

1 In order to help fulfill the educational goals and objectives of the school system, the  
2 Transylvania County Board of Education (the “board”) strives to provide instructional materials  
3 that will enrich and support the curriculum and enhance student learning. Instructional materials  
4 should be representative of the rich diversity of our nation and appropriate for the maturity levels  
5 and abilities of the students. The board delegates the responsibility for coordinating the selection  
6 and acquisition of instructional materials to the superintendent or designee.

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8 Instructional materials constitute all materials, whether print, non-print, digital, or any  
9 combination thereof, used in the instructional program. For purposes of this policy, instructional  
10 materials will be divided into two categories: textbooks and supplementary materials.

## 11 12 **A. MEDIA AND TECHNOLOGY ADVISORY COMMITTEES**

### 13 14 **1. District-Level Media and Technology Advisory Committee**

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16 The superintendent shall appoint a district-level media and technology advisory  
17 committee. The committee will include district-level and school media and  
18 technology personnel, teachers and instructional support personnel representing  
19 various subject areas and grade levels, parents, and other representatives from the  
20 community. Under the leadership of the superintendent or designee, the  
21 committee shall establish system-wide priorities for the selection and acquisition  
22 of instructional materials and technological resources consistent with the  
23 objectives, criteria, and standards outlined in this policy and in policy 3220,  
24 Technology in the Educational Program. The selection process used by the  
25 committee will include an evaluation of the existing collection and an assessment  
26 of the available resource and curriculum needs of the school system. The  
27 committee also shall review objections to instructional materials pursuant to  
28 policy 3210, Parental Inspection of and Objection to Instructional Materials.

### 29 30 **2. School Media and Technology Advisory Committee**

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32 The principal shall appoint a school media and technology advisory committee.  
33 The committee will include school media and technology personnel, teachers and  
34 instructional support personnel representing various subject areas and grade  
35 levels, parents, and, if on-staff in the school, the library media coordinator and the  
36 technology facilitator. Students and other representatives from the community  
37 also should be involved when feasible. Under the leadership of the principal or  
38 designee, the committee shall establish school-level priorities for the selection and  
39 acquisition of instructional materials and technological resources consistent with  
40 the objectives, criteria, and standards outlined in this policy and in policy 3220,  
41 Technology in the Educational Program. The selection process used by the  
42 committee will include: (1) an evaluation of the existing collection; (2) an  
43 assessment of the available resource and curriculum needs of the school; (3)  
44 consideration of individual teaching and learning styles; and (4) alignment with

45 the system-wide priorities established by the district-level media and technology  
46 advisory committee.

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48 **B. SELECTION OF TEXTBOOKS**

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50 Textbooks are systematically organized materials comprehensive enough to cover the  
51 primary objectives outlined in the current statewide instructional standards for a grade or  
52 course. Formats for textbooks may be print, non-print, or digital media, including  
53 hardbound books, softbound books, activity-oriented programs, classroom kits, and  
54 technology-based programs or materials that require the use of electronic equipment in  
55 order to be used in the learning process.

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57 State-approved textbooks will be used as the primary means to help students meet the  
58 goals and objectives of the current statewide instructional standards, unless the board  
59 approves alternative materials. The central curriculum committee or a school through its  
60 school improvement plan may submit a request for the use of alternative textbooks. The  
61 request should identify how the committee or school has ensured that the curriculum will  
62 continue to be aligned with the current statewide instructional standards and to meet the  
63 educational goals of the board.

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65 **C. SELECTION OF SUPPLEMENTARY MATERIALS**

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67 Supplementary materials are instructional and learning resources which are selected to  
68 complement, enrich, or extend the curriculum. Such resources include, for example,  
69 specialized materials selected to meet diverse needs or rapidly changing circumstances,  
70 library materials, digital resources, the school system's media collection, classroom  
71 collections, and teacher-selected resources for individual classes.

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73 **1. Objectives for Selection of Supplementary Materials**

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75 The procurement of materials must be accomplished in accordance with law,  
76 including the First Amendment of the United States Constitution; board  
77 educational goals; board purchasing and accounting policies; and established  
78 selection guidelines, including the Library Bill of Rights of the American Library  
79 Association. The objectives for the selection of supplementary materials are as  
80 follows:

- 81  
82 a. to provide a wide range of materials that will enrich and support the  
83 curriculum, taking into consideration the individual needs and varied  
84 interests, abilities, socio-economic backgrounds, learning styles, and  
85 developmental levels of the students served;
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87 b. to provide materials that will stimulate growth in factual knowledge,  
88 literary appreciation, aesthetic values, and ethical standards;

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- 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;
  - d. to provide resources representing various points of view on controversial issues so that students as young citizens may develop, under guidance, the skills of critical thinking and critical analysis;
  - e. to provide resources representative of the many religious, ethnic, and cultural groups in our nation and the contributions of these groups to our American heritage; and
  - 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 appropriate for all users.

106 2. **Process and Criteria for Selecting Supplementary Materials**

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108 ~~The responsibility for the selection of supplementary materials is delegated to the~~  
109 ~~professional staff under the direction of the superintendent and will be made~~  
110 ~~primarily at the school level with the involvement of a school media and~~  
111 ~~technology advisory committee. The committee shall be appointed by the~~  
112 ~~principal and will include teachers and instructional support personnel~~  
113 ~~representing various subject areas and grade levels, parents, and, if on staff in the~~  
114 ~~school, the library media coordinator and the technology facilitator. Students~~  
115 ~~should also be involved when feasible.~~

116  
117 ~~The selection process used by the committee will include (1) an evaluation of the~~  
118 ~~existing collection; (2) an assessment of the available resource and curriculum~~  
119 ~~needs of the school; and (3) consideration of individual teaching and learning~~  
120 ~~styles. In coordinating the selection of resources, the district-level and school~~  
121 ~~media and technology advisory committees should use reputable, unbiased~~  
122 ~~selection tools prepared by professional educators and should arrange, when~~  
123 ~~possible, for firsthand examination of resources to be purchased. When~~  
124 ~~examining proposed materials, the committees should consider the following~~  
125 ~~factors:~~

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- a. the material's overall purpose, educational significance, and direct relationship to instructional objectives and the curriculum 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-

- 133 balanced;
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- 135 c. the material's technical quality, including the extent to which technical
- 136 components are relevant to content and consistent with state-of-the-art
- 137 capabilities;
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- 139 d. the material's artistic, literary, and physical quality and format, including
- 140 its durability, manageability, clarity, appropriateness, skillfulness,
- 141 organization, and attractiveness;
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- 143 e. the possible uses of the material, including suitability for individual, small
- 144 group, large group, introduction, in-depth study, remediation, and/or
- 145 enrichment;
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- 147 f. the contribution the material will make to the collection's breadth and
- 148 variety of viewpoints;
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- 150 g. recommendations of school personnel and students from all relevant
- 151 departments and grade levels;
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- 153 h. the reputation and significance of the material's author, producer, and
- 154 publisher; and
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- 156 i. the price of the material weighed against its value and/or the need for it.
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### 158 3. **Materials Brought in by Teachers**

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160 Principals shall establish rules concerning what materials may be brought in by

161 teachers without review. Principals are encouraged to involve teachers in

162 establishing these rules.

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## 164 **D. REMOVAL OF OUTDATED SUPPLEMENTARY MATERIALS**

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166 To ensure that the supplementary media collection remains relevant, the media and

167 technology professionals, assisted by the [district-level and school](#) media and technology

168 advisory committees, shall review materials routinely to determine if any material is

169 obsolete, outdated, or irrelevant. The school media and technology advisory committee

170 should remove materials no longer appropriate and replace lost, damaged, and worn

171 materials still of educational value. Materials may be removed only for legitimate

172 educational reasons and subject to the limitations of the First Amendment. The

173 superintendent may establish regulations that provide additional standards for removing

174 supplementary materials to meet the educational needs of the school system. Requests by

175 parents to remove supplementary media materials due to an objection to the materials

176 will be reviewed pursuant to policy 3210, Parental Inspection of and Objection to  
177 Instructional Materials.

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179 **E. ACCEPTANCE OF GIFT MATERIALS**

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

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186 **F. CHALLENGES TO TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS**

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

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191 Legal References: U.S. Const. amend. I; N.C. Const. art. I, § 14; G.S. 115C-45, -47, -81, -98, -  
192 101; *Board of Education v. Pico*, 457 U.S. 853 (1982); *Impact: Guidelines for North Carolina*  
193 *Media and Technology Programs*, North Carolina Department of Public Instruction (2005); *The*  
194 *Library Bill of Rights*, The American Library Association (1996)

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196 Cross References: Goals and Objectives of the Educational Program (policy 3000), Parental  
197 Inspection of and Objection to Instructional Materials (policy 3210), [Technology in the](#)  
198 [Educational Program \(policy 3220\)](#), School Improvement Plan (policy 3430), Gifts and Bequests  
199 (policy 8220)

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201 Adopted:

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