

Publisher Request Timeline Guidance



Publisher Request Timeline Guidance

PURPOSE

This guidance supports districts in planning and managing requests for instructional materials from publishers during the adoption process. It is designed to help districts communicate expectations clearly, apply timelines consistently, and maintain a fair, transparent process for all publishers.

This timeline assumes the initial state list of approved instructional materials is released on July 31.

KEY CONSIDERATIONS

Districts should establish clear expectations before requesting materials from publishers. A well planned process helps avoid confusion, supports timely review, and ensures all publishers are treated consistently.

Districts should:

- 1 Apply timelines and requirements consistently across all publishers
- 2 Allow adequate time for committee review
- 3 Communicate submission requirements, deadlines, and expectations upfront
- 4 Use a centralized process for publisher questions and clarifications
- 5 Maintain transparency and fairness throughout the review process

SPRING: PRIOR TO THE RELEASE OF THE STATE LIST

Before the state list is released, districts should clarify the scope of the review and prepare all materials needed to request submissions from publishers. This early planning helps ensure the district is ready to move quickly once the approved list is available.

Clarify the Scope of the Review

Districts should determine what types of materials will be reviewed. This may include:

- 1 Print materials only
- 2 Digital materials only
- 3 Both print and digital materials
- 4 Core instructional materials only
- 5 Core materials along with ancillary or supplemental materials

Clarifying the scope early helps publishers understand exactly what to submit and helps reviewers focus only on the materials being evaluated.

Define Non-negotiables and Screening Criteria

Districts should identify the required features, constraints, and expectations that materials must meet before moving into deeper review. These may include instructional priorities, technology requirements, accessibility needs, data privacy requirements, assessment expectations, grade band or course coverage, and other district priorities.

Determine Submission Requirements

Districts should decide how publishers will submit materials and related documentation. Submission requirements may include:

- 1 Print or paper-based materials
- 2 Digital access
- 3 Access through an internal district site
- 4 Access through an external evaluation site
- 5 Completion of district forms, screening tools, or evaluation tools

If the district plans to ask publishers to complete an evaluation tool, those tools should be finalized before the request for materials is sent.

Create or Update Publisher Guidance

Districts should prepare clear guidance for publishers that explains expectations, timelines, and requirements. This guidance may include:

- 1 Technology specifications
- 2 Student confidentiality expectations
- 3 Nondisclosure requirements
- 4 District forms or attestations
- 5 Communication protocols
- 6 Delivery and access expectations
- 7 Any additional district requirements

MID-SUMMER: SEND REQUEST FOR MATERIALS

After the district has prepared its scope, criteria, and submission requirements, it should send a formal request for materials to publishers. Publisher contact information may be available through the Florida Department of Education (FDOE) Instructional Materials website.

The request should clearly include:

- 1 Submission deadlines for materials and documentation
- 2 Delivery expectations, including location, format, and access
- 3 Required district forms or evaluation tools
- 4 Expectations for communication with the district
- 5 Deadlines for responses, deliveries, digital access, and required documentation

Clear communication at this stage helps ensure publishers have the information needed to respond accurately and on time.

JULY 31: STATE LIST OF APPROVED MATERIALS RELEASED

Once the initial state list of approved instructional materials is released, districts should confirm which materials are eligible for local review and align publisher requests accordingly. Districts may need to adjust review plans based on the materials included on the state-adopted list.

EARLY FALL: CONFIRM MATERIALS AND ACCESS

During this period, districts should confirm that all submitted materials have been received and that reviewers will be able to access materials before the review window begins.

Districts should:

- 1 Confirm receipt of all print and digital materials
- 2 Verify reviewer access to digital platforms
- 3 Ensure print materials are available for committee review and public review, if applicable
- 4 Provide final clarifications to publishers as needed
- 5 Document any missing materials, access concerns, or unresolved submission issues

Access checks should occur before the formal review begins so technical issues do not delay or disrupt the committee process.

MID-FALL: COORDINATE PUBLISHER PRESENTATIONS

If the district chooses to include publisher presentations, expectations should be communicated clearly and applied consistently to all publishers. Presentations may be virtual, in person, or recorded.

Districts should communicate:

- 1 Presentation format
- 2 Dates and times
- 3 Time limits
- 4 Required content or focus areas
- 5 Expectations for materials referenced during the presentation
- 6 Procedures for reviewer questions

Publisher presentations are optional. If they are included, the process should be consistent and aligned to the materials being evaluated.

LATE-FALL/EARLY WINTER: SUPPORT THE REVIEW PROCESS

As committees review materials, districts should manage publisher communication carefully to maintain fairness and consistency. Publishers should not communicate directly with reviewers unless the district has established a formal process for that interaction, such as a structured presentation or question protocol.

Districts should:

- 1 Route publisher questions through a designated district contact
- 2 Provide consistent responses to publishers when appropriate
- 3 Limit direct contact between publishers and reviewers
- 4 Conduct publisher presentations, if included in the process
- 5 Establish a process for reviewers to submit questions for publishers
- 6 Maintain documentation of publisher communications and clarifications

A centralized communication process helps protect the integrity of the review and ensures all publishers are treated equitably.

AFTER THE RECOMMENDATION IS FINAL

Once a recommendation has been finalized, districts should communicate next steps to publishers. This includes notifying publishers of selected materials and maintaining communication with publishers whose materials are moving forward for approval, purchase, and implementation.

Districts should share:

- 1 The district's recommendation status
- 2 The timeline for school board approval
- 3 Purchasing and delivery expectations
- 4 Implementation planning timelines
- 5 Professional learning or training needs
- 6 Points of contact for next steps

Maintaining clear communication after the recommendation helps support a smooth transition from selection to approval, procurement, and implementation.

GUIDING PRINCIPLE

A clear publisher request timeline helps districts manage the adoption process with consistency, fairness, and transparency. When expectations are defined early and applied consistently, publishers can respond more effectively, reviewers can focus on the materials under consideration, and districts can maintain a more organized and defensible review process.