

The Catamount School Policy 3200

SELECTION OF INSTRUCTIONAL MATERIALS

Policy Code:

3200

In order to help fulfill its educational goals and objectives, The Catamount School (TCS) 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 maturity levels and abilities of the students and address a spectrum of evidence-based learning techniques.

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 are divided into three categories: core instructional resources, supplemental materials, and digital media collection materials. The school will work to foster open and effective communication with parents and/or guardians regarding the selection of instructional materials.

A. TCS CURRICULUM COMMITTEE

The responsibility for the selection of core instructional resources, supplemental materials, and digital media materials is delegated to the TCS Curriculum Committee and facilitated by the principal in consultation with the superintendent (i.e., Chancellor's designee).

The TCS Curriculum Committee will review all materials in accordance with this policy, and shall be composed of the following members:

1. Principal
2. Two Core Content Teachers
3. One College of Education and Allied Professions Faculty Member
4. One Additional School Representative

The TCS Curriculum Committee will:

- examine the item and the objection(s);
- survey reviews of the item in professional reviewing sources;
- determine the extent to which the item supports the curriculum;
- weigh the merits against the alleged weaknesses, considering the whole item instead of isolated passages or excerpts; and
- discuss the item and prepare a written report of the findings and decisions of the committee.

B. CORE INSTRUCTIONAL RESOURCES

Core instructional resources deliver, support, enrich, and assist in implementing the school'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.

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

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. Teachers may use additional supplemental materials provided the materials are directly tied to the respective curriculum and meet the principles set forth below, with the understanding that the TCS Curriculum Committee and principal retain the authority to alter or amend a teacher's selection or selection process.

D. DIGITAL MEDIA MATERIALS

Digital media 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's media collection. TCS students do have access to the Curriculum Materials Center in the Hunter Library at Western Carolina University. Professional library staff, in consultation with education faculty, select materials, texts, and resources for the Center.

E. PRINCIPLES GOVERNING SELECTION OF CORE INSTRUCTIONAL RESOURCES, SUPPLEMENTAL MATERIALS, AND DIGITAL MEDIA MATERIALS

The following principles will be used to govern selection of core instructional materials, digital media resources, and supplemental materials:

1. the material's overall purpose, educational significance and direct relationship to instructional objectives and the NC Standard Course of Study;
2. the material's reliability, including the extent to which it is accurate, authentic, engaging, relevant, comprehensive and evidence-based;
3. the materials should represent various points of view and perspectives so that students may develop, under guidance, the skills of critical thinking and critical analysis;
4. the material's technical quality, including the extent to which technical components are relevant to content and consistent with state-of-the-art capabilities;
5. the material's artistic, literary and physical quality and format, including its durability, manageability, clarity, appropriateness, skillfulness, organization and attractiveness;
6. the possible uses of the material, including suitability for individual, small group, large group, introduction, in-depth study, remediation, intervention, and/or enrichment;
7. the contribution the material will make to the collection's breadth and variety of viewpoints;
8. the recommendations of school teachers, staff, and students;

9. the reputation and significance of the material’s author, producer, and publisher;
10. the price of the material weighed against its value and/or the need;
11. the material’s provision of thoughtful supports and scaffolds to support all students in accessing the North Carolina standards; and
12. the supports provide for effective and sustainable implementation.

F. REMOVAL OF OUTDATED CORE INSTRUCTIONAL RESOURCES, DIGITAL MEDIA, AND SUPPLEMENTAL MATERIALS

To ensure that resources and materials remain relevant, the TCS Curriculum Committee, assisted by other professionals and the principal, shall routinely review materials to determine if any may be considered obsolete, outdated, or irrelevant. TCS content teachers and staff 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 (i.e., Chancellor’s Designee) may establish regulations that provide additional standards for removing resources materials to meet the educational needs of the school.

Requests by parents to remove materials due to an objection will be reviewed pursuant to Policy 3210: Parental Inspection of and Objection to Instructional Materials.

G. ACCEPTANCE OF GIFT MATERIALS

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

H. CHALLENGES TO 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 art. 8pt. 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: Parental Inspection of and Objection to Instructional Materials (Policy 3210)

Adopted: 10/2/2023