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Policy Code: 3200 Selection of Instructional Materials

In order to help fulfill the educational goals and objectives of the school system, the board strives to provide instructional materials that will enrich and support the curriculum and enhance student learning **aligned to the district's strategic plan**. Instructional materials should be representative of the rich diversity of our nation and appropriate for the maturity levels and abilities of the students.

Instructional materials constitute all materials, whether print, non-print, digital, or any combination thereof, used in the instructional program. For purposes of this policy, instructional materials will be divided into ~~two~~ **three** categories: ~~textbooks~~ **core instructional materials**, **media collection materials**, and supplementary materials.

A. Definitions

1. **Core instructional materials** deliver, support, enrich, and assist in implementing the school system's educational program, specifically the NC Standard Course of Study. Core instructional materials are systematically organized materials comprehensive enough to cover the primary objectives outlined in the current statewide instructional standards for a grade or course. Formats for **core instructional materials** may be print, non-print or digital media, including, **but not limited to, textbooks**, hardbound books, softbound books, activity-oriented programs, classroom kits, and technology-based programs or materials that require the use of electronic equipment in order to be used in the learning process. Technology-based programs may include subscription or web-based materials.

2 **Media collections** include materials that support student choice and individual interest, **as well as** instructional and learning resources ~~which are selected for the school's media collection~~ to complement, **extend, or enrich** the curriculum.

3. **Supplemental instructional materials** are instructional and learning resources which are selected to complement, enrich, or extend the curriculum. Such resources include, for example, specialized materials selected to meet diverse needs or rapidly changing circumstances, **library materials** ~~digital resources, the school system's media collection,~~ classroom

collections, **school purchases**, and teacher-selected resources for individual classes.

B. Objectives for Selection of Instructional Materials

The procurement of materials must be accomplished in accordance with law, including the [First Amendment of the United States Constitution](#); board educational goals; board purchasing and accounting policies; and established selection guidelines including the Library Bill of Rights of the American Library Association.

The objectives for the selection of **core instructional materials, media collections, and** supplementary materials are as follows:

1. ~~a.~~ to provide a wide range of materials that will enrich and support the curriculum, taking into consideration the individual needs and varied interests, abilities, socio-economic backgrounds, **learning styles, and** developmental levels of the students served **and instructional goals**;
2. ~~b.~~ to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
3. ~~c.~~ to provide a background of information that will enable students to comprehend their role as citizens in society and to make intelligent judgments in their daily lives;
4. ~~d.~~ to provide materials/resources representing various points of view on **controversial/complex** issues so that students as young citizens may develop, under guidance, the skills of critical thinking and critical analysis **without promoting teachers' personal, political, or religious views**;
 - a. The board believes that the consideration of **controversial/complex** issues has a legitimate place in the instructional program of the district.
 - b. For the purposes of this policy, a **controversial/complex** issue means anything that is the subject of intense public argument, disagreement, or disapproval. Issues may consist of many different and connected parts. This includes issues which may have political, social, or personal impacts on students and/or the community, and it includes issues that are likely to arouse both support and opposition in the community.

5. e: to provide material resources representative of the many religious, ethnic and cultural groups in our nation and the contributions of these groups to our American heritage; and

6. f: to place principle above personal opinion and reason above prejudice in the selection of material of the highest quality in order to ensure a comprehensive ~~collection~~ **selection of resources** appropriate for all users.

C. Selection of Instructional Materials

1. Responsibility

a. District Wide **Core Materials**: The district curriculum committee will set priorities for acquiring **supplementary** materials based on the current statewide instructional standards. The **primary** responsibility for the selection of **core instructional materials** is delegated to the professional staff under the direction of the superintendent. **The superintendent will form an appropriate committee and will include appropriate personnel representing various subject areas and grade levels. The superintendent retains ultimate responsibility for the selection of district-wide materials.**

b. **School Purchased Core Materials**: Principals shall establish rules consistent with the NC Standard Course of Study concerning what materials may be brought in by teachers for content that does not have a **district-wide adopted resource**. Principals are encouraged to involve teachers in establishing these rules.

c. **Media Collection: selection decisions will** be made primarily at the school level with the involvement of a school media and technology advisory committee. The school committee will be appointed by the principal and will include teachers and instructional support personnel representing various subject areas and grade levels, parents, community representatives, and, if on-staff in the school, the library media coordinator and the technology facilitator. Students also should be involved when feasible.

d. **Supplemental School Level Materials**: The primary responsibility for the selection of school-level instructional materials materials is delegated to the professional staff under the direction of the principal.

2. Process

The selection process ~~used by the school committee~~ for core, media, and supplemental resources will include: (1) an evaluation of the existing resources or collection; (2) an assessment of the available resources and/or curriculum needs of the district, school, or course; and (3) ~~consideration of individual teaching and learning styles.~~ alignment to educational standards and instructional goals.

In coordinating the selection of resources, ~~the committee~~ educators and committees should use reputable, unbiased selection tools prepared by professional educators and should arrange, when possible, for firsthand examination of resources to be purchased. When examining proposed materials, ~~the committee should~~ consider the following factors:

- a. the material's overall purpose, educational significance, and ~~direct relationship alignment~~ alignment to instructional objectives, ~~and the curriculum North Carolina Standard Course of Study,~~ and to the interests of the students;
- b. the material's reliability, including the extent to which it is accurate, authentic, authoritative, up-to-date, unbiased, comprehensive, ~~and well balanced,~~ clear, and appealing to students, as well as, the contribution the material will make to the collection's breadth and variety of viewpoints;
- c. the material's technical quality, including the extent to which technical components are relevant to content and consistent with ~~the operation of the system network and devices state-of-the-art capabilities;~~
- d. the material's artistic, literary, and physical quality and format, including its durability, manageability, ~~clarity, appropriateness,~~ skillfulness, organization, and attractiveness;
- e. the possible uses of the material, including suitability for individual, small group, large group, introduction, in-depth study, remediation, and/or enrichment;
- f. the appropriateness for the age, emotional development, ability level, social development of students, alignment to instructional goals, and educational suitability of the material;

g. recommendations of school personnel and students from all relevant departments and grades;

h. the vendor's acceptance of the Board's Standard Privacy, Terms and Conditions (for digital programs that utilize student and staff information);

i. ~~h.~~ the reputation and significance of the material's author, producer, and publisher; and

j. ~~i.~~ the price of the material weighed against its value and/or the need for it.

The superintendent may establish procedures that provide additional standards for the selection of instructional materials to meet the educational needs of the school district.

~~3. Materials Brought in by Teachers~~

~~Before bringing in any material that has not already been approved at the school or district level, a teacher must determine that the material is appropriate for the classroom by evaluating the material using the Quality Review Checklist for Instructional Resources. Principals may establish additional rules concerning what materials may be brought in by teachers.~~

~~D. C.~~ Removal of Outdated **Supplementary Materials**

1. Supplementary Materials:

- a. To ensure that the supplementary resources remains relevant, the the school MTAC committee appointed by the principals for school-level instructional materials shall review instructional materials routinely to determine if any material is obsolete, outdated, irrelevant, or otherwise contravenes this policy or is inconsistent with the NC Standard Course of Study.
- b. The committee should recommend to the principal the removal of materials when necessary.
- c. The superintendent retains ultimate responsibility for the removal of both district-wide and school-level instructional materials and may unilaterally remove any material that is obsolete, outdated, irrelevant, otherwise contravenes this policy or is inconsistent with

the NC Standard Course of Study, or does not fulfill the educational goals and objectives of the school district or violates constitutional or other legal rights of the student.

2. Media Collections

- a. Removal of outdated library materials should be determined by the media and technology professionals, assisted by the school media and technology advisory committee. Media professionals shall review materials routinely to determine if any material is obsolete, outdated or irrelevant and ~~The school media and technology advisory committee should~~ remove materials no longer appropriate ~~and replace lost, damaged, and worn materials still of educational value~~. Materials may be removed only for legitimate educational reasons and subject to the limitations of the [First Amendment](#). The superintendent may establish procedures that provide additional standards for removing ~~supplementary library collection~~ materials to meet the educational needs of the school system.

3. Requests by parents to remove instructional materials due to an objection to the materials will be reviewed pursuant to policy 3210, Parental Inspection of and Objection to Instructional Materials.

~~E. D.~~ Acceptance of Gift Materials

~~Instructional Supplementary~~ materials offered as a gift will be reviewed pursuant to the criteria outlined in this policy; policy 8220, Gifts and Bequests; and any procedures established by the superintendent. ~~Gift material may be accepted or rejected by the board based upon such criteria.~~

~~F. E.~~ Challenges to Textbooks and Other Instructional Materials

Challenges to materials will be addressed pursuant to policy 3210, Parental Inspection of and Objection to Instructional Materials.

Legal References: [U.S. Const. amend. I](#); [N.C. Const. art. I](#), § 14; [G.S. 115C art. 8 pt. 1](#); [115C-45, -47, -98, -101](#); [Board of Education v. Pico](#), 457 U.S. 853 (1982); State Board of Education Policy [TEXT-000](#); *Impact: Guidelines for North Carolina Media and*

Technology Programs, North Carolina Department of Public Instruction (2005); *The Library Bill of Rights*, The American Library Association (1996)

Cross References: Goals and Objectives of the Educational Program (policy [3000](#)), Parental Inspection of and Objection to Instructional Materials (policy [3210](#)), School Improvement Plan (policy 3430), Gifts and Bequests (policy [8220](#))

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