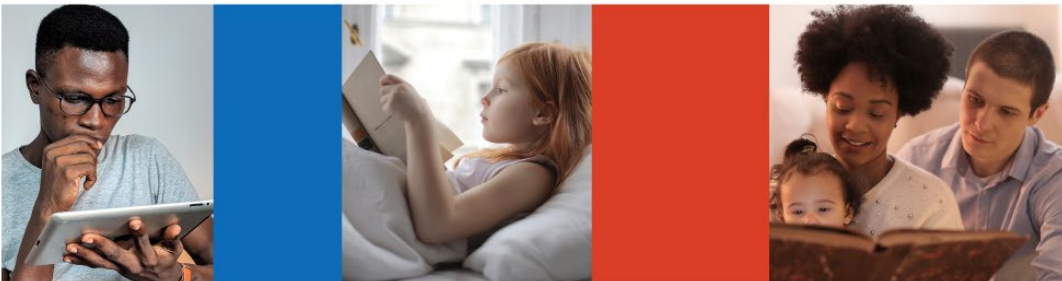


Instructional Continuity Planning Guide



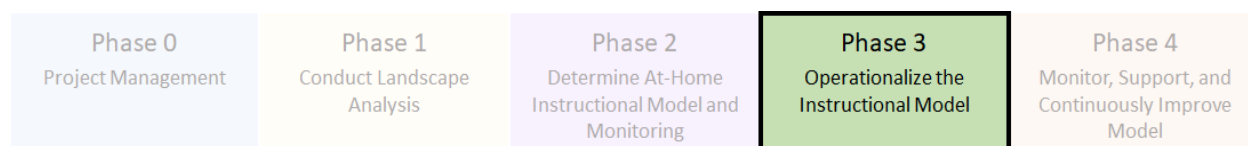
3.5 Purchase, Print, and Distribute Instructional Materials



The information included in this guidance is provided as a resource only.
This information is intended to assist in the delivery of educational resources in this time of public crisis.

Phase 3: Operationalize the At-Home Model

Planning Category 3.5: Purchase, Print, and Distribute Instructional Materials



Planning Category Activities

1. **Identify list of needed print-based materials** based on instructional delivery model.
2. **Create plan for delivery** of materials given identified constraints.
3. **Purchase and print** any materials not already available.
4. **Oversee logistics** of materials distribution.
5. **Create inventory and tracking system** to ensure students receive materials.

Planning Guidance

Prior to identifying instructional materials to purchase, print, and distribute, conduct a landscape analysis to see what physical materials are available within the district to support the at-home instructional delivery model.

Given that some families may not have digital access, districts should consider what materials can be distributed to ensure learning continuity. Leveraging previously purchased instructional materials as the foundation for the at-home instructional model will provide greater continuity and consistency for students and staff members.

1. **Identify list of needed print-based materials** based on instructional delivery model.
 - What materials are available for immediate distribution, such as consumable workbooks and teacher-created print materials? Are there out-of-adoption materials that could be used for at-home supplemental use, such as leveled readers?
 - What additional necessary materials need to be purchased and distributed?
 - What materials must be provided or printed for all students to support at-home learning?
 - What digital materials can be printed and distributed for families without digital access?
 - What is the need for accessible materials such as Braille or large print?
2. **Create plan for delivery** of materials given identified constraints.
 - What distribution plans are already in place at your district (e.g., meal distribution for students)? Could those be leveraged to provide instructional materials as well? How will this be coordinated (e.g., certain grades report to campus at certain times, etc.)?
 - How will you ensure all students have what is needed for instruction?

3. **Purchase and print** any materials not already available.
 - What materials need to be purchased or acquired? Have you reached out to a publisher representative to see if they are offering additional resources for their customers?
 - Who is responsible for printing instructional materials and distributing to families?
 - When will materials be available? How often will families receive or pick them up?
 - What is the expectation for teachers (or other staff) to submit materials for printing?
4. **Oversee logistics** of materials distribution.
 - What will be the schedule for distribution of materials?
 - What will be the chain of delivery from identifying what to print, printing, delivering to distribution location, and tracking who has received materials?
 - Who will own and support each component of the process?
5. **Create inventory and tracking system** to ensure students receive materials.
 - What systems already exist for the tracking and distribution of instructional materials?
 - What systems are needed to track and distribute materials to students and families in need?
 - How will students and families communicate their need for printed materials?
 - What will be the follow-up with families to ensure they pick up/receive the materials?

Suggested Staff Support

- **District operations:** follow established plan for printing and distribution; direct printing of materials and process for distributing materials to the appropriate locations and families
- **District curriculum and instruction staff:** collect and organize printing needs by content area and grade level; lead teachers can support the identification of specific materials for print; support weekly routine of teachers submitting printing needs; ensure all content areas have appropriate materials for distribution
- **Instructional materials coordinator:** connects with publishers to provide information on additional materials and resources being provided for adopted materials; responsible for ordering additional materials

TEA Resources

- Logistical Considerations for Paper-Based Packet Pick Up: guidance to support districts with logistical consideration for safe distribution of instructional materials
- Template to Purchase, Print, and Distribute Instructional Materials: guidance to support plan creation with examples and template for tracking distribution of print materials

Additional Resources

Instruction Partners Instructional Management, Structures, and Routines: guidance to support districts and campus planning

Find links to all [Phase 3 resources](#) on the TEA Instructional Continuity Framework website.