

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.

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

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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.

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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. **Technology-based programs may include**
56 **subscription or web-based materials.**

57

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

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66 **C. SELECTION OF SUPPLEMENTARY MATERIALS**

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

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

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

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83 a. to provide a wide range of materials that will enrich and support the
84 curriculum, taking into consideration the individual needs and varied
85 interests, abilities, socio-economic backgrounds, learning styles, and
86 developmental levels of the students served;

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88 b. to provide materials that will stimulate growth in factual knowledge,

- 89 literary appreciation, aesthetic values, and ethical standards;
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91 c. to provide a background of information that will enable students to
92 comprehend their role as citizens in society and to make intelligent
93 judgments in their daily lives;
94
95 d. to provide resources representing various points of view on controversial
96 issues so that students as young citizens may develop, under guidance, the
97 skills of critical thinking and critical analysis;
98
99 e. to provide resources representative of the many religious, ethnic, and
100 cultural groups in our nation and the contributions of these groups to our
101 American heritage; and
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103 f. to place principle above personal opinion and reason above prejudice in
104 the selection of material of the highest quality in order to ensure a
105 comprehensive collection appropriate for all users.
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107 2. **Process and Criteria for Selecting Supplementary Materials**

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109 In coordinating the selection of resources, the district-level and school media and
110 technology advisory committees should use reputable, unbiased selection tools
111 prepared by professional educators and should arrange, when possible, for
112 firsthand examination of resources to be purchased. When examining proposed
113 materials, the committees should consider the following factors:

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115 a. the material's overall purpose, educational significance, and direct
116 relationship to instructional objectives and the curriculum and to the
117 interests of the students;
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119 b. the material's reliability, including the extent to which it is accurate,
120 authentic, authoritative, up-to-date, unbiased, comprehensive, and well-
121 balanced;
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123 c. the material's technical quality, including the extent to which technical
124 components are relevant to content and consistent with state-of-the-art
125 capabilities;
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127 d. the material's artistic, literary, and physical quality and format, including
128 its durability, manageability, clarity, appropriateness, skillfulness,
129 organization, and attractiveness;
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131 e. the possible uses of the material, including suitability for individual, small
132 group, large group, introduction, in-depth study, remediation, and/or

- 133 enrichment;
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- 135 f. the contribution the material will make to the collection's breadth and
- 136 variety of viewpoints;
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- 138 g. recommendations of school personnel and students from all relevant
- 139 departments and grade levels;
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- 141 h. the reputation and significance of the material's author, producer, and
- 142 publisher; and
- 143
- 144 i. the price of the material weighed against its value and/or the need for it.
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146 **3. Materials Brought in by Teachers**

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

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

150 establishing these rules.

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152 **D. REMOVAL OF OUTDATED SUPPLEMENTARY MATERIALS**

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

155 technology professionals, assisted by the district-level and school media and technology

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

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

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

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

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

161 superintendent may establish regulations that provide additional standards for removing

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

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

164 will be reviewed pursuant to policy 3210, Parental Inspection of and Objection to

165 Instructional Materials.

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167 **E. ACCEPTANCE OF GIFT MATERIALS**

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169 Supplementary materials offered as a gift will be reviewed pursuant to the criteria

170 outlined in this policy; policy 8220, Gifts and Bequests; and any regulations established

171 by the superintendent. Gift material may be accepted or rejected by the board based upon

172 such criteria.

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

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176 Challenges to materials will be addressed pursuant to policy 3210, Parental Inspection of
177 and Objection to Instructional Materials.
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179 Legal References: U.S. Const. amend. I; N.C. Const. art. I, § 14; G.S. 115C art. 8 pt. 1; 115C-45,
180 -47, -98, -101; *Board of Education v. Pico*, 457 U.S. 853 (1982); **State Board of Education**
181 **Policy TEXT-000**; *Impact: Guidelines for North Carolina Media and Technology Programs*,
182 North Carolina Department of Public Instruction (2005); *The Library Bill of Rights*, The
183 American Library Association (1996)
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185 Cross References: Goals and Objectives of the Educational Program (policy 3000), Parental
186 Inspection of and Objection to Instructional Materials (policy 3210), Technology in the
187 Educational Program (policy 3220), School Improvement Plan (policy 3430), Gifts and Bequests
188 (policy 8220)
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192 Revised: February 19, 2018 (legal references only); [DATE]
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