

## Policy Code: 3200 Selection of Instructional and Supplementary Materials

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

Instructional and supplementary 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 categories: textbooks and supplementary materials.~~

### A. Selection of Textbooks Instructional Materials

~~Textbooks~~ Instructional materials are systematically organized materials comprehensive enough to cover the primary objectives outlined in the ~~current statewide instructional standards~~ standard course of study for a grade or course. Formats for ~~textbooks~~ instructional materials may be print, or 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. ~~Technology-based programs may include subscription or web-based materials.~~

1. Current ~~S~~state-approved ~~textbooks~~ instructional materials will be used as a means to help students meet the goals and objectives of the ~~current statewide instructional standards~~ standard course of study, unless the ~~superintendent, or designee, approves alternative materials recommended by the appropriate textbook selection committee~~ state-approved materials are no longer current or the board determines that it is otherwise preferable to use alternative instructional materials. Textbooks will be recommended for selection for district-wide use by a committee chaired by the superintendent, or designee, with input from all affected personnel. The committee should include teachers and other professional staff representing various grade levels. Textbook committee members will ensure that textbooks are aligned with the current statewide instructional standards, support articulation from grade to grade, and meet the educational goals of the board of education.

If state-approved instructional materials are no longer current or if the superintendent or a principal believes it would be preferable to use alternative instructional materials, the superintendent shall convene the central curriculum committee to review and recommend alternative instructional materials to the board. The superintendent shall establish procedures for the selection of instructional materials. Recommended instructional materials at a minimum must align with the standard course of student, be accurate, be grade-appropriate, allow for use by students with disabilities, and be compatible with existing resources.

## 2. Procurement Contracts

All contracts for procurement of instructional materials must include a clause granting the board the license to produce braille, large print, audiocassette tape, and other accessible copies of instructional materials for use in the school system.

## B. Selection of Supplementary Materials

Supplementary materials are ~~instructional and learning resources, which are selected to complement, enrich or extend the curriculum.~~ print or nonprint materials used for instruction in classrooms not encompassed by the definition of instructional materials. Supplementary materials include supplementary textbooks, library books, (see definition of library books in policy 3210, Inspection of and Objection to Instructional and Supplementary Materials), periodicals, and audiovisual materials.

### 1. Objectives for Selection of Supplementary Materials

The procurement of materials must be accomplished in accordance with law. 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 become successful lifelong learners, prepared for 21<sup>st</sup> century global citizenship 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; and
- 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.

## 2. Process and Criteria for Selecting Supplementary Materials

The selection of supplemental instructional materials for school use will be made primarily at the school level with the involvement of an advisory committee. The committee should include media specialists, teachers and instructional support personnel representing various subject areas and grade levels, as well as parents. Principals will be responsible for establishing rules concerning what materials may be brought in by teachers without review. Principals are encouraged to involve teachers in establishing these rules.

### C. Removal of Outdated Supplementary

To ensure that the supplementary media collection remains relevant, the **school** 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 or** worn materials still of educational value.

### 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 and Supplementary Materials**

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

Legal References: [U.S. Const. amend. I](#); [N.C. Const. art. I](#), § 14; [G.S. 115C-45, -47, -81, -85.1, -98, -101](#); [Board of Education v. Pico](#), 457 U.S. 853 (1982), [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 Instruction **and Supplementary** Materials (policy 3210), School Improvement Plan (policy 3430), Gifts and Bequests (policy 8220)

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**Asheboro City Schools**