

SELECTION AND USE OF INSTRUCTIONAL RESOURCES

In order to help fulfill the educational goals and objectives of the school district, the Board strives to provide textbooks and other instructional resources which will enrich and support the curriculum and the teaching and learning in our district. Instructional resources include a wide range of both print and non-print formats: textbooks, supplementary materials, videos or other multimedia, software, web sites, library books, periodicals, film, speakers, and donated or personal materials. Instructional resources must be representative of the rich diversity of our nation and appropriate for the maturity levels and abilities of the students. Instructional resources will promote inquiry, creativity, life-long learning and other twenty-first century teaching and learning skills as determined by the State Board of Education.

I. Responsibility For Selecting Instructional Resources

In accordance with General Statute 115C-98 (b), the Board of Education hereby delegates the responsibility for coordinating the selection of instructional resources and making recommendations for the acquisition of instructional resources to the media, curriculum, and technology professionals of the School District. Each school and the District shall establish a Media and Technology Advisory Committee (MTAC).

A. Selection of Textbooks

State-approved textbooks will be considered for adoption each year. However, alternative textbooks and other instructional resources may be purchased with state textbook funds following careful review by the school and district-level committees in consultation with appropriate district-level curriculum supervisors. All textbooks recommended for purchase must be aligned with the North Carolina Standard Course of Study, be articulated from grade to grade, meet the educational goals of the Board. State textbook funds shall be used to provide textbooks for students with disabilities to the extent as is provided to non-disabled students.

B. Selection of Supplementary Instructional Resources

The selection and review of supplemental instructional resources will be made primarily at the school level. Each school's MTAC, under the leadership of professional media and technology personnel and with guidance from district curriculum supervisors, will set priorities for supplementary print and non-print instructional resources to be acquired for their school based on school-wide objectives and on strengths and weaknesses in the existing media collection. Other supplementary instructional resources shall be selected and acquired by the principal in consultation with the School Planning and Management Team and the appropriate grade-level or department representatives. Funds used for supplementary instructional resources for students with disabilities to the same extent as is provided to non-disabled students. All software, hardware, or network device selections are subject to approval of the district technology supervisor based on criteria designed to maintain the integrity and security of the network and to uphold the safety of users.

II. Objectives for Selecting Instructional Resources

The primary objective of instructional resources is to enrich and support the instructional program of the school. Each school's collection of instructional resources should include a wide range of print, non-print, and technology resources on varying levels of difficulty, with a diversity of appeal compatible with the different needs, interests, and viewpoints of students and teachers.

To this end, the Asheville City Board of Education, in keeping with the ideas expressed in the *Library Bill of Rights*, asserts that the responsibility of the media program is:

1. To provide resources that will enrich and support the curriculum, taking into consideration the varied interests, abilities, socio-economic backgrounds, learning styles, and developmental levels of the students served;
2. To provide resources that stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
3. To provide a background of information enabling students to comprehend their role as citizens in society and to make intelligent judgments in their daily lives;
4. To provide resources on opposing sides of controversial issues so that students may develop, under guidance, the practice of critical thinking and of critical analysis of all media;
5. 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
6. To place principle above personal opinion and reason above prejudice in selecting resources of the highest quality.

III. Criteria for Selecting Instructional Resources

Individual teaching and learning styles, the curriculum, and the existing resources should be given consideration in determining the resource needs in each school. The selection process used should 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 using relevant criteria such as authority, potential use, price, reputation of publisher, readability and timeliness. In addition, resources considered for acquisition should be judged on the basis of the following criteria as appropriate:

Instructional Design

User-friendly, relevant to curriculum objectives, promotes range of cognitive skills, motivating, well-organized, appropriate

Reliability

Accurate, authentic, current, authoritative treatment: Clear, skillful, well-organized, unbiased, comprehensive, well-balanced

Quality

Relevant to content, sound and visuals consistent with state-of-the-art capabilities, durable, manageable, artistic merit, attractive

Possible Uses

Individual, small group, large group, introduction, in-depth study, remediation, enrichment

Instructional Support

Supplementary resources, assessment tools

Advertising/Commercialism/Sponsored Content

Non-intrusive, unbiased, not detract from credibility of educational content, no promotion or endorsement of specific commercial brand-name products

IV. Removal of Outdated Instructional Resources

To ensure that the supplementary media collection remains relevant, the media coordinator will routinely review materials to determine if any material is obsolete, outdated or irrelevant. To insure textbook resources remain relevant, the principal in consultation with SPMT, will routinely review materials to determine if any material is obsolete, outdated or irrelevant. The Superintendent may establish regulations that provide additional standards for removing instructional resources to meet the educational needs of the school district.

V. Acceptance of Gift Materials

Supplementary instructional resources offered as a gift will be reviewed pursuant to the criteria outlined in this Policy, Board Policy 8220, Gifts and Bequests, and any regulations established by the Superintendent. Gift resources may be accepted or rejected by the Board based on such criteria.

VI. Use of Irregular Media

It is the responsibility of each school principal to approve the use of instructional materials that are not a part of the school collection. Occasionally there may be a justifiable instructional need to use media or materials not in a media or school collection mainly because of recent publication. To use a television broadcast, electronic media, book, or other instructional resource not in a school collection, a teacher must submit a REQUEST FOR USE OF IRREGULAR MEDIA form to the principal and receive approval prior to instructional use. This form is attached to the procedures following this policy.

VII. Challenges

The school MTAC is the first level of response to any challenge of instructional resources within the school collection. Challenges or objections to instructional resources will be reviewed pursuant to policy 3210, Inspection and Objection to Instructional Materials. The Board of Education, however, has the final authority and discretion to determine whether a challenge has merit and whether challenged material should be retained or removed.

Administrative procedures for implementing this policy will be developed and administered by the Superintendent.

Legal Reference: U.S. Const. amend. I; N.C. Const. art. I, § 14; G.S. 115C-45, -47, -81, -98, -101, -102; *Impact: Guidelines for North Carolina Media and Technology Programs*, N.C. DPI (2005), <http://www.ncwiseowl.org/zones/mediatech/impact/IMPACT.pdf>; *The Library Bill of Rights*, The American Library Association (1996), <http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm>

Cross References: Goals and Objectives of the Educational Program (policy 3000), Inspection and Objection to Instruction Materials (policy 3210), School Improvement Plan (policy 3430), Gifts and Bequests (policy 8220)

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