

Policy Code: 3200 Selection of Instructional Materials

In order to help fulfill the educational goals and objectives of the school system, the Wake 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. 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 three categories: core instructional resources, supplemental materials, and [media 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. Principles Governing Selection of Instructional Materials

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 material 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 breadth 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 equity as outlined in Policy 1150, Equity 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 material's 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.

B. Core Instructional Resources

Core instructional resources deliver, support, enrich, and assist in implementing the school system's educational program. Core instructional resources are systematically 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 office staff under the direction of the superintendent.

In the absence of central office 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.

C. Supplemental Materials

Supplemental materials are instructional and learning resources which are selected to complement, enrich, or extend the curriculum. Such resources include, for example, specialized materials selected to meet diverse needs or rapidly changing circumstances, classroom collections, and teacher-selected resources for individual classes or classroom libraries.

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 PLC teams, the school Media Technology Advisory Committee (MTAC), or school leadership. Supplemental materials should be directly tied to the respective 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.

D. School Library Collection Materials

School library collection materials 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.

E. Acceptance of Gift Materials

Instructional materials offered as a gift will be reviewed pursuant to the criteria outlined above and in any applicable Board policy.

F. Challenges to Instructional Materials

WCPSS values parent/guardian feedback and input on the instructional process. Parents/guardians may have concerns about 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 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-45, -47, -81, -98, -101](#); [Board of Education v. Pico](#), 457 U.S. 853 (1982); *The Library Bill of Rights*, The American Library Association (1996)

Adopted: May 2, 2017

Revised: