

SELECTION OF TEXTBOOKS AND SUPPLEMENTARY MATERIALS

Policy Code:

3200

In order to help fulfill the educational goals and objectives of the school system, the board strives to provide textbooks and supplementary materials that will enrich and support the curriculum while improving literacy and technological skills. Materials also should be representative of the rich diversity of our nation and appropriate for the maturity levels and abilities of the students.

A. SELECTION OF TEXTBOOKS

Responsibility for the review and selection of textbooks to be recommended will rest with textbook and/or curriculum committees as appointed by the superintendent or designee. Membership on such committees must include representation for teachers who will use the texts, administrators and other staff members as found desirable. Students and parents may also be asked to serve.

The committee shall review copies of state-approved textbooks and copies of books from other sources. Basic textbooks and textbook programs must be chosen to advance the educational objectives of the school system and particular objectives of the course or program; to contribute toward continuity, integration, and articulation of the curriculum; and to establish a general framework for the particular course or program. The committee shall compile a list of books suitable for adoption and submit this recommendation to the assistant superintendent for curriculum and instruction. The recommendation should identify how the committee has ensured that the curriculum will continue to be aligned with the standard course of study and to meet the educational goals of the board.

The assistant superintendent for curriculum and instruction shall review the committee's recommendation and submit it, along with his or her own opinions regarding the recommendation, to the superintendent.

B. SELECTION OF SUPPLEMENTARY MATERIALS

Supplementary instructional materials are defined as any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Supplementary instructional materials may include, but are not limited to, books, pamphlets, periodicals, newspapers, microforms, charts, maps, globes, flash cards, task cards, games, kits, filmstrips, audio and video recordings, motion pictures, models, slides, transparencies, study prints, duplicating/black-line masters, websites, databases and computer software.

1. 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 materials that will enrich and support the curriculum, taking into consideration the individual needs and varied interests, abilities, socio-economic backgrounds, and maturity levels of the pupils 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 make intelligent judgments;
- d. to provide materials representing various points of view so that students as young citizens may develop, under guidance, the skills of critical thinking and critical analysis;
- e. to provide material 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 the users of the media center.

2. General Process for Selecting Supplementary Materials

The selection of supplemental learning materials for school use will be made primarily at the school level with the involvement of a media and technology advisory committee. The committee, which must be appointed by the principal, must be co-chaired by the school library media coordinator and the technology facilitator and will include media specialists, teachers and instructional support personnel representing various subject areas and grade levels, and parents. Students also should be involved when feasible.

The selection process used by the school media and technology advisory 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) an examination of proposed materials. When examining proposed materials, the committee should consider the following factors:

- a. the material's educational significance and the contribution the subject matter will make to the curriculum and to the interests of the students,

- b. the contribution the material will make to the collection's breadth and variety of viewpoints;
 - c. reviews of the material found in standard selection sources and reputable, unbiased professionally prepared selection aids,
 - d. recommendations of school personnel and students from all relevant departments and grade levels;
 - e. the reputation and significance of the material's author, producer and publisher;
 - f. the material's accuracy, clarity, appropriateness, timeliness, permanence and degree of potential user appeal;
 - g. the material's artistic, literary and physical quality and format; and
 - h. the price of the material weighed against its value and/or the need for it.
3. Materials Brought in by Teachers

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.

4. Electronic Materials

- a. Audio-visual materials considered for use or purchase should also be judged on the basis of professional or industry rating scales, such as the Motion Picture Association of America rating scale. The Motion Picture rating scale should not be the sole basis for selection of videos/DVDs for classroom use but should be used along with the criteria listed above to judge the appropriateness of videos, DVDs and motion pictures for student audiences.
 - (1) A video/DVD with a "G" (General Audience) rating generally is appropriate for all age groups. "G" rated videos contain nothing in theme or language which would be offensive to parents whose younger children view the video. There is no nudity, no depictions of sex or drug use, and no profanity. Violence is minimal.
 - (2) A video/DVD with a "PG" (Parental Guidance Suggested) rating may be inappropriate for students. "PG" rated videos may contain some profanity, violence and brief nudity. There is no depiction of drug use. "PG" rated videos meeting the criteria of this policy may be viewed in any classrooms and media center settings with prior

approval from the principal or assistant principal. If a "PG" rated film is approved for use in an elementary school, the teacher must have previewed the film carefully to eliminate any inappropriate "PG" content. Parents shall be notified at least five days in advance of the use of a PG rated video and shall be given the option to excuse their child from viewing the video. The teacher shall provide appropriate educational activities for those students excused from viewing the video by their parents.

- (3) PG-13- A video/DVD with a "PG-13" (Parents Strongly Cautioned) rating is inappropriate for elementary and middle school students. "PG-13" rated movies may depict drug use, violence, non-sexually oriented nudity, sensuality, and contain one sexually-derived expletive in a non-sexual context.
- i. No "PG-13" rated video or excerpts of a "PG-13" rated video shall be shown in elementary schools.
 - ii. No "PG-13" rated video shall be shown in its entirety in middle schools.
 - iii. Excerpts or portions of "PG-13" rated videos meeting the criteria of this policy may be viewed in middle and high school classrooms and media center settings provided: (1) the teacher has previewed the film carefully to eliminate the "PG-13" content; (2) the principal or assistant principal has approved the use of the excerpts and (3) parents are notified in writing in advance of the use of the video and give their child written permission to view the video. The teacher shall provide appropriate educational activities for those students not permitted by their parents to view the video.
 - iv. A "PG-13" rated video may be shown in its entirety in high school only: (1) if it meets the criteria of this regulation set forth above, (2) it is approved in advance by the principal or an assistant principal, and (3) parents are notified in writing in advance of the use of the video and give their written permission for their child to view the video. The teacher shall provide appropriate educational activities for those students not permitted by their parents to view the video.
- (4) R - A video/DVD with an "R" (Restricted) rating is inappropriate for all students unless prior approval is obtained from the principal and the parents of the students as set forth below. "R" rated videos

contain adult material, such as profanity, extreme violence, nudity within sensual scenes, more than one sexually-derived word as an expletive, one sexually-derived word in a sexual context, or drug abuse.

- i. Classroom appropriate versions of "R" rated videos meeting the criteria of this policy with profane, sexually graphic and/or excessively violent scenes removed may be purchased and/or used when available.
 - ii. Excerpts or portions of "R" rated videos meeting the criteria of this policy may be viewed in high school classrooms and media center settings: (1) if they meet the criteria of this policy set forth above, (2) the teacher has previewed the film clips carefully to eliminate the "PG-13" and "R" rated content as defined herein, (3) their use is approved in advance by the principal or an assistant principal, and (4) parents are notified in writing in advance of the use of the video and give their child written permission to view the video. The teacher shall provide appropriate educational activities for those students not permitted by their parents to view the video.
 - iii. An "R" rated video may not be shown in its entirety in any school.
- (5) No "NC-17" or "X" rated video/DVD may be shown in any school.
- (6) Unrated Videos and DVDs. A principal or assistant principal upon the recommendation of a school's media and technology advisory committee may approve the use of an unrated video/DVD that meets the criteria of this policy if the educational value of the material justifies its use. Procedures similar to those outlined above should be followed in obtaining approval for resources containing profanity, sexually graphic and/or excessively violent material.
- b. Other educational media, such as digital files, music, television programs, etc. considered for use or purchase should also be judged and selected by the above criteria utilizing standard selection tools, review sources, copyright guidelines, and industry ratings to judge the appropriateness and instructional value of the resources. Procedures similar to those outlined above should be followed in obtaining approval for resources containing profanity, sexually graphic and/or excessively violent material.

C. REMOVAL OF OUTDATED SUPPLEMENTARY 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 advisory committee should remove materials no longer appropriate and replace lost and worn materials still of educational value. 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.

D. ACCEPTANCE OF GIFT MATERIALS

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

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-45, -47, -81, -98, -101; *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), School Improvement Plan (policy 3430), Gifts and Bequests (policy 8220)

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