

In order to help fulfill the educational goals and objectives of the school system, the Cumberland County Board of Education strives to provide instructional materials that will enrich and support the curriculum and enhance student learning. Instructional materials should be representative of the rich diversity of our nation, respect the legitimacy of different cultures, and empower students to value diverse perspectives, ~~and appropriate for the maturity levels and abilities of the students.~~ Instructional materials should also be appropriate for the age, maturity, and grade levels of the students, address a spectrum of learning styles, and not be pervasively vulgar.

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 and~~ core instructional resources, ~~supplementary materials,~~ and school library collection materials.

The cooperative partnership between parents/guardians, the community, and schools is key in fostering and improving educational achievement. Accordingly, the selection process includes input from teachers and feedback from parents/guardians and the community, when practicable. The district and schools will work to foster open and effective communication with parents/guardians.

A. ~~SELECTION OF TEXTBOOKS~~ PRINCIPLES GOVERNING SELECTION OF INSTRUCTIONAL MATERIALS

~~Textbooks 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 textbooks may be print, non-print or digital media, including 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.~~

~~Textbooks will be used as the primary means to help students meet the current statewide instructional standards, unless the Board approves otherwise. Responsibility for the review and selection of textbooks to be recommended will rest with the textbook review committee as appointed by the superintendent or designee. Membership on such committee shall include representation for teachers who will use the texts, parents, and others as determined appropriate by the assistant superintendent of curriculum and instruction.~~

~~The textbook committee shall compile a list of textbooks suitable for adoption and submit this recommendation to the Curriculum Committee of the Board. The recommendation should identify how the textbook committee has ensured that the curriculum will continue to be aligned with the current statewide instructional standards and to meet the educational goals of the Board.~~

~~The Board will officially adopt textbooks for use in the schools upon recommendation of the Curriculum Committee.~~

~~Each school will select the appropriate book or books they wish to utilize, in keeping with their school improvement plan.~~

1. The following principles will be used to govern selection of core instructional resources, supplemental materials, and school library collection materials as each is defined below:

- a. the material's overall purpose, educational significance and direct relationship to instructional objectives and the curriculum.
- b. the material's reliability, including the extent to which it is accurate, authentic, engaging, relevant, comprehensive and evidence-based;
- c. the materials on controversial subjects should represent various points of view so that students as young citizens may develop, under guidance, the skills of critical thinking and critical analysis;
- d. the materials should be educationally suitable, appropriate for the age, maturity, and grade levels of the applicable students; and should not be pervasively vulgar;
- e. the material's technical quality, including the extent to which technical components are relevant to content and consistent with state-of-the-art capabilities;
- f. the material's provision of thoughtful supports and scaffolds to support all students in accessing the North Carolina standards;
- g. the contribution the material will make to the collection's breath and variety of viewpoints and representation;
- h. the supports provided for effective and sustainable implementation;
- i. the reputation and significance of the material's author, producer and publisher;
- j. the overall selection of materials should align with the Board's commitment to safe, orderly, and inviting learning environments, removal of barriers to learning and equity as outlined in Policy 1100, "Governing Principles," including but not limited to selecting materials that represent the rich diversity of our nation, respect the legitimacy of different cultures, and empower students to value diverse perspectives.

k. the price of the material weighed against its value and/or the need for it.

2. In addition to the principles listed above, the following principles will be used to govern selection of school library collection materials:

- a) the material's relationship to the interests of the students;
- b) the materials' reliability, including the extent to which it is authoritative, up-to-date, and well-balanced;
- c) the material's artistic, literary and physical quality and format, including its durability, manageability, clarity, appropriateness, skillfulness, organization, and attractiveness;
- d) the possible uses of the material, including suitability for individual, small group, large group, introduction, in-depth study, remediation and/or enrichment;
- e) the contribution the material will make to the collection's breadth and variety of viewpoints and representation; and
- f) the recommendations of school personnel and students from all relevant departments and grade levels.

3. In addition to the principles listed in A.1 above, the following principles will be used to govern selection by teachers, in collaboration with other school staff, of passages or texts for read aloud in the classroom:

- a) the needs, age, and maturity level of the students in the classroom;
- b) the fact that additional care and discretion is required for selecting materials to be read aloud to a captive classroom audience as opposed to a voluntary reading selection by students; and
- c) the teacher should first independently read the text as a whole before selecting a text or passage for read aloud.

The principal is authorized to discontinue a text for read aloud in class based on the principles noted above.

4. Nothing in this policy removes the principal's authority as the school budget manager.

B. CORE INSTRUCTIONAL RESOURCES

Core instructional resources deliver, support, enrich and assist in implementing the school system's educational program. Core instructional resources are systemically

organized materials comprehensive enough to cover the primary objectives outlined in the current statewide instructional standards for a grade or course. Core instructional resources may be print and/or digital media.

The responsibility for the selection of core instructional resources is delegated to the Central Services staff under the direction of the superintendent.

In the absence of Central Services established core instructional resources for a grade or course, a school shall select core instructional resources based on the principles and processes for the selection of supplemental materials.

The selection team for a core instructional resource may, as a group, revisit the selection of a given material at any time to determine whether to retain or remove the material after reviewing the entire material and applying the principles governing selection of core instructional materials described above, with the understanding that any decision to remove a material may not be based on disagreement with the viewpoints expressed.

BC. ~~SELECTION OF~~ SUPPLEMENTARY MATERIALS

Supplementary materials are instructional and learning resources, ~~whether acquired or locally produced,~~ which are selected to complement, ~~or~~ 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, and teacher-selected resources for individual classes or classroom libraries. ~~— Examples of supplementary materials are books, pamphlets, periodicals, newspapers, charts, maps, globes, kits, audiovisual materials, models, slides, transparencies, websites, databases and computer software.~~

The responsibility for the selection of supplemental materials (whether intended for district-wide, school-wide, grade-level-wide, team-wide, or individual classroom use) is delegated to school-based staff in collaboration with Professional Learning Community ("PLC") teams, the school Media Technology Advisory Committee (MTAC), or school leadership. The MTAC

~~I. Objectives for Selection of Supplementary 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 supplementary materials are as follows:~~

- ~~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;~~

- ~~b. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;~~
- ~~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.~~

~~2. Process and Criteria for Selecting Supplementary Materials~~

~~The Board delegates responsibility for the final selection of supplemental learning materials for school use to professionally trained and licensed personnel who know the course of study, the methods of teaching, and the individual differences of the students in the schools for which the materials are provided. Selection will be made primarily at the school level with the involvement of a school media and technology advisory committee. The committee shall be appointed by the principal and chaired by the media coordinator. The committee shall include the instructional technology facilitator, teachers and instructional support personnel representing all subject areas and/or grade levels, community representatives, including parents, and, where feasible, students. Under the leadership of professional media personnel, this group sets priorities for resources to be acquired based on school-wide objectives and on strengths and weaknesses in the existing collection. The committee shall be informed of the budget allocated for purchasing media in order to determine priorities and make the wisest choices possible.~~

Supplemental materials should be reasonably tied to the curriculum and meet the Board's principles set forth above. The principal retains the authority to refer the material to the appropriate selection team for reconsideration.

The selection team for a supplemental instructional resource may, as a group, revisit the selection of a given material at any time to determine whether to retain or remove the material after reviewing the entire material and applying the principles governing selection of supplemental instructional materials described above, with the understanding that any decision to remove a material may not be based on disagreement with the viewpoints expressed.

~~The selection process used by the committee will include: (1) an evaluation of the existing collection; (2) an assessment of the available resource and curriculum~~

~~needs of the school; and (3) consideration of individual teaching and learning styles. In coordinating the selection of resources, the committee 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 to instructional objectives and the curriculum and to the interests of the students;~~
- ~~b. the material's degree of alignment with the school system's curriculum guides and assessment program;~~
- ~~c. the material's reliability, including the extent to which it is accurate, authentic, authoritative, up-to-date, unbiased, comprehensive and well-balanced;~~
- ~~d. the material's technical quality, including the extent to which technical components are relevant to content and consistent with state of the art capabilities;~~
- ~~e. the material's artistic, literary and physical quality and format, including its durability, manageability, clarity, appropriateness, skillfulness, organization and attractiveness;~~
- ~~f. the possible uses of the material, including suitability for individual, small group, large group, introduction, in-depth study, remediation and/or enrichment;~~
- ~~g. the contribution the material will make to the collection's breadth and variety of viewpoints;~~
- ~~h. recommendations of school personnel and students from all relevant departments and grade levels;~~
- ~~i. the reputation and significance of the material's author, producer and publisher; and~~
- ~~j. the price of the material weighed against its value and/or the need for it.~~

~~Curriculum guides in all subject areas will contain recommended supplementary materials consistent with the above selection criteria and with the Common Core State and North Carolina Essential Standards.~~

~~3. Materials Brought in by Teachers~~

~~Classroom teachers shall secure prior review and approval from the principal or designee before using any non-approved materials. Principals shall establish rules concerning what materials may be brought in by teachers without review. Principals are encouraged to involve teachers in establishing these rules.~~

DC. ~~REMOVAL OF OUTDATED SUPPLEMENTARY MATERIALS~~ SCHOOL LIBRARY COLLECTION MATERIALS

~~To ensure that the supplementary media collection remains relevant, the media and technology professionals, assisted by the media and technology advisory committee, shall review materials routinely to determine if any material is obsolete, outdated or irrelevant. 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 regulations that provide additional standards for removing supplementary materials to meet the educational needs of the school system. Requests by parents to remove supplementary media materials due to an objection to the materials will be reviewed pursuant to policy 3210, Parental Inspection of and Objection to Instructional Materials. School library collection material are instructional and learning resources which are selected to complement, enrich or extend the curriculum. Such resources include, for example, library materials, digital resources, and the school system's school library collection.~~

The responsibility for the selection of school library collection materials is delegated to professional school library personnel consistent with the selection principles noted above and in collaboration with the school Media Technology Advisory Committee. Each school library media coordinator shall develop a school collection management plan that outlines library acquisition and removal guidelines. The principal retains the authority to refer the material to the Media Technology Advisory Committee for reconsideration.

To ensure that the school library collection remains relevant, the library and technology professionals, assisted by the Media and Technology Advisory committee, shall review materials routinely to determine if any material is obsolete, outdated, or irrelevant. The school Media and Technology Advisory Committee should remove materials no longer appropriate and replace lost, damaged, and worn materials still of educational value.

In addition, the Media Technology Advisory committee may, as a group, revisit the selection of a given school library media collection material at any time. After reviewing the entire material and applying the principles governing selection of school library media collection materials described above, the MTAC may determine whether to retain or remove the material, with the understanding that any decision to remove a material may not be based on disagreement with the viewpoints expressed.

DE. ACCEPTANCE OF GIFT MATERIALS

~~Supplementary Instructional~~ materials offered as a gift will be reviewed pursuant to the criteria outlined ~~in this policy and any regulations established by the superintendent. Gift material may be accepted or rejected by the Board based upon such criteria:~~ above and in any applicable Board policy.

EF. CHALLENGES TO TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

~~Challenges to textbooks not approved by the State Board of Education or other instructional materials will be addressed pursuant to policy 3210, Parental Inspection of and Objection to Instructional Materials.~~ The Board values parent/guardian feedback and input on the instructional process. Parents/guardians may have concerns about the instructional materials used in the school system. Thus, the Board provides opportunities for parents/guardians to review instructional materials and a process for parents/guardians to use when they object to instructional materials.

Any instructional materials may be removed only for legitimate educational reasons and subject to the limitations of the First Amendment. Requests by parents/guardians of current Cumberland County Schools students to remove core instructional materials, supplemental materials, or school library collection materials due to an objection to the materials will be reviewed 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); *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 Instruction Materials (policy 3210), Technology Responsible Use (policy 3225/4312/7320), School Improvement Plan (policy 3430)

Replaces: IDA (in part) (revised September 12, 1995), IFA (in part) (adopted July 1, 1985), IFAB (in part) (revised December 12, 1995)

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