contact* form indicating all visits, meetings, or contact with SBOE members, including the date, time, location, and purpose of the communication. Publishers shall file all documents with IMET by 5:00 P.M. CST.

June 2010

- ▶ School districts and open-enrollment charter schools submit orders for new instructional materials to IMET.

June-August 2010

- ▶ Publishers distribute adopted instructional materials from depositories to school districts and open-enrollment charter schools.

Each publisher shall guarantee delivery of textbooks at least ten business days before the opening day of school of the year for which the textbooks are ordered if the textbooks have been ordered by a date specified in the sales contract.

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Statutory Citation

Texas Education Code, §31.002, Definitions:

In this chapter:

- (1) "Electronic textbook" means computer software, interactive videodisc, magnetic media, CD-ROM, computer courseware, on-line services, an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means.
- (2) "Publisher" includes an on-line service or a developer or distributor of an electronic textbook.
- (3) "Textbook" means a book, a system of instructional materials, or a combination of a book and supplementary instructional materials that conveys information to the student or otherwise contributes to the learning process, or an electronic textbook.
- (4) "Technological equipment" means hardware, a device, or equipment necessary for:
 - (A) instructional use in the classroom, including to gain access to or enhance the use of an electronic textbook; or
 - (B) professional use by a classroom teacher.

Notes

Late Submissions

Notwithstanding accommodations made in previous years, late submissions to the Texas Education Agency, regional Education Service Centers, or state textbook review panel members will not be considered for adoption.

Systems Bid in Lieu of Student Editions

Publishers who bid systems rather than student editions will be paid by the state, based on the student edition maximum price as called for in *Midcycle 2010 Proclamation*.

For example, if the State Board of Education establishes a maximum cost of \$50 for a student edition in a given subject, and a publisher bids a \$1,000 system, at least 20 students must be served in order for the publisher to be paid the entire \$1,000. If the district has less than 20 students in the class(es), the publisher will be responsible for collecting a portion of the cost from the district.

Consumable Materials

Beyond the initial year of adoption, the state will pay for the cost of consumables only for subjects and grade levels for which consumable materials were called in the original proclamation. The responsibility for the costs of consumable materials for subjects and grade levels for which they were not specifically called will be governed by 19 TAC §66.51(a)(9).

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Texas Essential Knowledge and Skills

The subjects eligible for consideration in midcycle are limited to those that are not being reviewed by the State Board of Education (SBOE) at the time the midcycle proclamation is issued. Subjects are considered under review by the board from the time the revision of their Texas Essential Knowledge and Skills (TEKS) begins until the SBOE officially adopts or rejects the materials under a subsequent proclamation.

Eligible subjects for *Midcycle 2010 Proclamation* are listed below, along with a link to the TEKS for each subject.

Elementary Math

<http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111a.html>

Secondary Math

<http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111b.html>

<http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111c.html>

Languages Other Than English

<http://www.tea.state.tx.us/rules/tac/chapter114/index.html>

Health

<http://www.tea.state.tx.us/rules/tac/chapter115/index.html>

Physical Education

<http://www.tea.state.tx.us/rules/tac/chapter116/index.html>

Fine Arts

<http://www.tea.state.tx.us/rules/tac/chapter117/index.html>

Technology Applications

<http://www.tea.state.tx.us/rules/tac/ch126toc.html>

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Accessibility Information for Midcycle 2010 Proclamation

I. Electronic Instructional Materials

Publishing companies that offer electronic textbooks (e.g., CD-ROMs, DVDs or Web-based instructional materials) for adoption are encouraged to offer these materials in an accessible format in accordance with the technical standards of the Federal Rehabilitation Act, Section 508, as shown at the following web page:

www.section508.gov/index.cfm?FuseAction+Content&ID=12. These technical standards are as follows:

Accessibility Standards for Web-Based Textbooks

- a. A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).
- b. Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.
- c. Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.
- d. Documents shall be organized so they are readable without requiring an associated style sheet.
- e. Redundant text links shall be provided for each active region of a server-side image map.
- f. Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.
- g. Row and column headers shall be identified for data tables.
- h. Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.
- i. Frames shall be titled with text that facilitates frame identification and navigation.
- j. Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.
- k. A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, **when compliance cannot be accomplished in any other way**. The content of the text-only page shall be updated whenever the primary page changes.
- l. When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by assistive technology.

- m. When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l).
- n. When electronic forms are designed to be completed on-line, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.
- o. A method shall be provided that permits users to skip repetitive navigation links.
- p. When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.

Accessibility Standards for CD-ROM and DVD-Based Textbooks

- a. When software is designed to run on a system that has a keyboard, product functions shall be executable from a keyboard where the function itself or the result of performing a function can be discerned textually.
- b. Applications shall not disrupt or disable activated features of other products that are identified as accessibility features, where those features are developed and documented according to industry standards. Applications also shall not disrupt or disable activated features of any operating system that are identified as accessibility features, where the application programming interface for those accessibility features has been documented by the manufacturer of the operating system and is available to the product developer.
- c. A well-defined on-screen indication of the current focus shall be provided that moves among interactive interface elements as the input focus changes. The focus shall be programmatically exposed so that assistive technology can track focus and focus changes.
- d. Sufficient information about a user interface element including the identity, operation and state of the element shall be available to assistive technology. When an image represents a program element, the information conveyed by the image must also be available in text.
- e. When bitmap images are used to identify controls, status indicators, or other programmatic elements, the meaning assigned to those images shall be consistent throughout an application's performance.
- f. Textual information shall be provided through operating system functions for displaying text. The minimum information that shall be made available is text content, text input caret location, and text attributes.
- g. Applications shall not override user selected contrast and color selections and other individual display attributes.
- h. When animation is displayed, the information shall be displayable in at least one non-animated presentation mode at the option of the user.

- i. Color coding shall not be used as the only means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.
- j. When a product permits a user to adjust color and contrast settings, a variety of color selections capable of producing a range of contrast levels shall be provided.
- k. Software shall not use flashing or blinking text, objects, or other elements having a flash or blink frequency greater than 2 Hz and lower than 55 Hz.
- l. When electronic forms are used, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.

Accessibility Information Resources for Publishers of Electronic Textbooks

The following web links, publications and conferences offer essential information for publishers that are planning the development of accessible electronic textbooks.

General

1. Section 508: <http://www.section508.gov/>
2. Resources from the World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI): <http://www.w3.org/WAI/Resources/>
3. Making Educational Software and Web Sites Accessible: Design Guidelines Including Math and Science Solutions, The CPB/WGBH National Center for Accessible Media, January 2003: <http://ncam.wgbh.org/cdrom/guideline/>
4. Conference Proceedings, Annual Conference on “Technology and Persons with Disabilities,” California State University, Northridge (CSUN): <http://www.csun.edu/cod/conf/>
5. Texas Administrative Code, Chapter 206, Subchapter B, Section 206.50, Accessibility and Usability of State Web Sites: <http://www.dir.state.tx.us/standards/>

Resources for Designing Accessible Web Sites

1. Web Content Accessibility Guidelines (WCAG 1.0) – W3C: <http://www.w3.org/TR/WCAG10/>
2. Curriculum for WCAG 1.0: <http://www.w3.org/WAI/wcag-curric/>
3. Accessible Web Authoring Resources and Education (AWARE) Center for the HTML Writers Guild: <http://aware.hwg.org/>
4. Evaluation, Repair, and Transformation Tools for Web Content Accessibility: <http://www.w3.org/WAI/ER/existingtools.html>
5. HTML Kit (editor, validator, Word 2000 cleanup): <http://www.chami.com/html-kit/>
6. IBM Accessibility Checklist and Tutorial: <http://www-306.ibm.com/able/guidelines/web/accessweb.html>
7. Microsoft IE 5.x Developer Accessories (View partial source, view DOM, more): <http://www.microsoft.com/windows/ie/previous/webaccess/default.asp>
8. Microsoft IE 5.x Web Accessories (links list, toggle images, more): <http://www.microsoft.com/windows/ie/previous/webaccess/ie5wa.asp>

9. WGBH's National Center for Accessible Media:
<http://www.wgbh.org/wgbh/pages/ncam/>
10. CAST's Bobby Application (analyzes web sites for accessibility):
<http://webxact.watchfire.com/>
11. Trace Research and Development Center's Developing More Usable Web Sites:
<http://www.trace.wisc.edu/world/web/>

Resources for Closed Captioning and Audio Description

1. A directory of captioning service providers is available at:
<http://www.captions.org/services.cfm>
2. Media Access Group at WGBH, The Caption Center: <http://www.wgbh.org/caption>
3. National Captioning Institute: <http://www.ncicap.org>
4. VITAC: <http://www.vitac.com>
5. Media Access Group at WGBH, Descriptive Video Service:
<http://main.wgbh.org/wgbh/pages/mag/services/description/>
6. Metropolitan Washington Ear, Inc.: <http://www.washear.org>
7. Narrative Television Network: <http://www.narrativetv.com>

Lists of additional resources are available from the Instructional Materials and Educational Technology Division.

II. Printed Instructional Materials

Electronic Files and Textbooks Required For Automated Production of Braille

Computerized files of state adopted printed instructional materials as well as the printed textbooks are needed by the Texas Education Agency to ensure that Braille versions of the materials are produced and delivered to Braille readers at the same time that other students receive their printed versions.

Publishers are required to provide computer files for all printed student materials adopted by the State Board of Education under the *Midcycle 2010 Proclamation*. These files must conform to the National Instructional Materials Accessibility Standard (NIMAS). A copy of the NIMAS Standard follows this discussion (see page 55 *NIMAS 1.1 – The Technical Standard, July 19, 2006, Final Standard*).

Procedures for Providing Electronic Files and Printed Materials to Braille Producers

- (1) **November 6, 2009:** Publishers provide to the Instructional Materials and Educational Technology Division the name, address, and telephone number of the production manager of each printed textbook or instructional material being prepared for submission. This information should be sent to Ms. Pat Hatcher, at e-mail address: pat.hatcher@tea.state.tx.us, fax number (512) 463-8728, or regular address: 1701 North Congress Avenue, Room 3-110, Austin, Texas 78701.
- (2) **December 18, 2009:** Publishers send a small NIMAS test file and associated print pages to the Instructional Materials and Educational Technology Division, Attention: Director, Materials for the Visually Impaired. In the past, this procedure has proven to be extremely beneficial to publishers and Braille producers. It has significantly facilitated communication between publishers and Braille producers. After receipt of the NIMAS test files, Braille producers designated by the Agency will need at least two weeks to evaluate the files and respond to publisher inquiries about usability.
- (3) **Week Following January SBOE Meeting:** Publishers of adopted printed instructional materials are informed of the designated Braille producers by Instructional Materials and Educational Technology Division.
- (4) **February 5, 2010:**
 - (a) Publishers must provide to the designated Braille producer three copies of the adopted student materials, one copy of the digital files and a screen shot from the publisher's copy of the NIMAC Validation Wizard showing that the file has successfully passed validation with "0 errors, 0 warnings" for both the XML file and OPF file. Publishers shall file all materials with the designated Braille contractor by 5:00 P.M. CST.

Publishers are NOT required to provide printed copies or computer files of materials that are designed for use by teachers. If a teacher who is blind requires a Braille version during the adoption period, a publisher will be requested to provide the agency with two printed teacher editions, if applicable. Publishers are requested to provide two copies of printed items, such as blackline masters, that are clearly intended for student use even though they are included in the teacher component.
 - (b) Publishers must submit NIMAS files to the NIMAC. The Texas Education Agency (TEA) and the NIMAC will coordinate to ensure that the file is uploaded to the NIMAC.
 - (c) Publishing companies submitting electronic instructional materials for adoption are encouraged to comply with the technical standards of the Federal Rehabilitation Act, Section 508. www.Section508.gov

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NIMAS 1.1 The Technical Standard

July 19, 2006
Final Standard

PART 300—ASSISTANCE TO STATES FOR THE EDUCATION OF CHILDREN WITH DISABILITIES

1. The authority citation for part 300 continues to read as follows:

Authority: 20 U.S.C. 1411–1420, unless otherwise noted.

2. Part 300 is amended by adding an appendix D to part 300 to read as follows:

Appendix D Part 300—National Instructional Materials Accessibility Standard (NIMAS)

Under sections 612(a)(23)(A) and 674(e)(4) of the Individuals with Disabilities Education Act, as amended by the Individuals with Disabilities Education Improvement Act of 2004, the Secretary of Education establishes the NIMAS. Under section 674(e)(4) of the Act, the NIMAS applies to print instructional materials published after August 18, 2006. The purpose of the NIMAS is to help increase the availability and timely delivery of print instructional materials in accessible formats to blind or other persons with print disabilities in elementary and secondary schools.

TECHNICAL SPECIFICATIONS—THE BASELINE ELEMENT SET

The Baseline Element Set details the minimum requirement that must be delivered to fulfill the NIMAS. It is the responsibility of publishers to provide this NIMAS-conformant XML content file, a package file (OPF), a PDF-format copy of the title page (*or whichever page(s) contain(s) ISBN and copyright information*), and a full set of the content's images. All of the images included within a work must be provided in a folder and placeholders entered in the relevant XML document indicating their location (all images must be included). The preferred image type is SVG, next is either PNG or JPG format. Images should be rendered in the same size/proportion as their originals at 300 dpi. Images should be named with relative path filenames in XML files (example: ``).

NIMAS-conformant content must be valid to the NIMAS 1.1 [see DAISY/NISO Z39.86 2005 or subsequent revisions]. In addition, files are required to use the tags from the Baseline Element Set when such tags are appropriate. Publishers are encouraged to augment the required Baseline Element Set with tags from the Optional Element Set (elements not included in the Standard) as applicable. For the purposes of NIMAS, appropriate usage of elements, both baseline and optional, is defined by the DAISY Structure Guidelines. Files that do not follow these guidelines in the selection and application of tags are not conformant to this Standard. Both optional elements and appropriate structure guidelines may be located within Z39.86-2002 and Z39.86-2005 available from <http://www.daisy.org/z3986/>. Use of the most current standard is recommended.

Document-level tags

Element	Description
dtbook	The root element in the Digital Talking Book DTD. <dtbook> contains metadata in <head> and the contents itself in <book>.
head	Contains metainformation about the book but no actual content of the book itself, which is placed in <book>.
book	Surrounds the actual content of the document, which is divided into <frontmatter>, <bodymatter>, and <rearmatter>. <head>, which contains metadata, precedes <book>.
meta	Indicates metadata about the book. It is an empty element that may appear repeatedly only in <head>. <i>For the most current usage guidelines, please refer to http://www.daisy.org/z3986/</i>

Structure and Hierarchy

Element	Description
frontmatter	Usually contains <doctitle> and <docauthor>, as well as preliminary material that is often enclosed in appropriate <level> or <level1> etc. Content may include a copyright notice, a foreword, an acknowledgements section, a table of contents, etc. <frontmatter> serves as a guide to the content and nature of a <book>.
bodymatter	Consists of the text proper of a book, as contrasted with preliminary material <frontmatter> or supplementary information in <rearmatter>.
rearmatter	Contains supplementary material such as appendices, glossaries, bibliographies, and indices. It follows the <bodymatter> of the book.
level1	The highest-level container of major divisions of a book. Used in <frontmatter>, <bodymatter>, and <rearmatter> to mark the largest divisions of the book (usually parts or chapters), inside which <level2> subdivisions (often sections) may nest. The class attribute identifies the actual name (e.g., part, chapter) of the structure it marks. Contrast with <level>.
level2	Contains subdivisions that nest within <level1> divisions. The class attribute identifies the actual name (e.g., subpart, chapter, subsection) of the structure it marks.

level3	Contains sub-subdivisions that nest within <level2> subdivisions (e.g., sub-subsections within subsections). The class attribute identifies the actual name (e.g., section, subpart, subsubsection) of the subordinate structure it marks.
level4	Contains further subdivisions that nest within <level3> subdivisions. The class attribute identifies the actual name of the subordinate structure it marks.
level5	Contains further subdivisions that nest within <level4> subdivisions. The class attribute identifies the actual name of the subordinate structure it marks.
level6	Contains further subdivisions that nest within <level5> subdivisions. The class attribute identifies the actual name of the subordinate structure it marks.
h1	Contains the text of the heading for a <level1> structure.
h2	Contains the text of the heading for a <level2> structure.
h3	Contains the text of the heading for a <level3> structure.
h4	Contains the text of the heading for a <level4> structure.
h5	Contains the text of the heading for a <level5> structure.
h6	Contains the text of the heading for a <level6> structure. <i>For the most current usage guidelines, please refer to http://www.daisy.org/z3986/</i>

Block Elements

Element	Description
author	Identifies the writer of a work other than this one. Contrast with <docauthor>, which identifies the author of this work. <author> typically occurs within <blockquote> and <cite>.
blockquote	Indicates a block of quoted content that is set off from the surrounding text by paragraph breaks. Compare with <q>, which marks short, inline quotations.
list	Contains some form of list, ordered or unordered. The list may have an intermixed heading <hd> (generally only one, possibly with <prodnote>), and an intermixture of list items and <pagenum>. If bullets and outline enumerations are part of the print content, they are expected to prefix those list items in content, rather than be implicitly generated.

li	Marks each list item in a <list>. content may be either inline or block and may include other nested lists. Alternatively it may contain a sequence of list item components, <lic>, that identify regularly occurring content, such as the heading and page number of each entry in a table of contents.
hd	Marks the text of a heading in a <list> or <sidebar>.
note	Marks a footnote, endnote, etc. Any local reference to <note id="yyy"> is by <noteref idref="#yyy">. [Attribute id]
p	Contains a paragraph, which may contain subsidiary <list> or <dl>.
sidebar	Contains information supplementary to the main text and/or narrative flow and is often boxed and printed apart from the main text block on a page. It may have a heading <hd>.
cite	Marks a reference (or citation) to another document.
dd	Marks a definition of the preceding term <dt> within a definition list <dl>. A definition without a preceding <dt> has no semantic interpretation, but is visually presented aligned with other <dd>.
dl	Contains a definition list, usually consisting of pairs of terms <dt> and definitions <dd>. Any definition can contain another definition list.
dt	Marks a term in a definition list <dl> for which a definition <dd> follows. <i>For the most current usage guidelines, please refer to http://www.daisy.org/z3986/</i>

Inline Elements

Element	Description
em	Indicates emphasis. Usually is rendered in italics. Compare with .
q	Contains a short, inline quotation. Compare with <blockquote>, which marks a longer quotation set off from the surrounding text.
strong	Marks stronger emphasis than . Visually is usually rendered bold.
sub	Indicates a subscript character (printed below a character's normal baseline). Can be used recursively and/or intermixed with <sup>.
sup	Marks a superscript character (printed above a character's normal baseline). Can be used recursively and/or intermixed with <sub>.
br	Marks a forced line break.

line	Marks a single logical line of text. Often used in conjunction with <linenum> in documents with numbered lines. [Use only when line breaks must be preserved to capture meaning (e.g., poems, legal texts).]
linenum	Contains a line number, for example in legal text. [Use only when <line> is used, and only for lines numbered in print book.]
pagenum	Contains one page number as it appears from the print document, usually inserted at the point within the file immediately preceding the first item of content on a new page. [NB: Only valid when it includes an id attribute].
noteref	Marks one or more characters that reference a footnote or endnote <note>. Contrast with <annoref>. <noteref> and <note> are independently skippable. <i>For the most current usage guidelines, please refer to http://www.daisy.org/z3986/</i>

Tables

Element	Description
table	Contains cells of tabular data arranged in rows and columns. A <table> may have a <caption>. It may have descriptions of the columns in <col>s or groupings of several <col> in <colgroup>. A simple <table> may be made up of just rows <tr>. A long table crossing several pages of the print book should have separate <pagenum> values for each of the pages containing that <table> indicated on the page where it starts. Note the logical order of optional <thead>, optional <tfoot>, then one or more of either <tbody> or just rows <tr>. This order accommodates simple or large, complex tables. The <thead> and <tfoot> information usually helps identify content of the <tbody> rows. For a multiple-page print <table> the <thead> and <tfoot> are repeated on each page, but not redundantly tagged.
td	Indicates a table cell containing data.
tr	Marks one row of a <table> containing <th> or <td> cells. <i>For the most current usage guidelines, please refer to http://www.daisy.org/z3986/</i>

Images

Element	Description
imggroup	Provides a container for one or more and associated <caption>(s) and <prodnote>(s). A <prodnote> may contain a description of the image. The content model allows: 1) multiple if they share a caption, with the ids of each in the <caption imgref="id1 id2 ...">, 2) multiple <caption> if several captions refer to a single where each caption has the same <caption imgref="xxx">, 3) multiple <prodnote> if different versions are needed for different media (e.g., large print, braille, or print). If several <prodnote> refer to a single , each prodnote has the same <prodnote imgref="xxx">.
img	Points to the image to be rendered. An may stand alone or be grouped using <imggroup>.
caption	Describes a <table> or . If used with <table> it must follow immediately after the <table> start tag. If used with <imggroup> it is not so constrained. <i>For the most current usage guidelines, please refer to http://www.daisy.org/z3986/</i>

1. The Optional Elements and Guidelines for Use

Publishers are encouraged to apply mark-up beyond the baseline (required) elements. The complete DTBook Element Set reflects the tags necessary to create the six types of Digital Talking Books and Braille output. Because of the present necessity to subdivide the creation of alternate format materials into distinct phases, the Panel determined that baseline elements would be provided by publishers, and optional elements would be added to the NIMAS-conformant files by third-party conversion entities. In both circumstances the protocols for tagging digital files should conform to the most current DAISY/NISO Z39.86 specification. Content converters are directed to the most current DAISY Structure Guidelines (<http://www.daisy.org/z3986/>) for guidance on their use.

Since the publication of the original National File Format report from which the NIMAS technical specifications were derived, ANSI/NISO Z39.86-2002 was updated and is now DAISY/NISO Z39.86-2005. It may be best to avoid using the following optional elements which are no longer included in DAISY/NISO Z39.86-2005: <style>, <notice>, <hr>, and <levelhd>.

Also, the following new elements were introduced by DAISY/NISO Z39.86-2005 and should be considered optional elements for the NIMAS: <bridgehead>, <byline>, <covertitle>, <dateline>, <epigraph>, <linegroup>, and <poem>. Please refer to DAISY/NISO Z39.86-2005 for additional information regarding these elements. To access the DAISY/NISO Z39.86-2005 specification, go to <http://www.daisy.org/z3986/>.

2. Package File

A package file describes a publication. It identifies all other files in the publication and provides descriptive and access information about them. A publication must include a package file conforming to the NIMAS. The package file is based on the Open eBook Publication Structure 1.2 package file specification (For most recent detail please see <http://www.openebook.org/ueb/ueb1.2/download/ueb12-xhtml.htm#sec2>.) A NIMAS package file must be a valid XML OeBPS 1.2 package file instance and must meet the following additional standards:

The NIMAS Package File must include the following Dublin Core (dc:) metadata:

- dc:Title
- dc:Creator (if applicable)
- dc:Publisher
- dc>Date (Date of NIMAS-compliant file creation—yyyy-mm-dd)
- dc:Format (=‘NIMAS 1.1’)
- dc:Identifier (a unique identifier for the NIMAS-compliant digital publication, e.g., print ISBN + ‘-NIMAS’—exact format to be determined)
- dc:Language (one instance, or multiple in the case of a foreign language textbook, etc.)
- dc:Rights (details to be determined)
- dc:Source (ISBN of print version of textbook)

And the following x-metadata items:

- nimas-SourceEdition (the edition of the print textbook)
- nimas-SourceDate (date of publication of the print textbook)

The following metadata were proposed also as a means of facilitating recordkeeping, storage, and file retrieval:

- dc:Subject (Language Arts, Social Studies, etc.)
- nimas-grade (specific grade level of the print textbook, e.g.; Grade 6)
- nimas gradeRange (specific grade range of the print textbook, e.g.; Grades 4–5)

An additional suggestion references the use of:

- dc:audience:educationLevel (for the grade and gradeRange identifiers, noting that Dublin Core recommends using educationLevel with an appropriate controlled vocabulary for context, and recommends the U.S. Department of Education’s Level of Education vocabulary online at <http://www.ed.gov/admin/reference/index.jsp>. Using educationLevel obviates the need for a separate field for gradeRange since dc elements can repeat more than once. A book used in more than one grade would therefore have two elements, for example, one with a value of ‘Grade 4’ and another with a value of ‘Grade 5.’)

A final determination as to which of these specific metadata elements to use needs to be clarified in practice. The package manifest must list all provided files (text, images, etc.). (Note: For purposes of continuity and to minimize errors in transformation and processing, the NIMAS-compliant digital text should be provided as a single document.)

3. Modular Extensions

The most current DAISY/NISO standard, formally the [DAISY/NISO Z39.86, Specifications for the Digital Talking Book](#) defines a comprehensive system for creating Digital Talking Books. A part of this standard is DTBook, an XML vocabulary that provides a core set of elements needed to produce most types of books. However, DTBook is not intended to be an exhaustive vocabulary for all types of books.

Guidelines for the correct approach to extend the DAISY/NISO standard have been established. Mathematics, video support, testing, workbooks, music, dictionaries, chemistry, and searching are some of the extensions that have been discussed. Visit <http://www.daisy.org/z3986/> to learn more about modular extensions.

Maximum Cost

Per-unit maximum cost for each subject and grade level is taken directly from the most recent proclamation calling for that subject and grade level. Maximum costs for all subjects eligible for review under *Midcycle 2010 Proclamation* are listed on the following pages.

The publisher of a textbook submitted for review in midcycle shall enter into a contract with the SBOE for a term that ends at the same time as any contract entered into by the SBOE for another textbook for the same subject and grade level. The contract period is listed below each subject area.

Maximum Cost for Elementary Mathematics

Midcycle Proclamation 2010 Per Unit Maximum Cost	
SUBJECT AREA	Maximum Cost Per Unit
Elementary Math	
Kindergarten	
§111.12 Mathematics, Kindergarten (per student)*	\$ 22.38
§111.12 Mathematics, Kindergarten, Spanish (per student)*	\$ 22.88
Math, Grades 1-5	
§111.3 Math, Grade 1, Pupil*	\$ 31.79
§111.4 Math, Grade 2, Pupil*	\$ 31.79
§111.5 Math, Grade 3, Pupil	\$ 58.05
§111.6 Math, Grade 4, Pupil	\$ 58.05
§111.7 Math, Grade 5, Pupil	\$ 57.85
Math, Grades 1-5, Spanish	
§111.3 Math, Grade 1, Span. Pupil*	\$ 34.33
§111.4 Math, Grade 2, Span. Pupil*	\$ 34.33
§111.5 Math, Grade 3, Span. Pupil	\$ 63.32
§111.6 Math, Grade 4, Span. Pupil	\$ 63.43
§111.7 Math, Grade 5, Span. Pupil	\$ 63.84

*Grades K-2 reflects a consumable price for instructional materials purchased on an annual basis.

The end date of the current contracts for instructional materials in Elementary Math is August 31st, 2014.

Maximum Cost for Secondary Mathematics

Midcycle Proclamation 2010 Per Unit Maximum Cost	
SUBJECT AREA	Maximum Cost Per Unit
Secondary Math	
Math, Middle School	
§111.22 Mathematics, Grade 6	\$ 52.87
§111.23 Mathematics, Grade 7	\$ 56.30
§111.24 Mathematics, Grade 8	\$ 56.70
Matematicas, Middle School	
§111.22 Matematicas, 6 Grado	\$ 57.73
Math, High School	
§111.32 Algebra I	\$ 62.07
§111.33 Algebra II	\$ 65.73
§111.34 Geometry	\$ 63.73
§111.35 Precalculus	\$ 72.87
§111.36 Mathematical Models with Applications	\$ 70.30
Math, Other High School Mathematics Courses	
§111.53 Advanced Placement (AP) Statistics	\$ 83.77
§111.54 Advanced Placement (AP) Calculus AB	\$ 84.49
§111.55 Advanced Placement (AP) Calculus BC	\$ 95.79
§111.56 IB Mathematical Studies Subsidiary Level	\$ 98.58
§111.57 IB Mathematical Methods Subsidiary Level	\$ 98.58
§111.58 IB Mathematics Higher Level	\$ 98.58
§111.59 IB Advanced Mathematics Subsidiary Level	\$ 98.58

The end date of the current contracts for instructional materials in Secondary Math is August 31st, 2013.

Maximum Cost for Physical Education

Midcycle Proclamation 2010 Per Unit Maximum Cost	
SUBJECT AREA	Maximum Cost Per Unit
Physical Education	
Physical Education, Elementary	
Physical Education, Grades 1 and 2	\$ 200.00
Physical Education, Grades 3, 4, and 5	\$ 200.00
Physical Education, Middle School	
Physical Education, Grades 6, 7, and 8	\$ 200.00
Physical Education, High School	
Foundations of Personal Fitness	\$ 36.58

Maximum Cost for Health

Midcycle Proclamation 2010 Per Unit Maximum Cost	
SUBJECT AREA	Maximum Cost Per Unit
Health Education	
Health Education, Elementary	
Health Education, Grade 1	\$ 200.00
Health Education, Grade 2	\$ 200.00
Health Education, Grade 3	\$ 40.00
Health Education, Grade 4	\$ 40.00
Health Education, Grade 5	\$ 40.00
Health Education, Middle School	
Health Education, Grade 6	\$ 45.00
Health Education, Grade 7 & 8	\$ 45.00
Health Education, High School	
Health Education, High School	\$ 60.30

The end date of the current contracts for instructional materials in Health is August 31st, 2011.

Maximum Cost for Fine Arts
Elementary School

Midcycle Proclamation 2010 Per Unit Maximum Cost	
SUBJECT AREA	Maximum Cost Per Unit
Fine Arts	
Fine Arts, Elementary	
Art, Grade 1	\$ 33.99
Art, Grade 2	\$ 33.99
Art, Grade 3	\$ 33.99
Art, Grade 4	\$ 33.99
Art, Grade 5	\$ 33.99
Music, General Music Learning Systems, Grade 1, TRS	\$ 900.00
Music, General Music Learning Systems, Grade 2, TRS	\$ 900.00
Music, Grade 2, Pupil Edition	\$ 52.00
Music, General Music Learning Systems, Grade 3, TRS	\$ 900.00
Music, Grade 3, Pupil Edition	\$ 52.00
Music, General Music Learning Systems, Grade 4, TRS	\$ 900.00
Music, Grade 4, Pupil Edition	\$ 52.00
Music, General Music Learning Systems, Grade 5, TRS	\$ 900.00
Music, Grade 5, Pupil Edition	\$ 52.00
Music, Band, Grades 3-5	\$ 7.47
Music, Orchestra, Grades 3-5	\$ 7.47
Theatre, Theatre Teacher's Resource Books, Grades 1-3	\$ 55.00
Theatre, Theatre Teacher's Resource Books, Grades 4-5	\$ 55.00

The end date of the current contracts for instructional materials in Fine Arts is August 31st, 2011.

Maximum Cost for Fine Arts
Middle School

Midcycle Proclamation 2010 Per Unit Maximum Cost	
SUBJECT AREA	Maximum Cost Per Unit
Fine Arts	
Fine Arts, Middle School	
Art, Grade 6	\$ 53.16
Art, Grade 7	\$ 53.24
Art, Grade 8	\$ 53.24
Music, General Music Learning Systems, Grade 6, TRS	\$ 900.00
Music, Grade 6, Pupil Edition	\$ 52.00
Music, General Music Learning Systems, Grade 7, TRS	\$ 900.00
Music, Grade 7, Pupil Edition	\$ 52.00
Music, General Music Learning Systems, Grade 8, TRS	\$ 900.00
Music, Grade 8, Pupil Edition	\$ 52.00
Music, Band, Grade 6	\$ 7.47
Music, Band, Grade 7	\$ 7.47
Music, Band, Grade 8	\$ 7.47
Music, Choir, Grade 6	\$ 40.00
Music, Choir, Grade 7	\$ 40.00
Music, Choir, Grade 8	\$ 40.00
Music, Orchestra, Grade 6	\$ 7.47
Music, Orchestra, Grade 7	\$ 7.47
Music, Orchestra, Grade 8	\$ 7.47
Music, Jazz Band, Grade 7-8	\$ 34.73
Theatre, Grade 6	\$ 35.01
Theatre, Grade 7	\$ 36.74
Theatre, Grade 8	\$ 36.74

The end date of the current contracts for instructional materials in Fine Arts is August 31st, 2011.

Maximum Cost for Fine Arts
High School

Midcycle Proclamation 2010 Per Unit Maximum Cost	
SUBJECT AREA	Maximum Cost Per Unit
Fine Arts	
Fine Arts, High School	
Art, Comprehensive, Level I	\$ 54.96
Art, Drawing, Levels II-IV	\$ 56.11
Art, Painting, Levels II-IV	\$ 52.64
Art, Printmaking, Levels II-IV	\$ 49.16
Art, Fibers, Levels II-IV	\$ 60.18
Art, Ceramics, Levels II-IV	\$ 53.22
Art, Sculpture, Levels II-IV	\$ 59.00
Art, Jewelry, Levels II-IV	\$ 51.48
Art, Photography, Levels II-IV	\$ 49.16
Art, Electronic Media, Levels II-IV	\$ 60.18
Art, Graphic Design, Levels III-IV	\$ 52.92
Art, Art History, Level III	\$ 63.07
Art, Advanced Placement (AP) History of Art, Levels III-IV	\$ 63.07
Art, Advanced Placement (AP) Drawing Portfolio, Levels III-IV	\$ 63.07
Art, Advanced Placement (AP) Two-Dimensional Design Portfolio, Levels III-IV	\$ 63.07
Art, Advanced Placement (AP) Three Dimensional Design Portfolio, Levels III-IV	\$ 63.07
Art, International Baccalaureate (IB) Art/Design, Levels III-IV, Standard Level (SL) and Higher Level (HL)	\$ 63.07
Dance, Levels I-IV	\$ 24.14
Music, Band, Levels I-IV	\$ 30.00
Music, Choir, Levels I-IV	\$ 40.00
Music, Orchestra, Levels I-IV	\$ 30.00
Music, Jazz Band, Levels I-IV	\$ 30.00
Music, Music History, Level I	\$ 66.03
Music, Music Theory, Levels I-II	\$ 49.20
Music, Advanced Placement (AP) Music Theory, Levels III-IV	\$ 48.49
Music, International Baccalaureate (IB) Music, Levels III-IV, Standard Level (SL) and Higher Level (HL)	\$ 48.49
Theatre Arts, Levels I-IV	\$ 38.00
Technical Theatre, Levels I-IV	\$ 51.49
Theatre Production, Levels I-IV	\$ 38.92
International Baccalaureate (IB) Theatre Arts, Levels III-IV, Standard Level (SL) and Higher Level (HL)	\$ 38.00

The end date of the current contracts for instructional materials in Fine Arts is August 31st, 2011.

Maximum Cost for Languages Other Than English
Elementary School and Middle School

Midcycle Proclamation 2010 Per Unit Maximum Cost	
SUBJECT AREA	Maximum Cost Per Unit
Languages Other Than English (LOTE)	
LOTE, Elementary	
Spanish, Level I	\$ 25.41
Spanish, Level II	\$ 25.41
LOTE, Middle School	
Spanish, Level I	\$ 47.09
Spanish, Level II	\$ 48.83
French, Level I	\$ 46.77
German, Level I	\$ 38.82
LOTE, Other	
Exploratory Languages	\$ 29.49

The end date of the current contracts for instructional materials in Languages Other than English is August 31st, 2011.

Maximum Cost for Languages Other Than English
High School

Midcycle Proclamation 2010 Per Unit Maximum Cost	
SUBJECT AREA	Maximum Cost Per Unit
Languages Other Than English (LOTE)	
LOTE, Levels I and II-Novice Progress Checkpoint	
Spanish, Level I	\$ 56.45
Spanish, Level II	\$ 57.67
French, Level I	\$ 56.38
French, Level II	\$ 57.61
German, Level I	\$ 53.03
German, Level II	\$ 54.32
Latin, Level I	\$ 57.57
Latin, Level II	\$ 57.57
Arabic, Level I	\$ 40.00
Chinese, Level I	\$ 40.00
Czech, Level I	\$ 40.00
Hebrew, Level II	\$ 40.00
Italian, Level I	\$ 40.00
Japanese, Level I	\$ 45.15
Russian, Level I	\$ 52.65
Arabic, Level II	\$ 40.00
Chinese, Level II	\$ 40.00
Czech, Level II	\$ 40.00
Hebrew, Level II	\$ 40.00
Italian, Level II	\$ 40.00
Japanese, Level II	\$ 45.15
Russian, Level II	\$ 52.65

The end date of the current contracts for instructional materials in Languages Other than English is August 31st, 2011.

Maximum Cost for Languages Other Than English
High School (cont.)

Midcycle Proclamation 2010 Per Unit Maximum Cost	
SUBJECT AREA	Maximum Cost Per Unit
Languages Other Than English (LOTE)	
LOTE, Levels III and IV-Intermediate Progress Checkpoint	
French, Level III	\$ 58.23
French, Level IV, includes AP and IB	\$ 59.00
German, Level III	\$ 55.24
German, Level IV, includes AP and IB	\$ 54.84
Latin, Level III	\$ 52.94
Latin, Level IV, includes AP and IB	\$ 23.12
Spanish, Level III	\$ 58.13
Spanish, Level IV, includes AP and IB	\$ 55.34
Arabic, Level III	\$ 40.00
Chinese, Level III	\$ 40.00
Czech, Level III	\$ 40.00
Hebrew, Level III	\$ 40.00
Italian, Level III	\$ 40.00
Japanese, Level III	\$ 40.00
Russian, Level III	\$ 40.00
LOTE, Levels V, VI, and VII-Advanced Progress Checkpoint	
French, Levels V, VI & VII includes AP and IB	\$ 40.00
German, Levels V, VI & VII includes AP and IB	\$ 40.00
Latin, Levels V, VI & VII includes AP and IB	\$ 26.88
Spanish, Levels V, VI & VII includes AP and IB	\$ 50.90
LOTE, High School, American Sign Language	
American Sign Language Level I-Novice Progress Checkpoint	\$ 28.50
American Sign Language Level II-Novice Checkpoint	\$ 28.50
American Sign Language Level III-Intermediate Checkpoint	\$ 28.50

The end date of the current contracts for instructional materials in Languages Other than English is August 31st, 2011.

Maximum Cost for Technology Applications
Grades K-12

Midcycle Proclamation 2010 Per Student Maximum Cost	
SUBJECT AREA	Maximum Cost Per Student*
Technology Applications	
Technology Applications, Elementary School	
Kindergarten	\$ 9.43
Grade 1	\$ 9.43
Grade 2	\$ 9.43
Grade 3	\$ 9.43
Grade 4	\$ 9.43
Grade 5	\$ 9.43
Technology Applications, Middle School	
Grade 6	\$ 12.42
Grade 7	\$ 12.42
Grade 8	\$ 12.42
Technology Applications, High School	
(A) High School	
Computer Science I	\$ 12.42
Computer Science II	\$ 12.42
AP Computer Science (CS) I	\$ 12.42
AP Computer Science (CS) II	\$ 12.42
International Baccalaureate CS-I	\$ 12.42
International Baccalaureate CS-II	\$ 12.42
(B) High School	
I. Desktop Publishing	\$ 14.40
II. Digital Graphics/Animation	\$ 14.40
III. Multimedia	\$ 14.40
IV. Video Technology	\$ 14.40
V. Web Mastering	\$ 14.40

*The maximum cost per student amount reflects the price from current Technology Applications contracts, years 5-6.

The end date of the current contracts for instructional materials in Technology Applications is August 31st, 2011.