



DIGITAL TEACHING AND LEARNING

Iredell-Statesville Schools

Media Center Process For Book Approvals and Reconsiderations

The purpose of this manual is to provide consistent and logical practices and procedures for Iredell-Statesville School Media Centers in order to provide better service and greater accessibility to our clientele.

All policies contained in this manual shall be consistent with the general policies of the Iredell-Statesville School District. In addition, this manual reflects current acceptable district media practices. Any changes in district policy that affect this manual shall be considered definitive.



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In the Iredell Statesville Media Centers, our students' First Amendment right to read and receive information is upheld to the best of the media coordinator's ability and in accordance with district guidelines. Students are therefore free to access all resources located in the media center. The only people allowed to restrict the content our students' read are their parents/guardians. We encourage you to be aware of what your students are checking out from the school media center and monitor according to your own personal guidelines. Iredell-Statesville Schools is in partnership with the Iredell County Public Library and students may check out resources and have them delivered to them at our school. Again, we encourage your engagement with your student to know what they are reading. If you wish to opt-out of having your student checking out certain book titles please contact your school media coordinator to make arrangements.



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1. MEDIA & TECHNOLOGY ADVISORY COMMITTEE

Each school should have a Media & Technology Advisory Committee. The Media & Technology Advisory Committee is appointed by the principal and chaired by the media coordinator. This committee includes the principal or his/her designee, teachers representing each subject area of grade level, one or more students (if maturity level is appropriate), and one or more community representatives. This committee should consist of no less than 7 members and always keep to an odd number. Under the leadership of professional media personnel, this group sets priorities for resources to be acquired based on school wide goals, objectives and on the strengths and weaknesses in the existing collection. It is also the first level of response to any challenge of resources.

An effective school level student-centered media and technology program is based on careful planning by the Media & Technology Advisory Committee. However, schools may elect to have the School Improvement Team fill this role. Regardless of the school level committee, membership should include both the school library media coordinator and a diverse membership of school based personnel who can provide various points of view.

1.1A Advisory Committee Membership Recommendations

- Principal or assigned building level administrator
- School library media coordinator
- Representative from each grade level or department
- Representative from special areas
- Parent/community representative
- Student representative (at the middle and high school levels)

1.1B Advisory Committee Responsibilities

- Professional personnel shall evaluate available (print and digital) resources, assess curricular media center program needs, consider networking arrangements, and consult reputable, professionally prepared selection aids and other appropriate sources. The actual resource shall be examined whenever possible.
- Seek input from teachers and students.
- When selecting resources, the professionals involved shall adhere to the objectives and criteria established School Board Policy 3200.
- Participate in the decision-making and other work of the committee.
- Support the decisions and actions of the committee.



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1.1C Library Media Coordinator Responsibilities

Standard IV. School library media coordinators demonstrate knowledge of learners and learning and promote effective instructional practices. Element C. School library media coordinators promote reading as a foundational skill for learning.

- As the leading expert of the media center collection and in alignment with professional standards, the media coordinator's opinion of selected items for consideration are based on a detailed understanding of both the learners' academic needs and personal reading interests.
- Attend grade level or departmental meetings to become knowledgeable about the school curriculum and instructional initiatives.
- Keep up-to-date on available resources, equipment and trends. Selection is an on-going process. It includes adding new resources to support the curriculum and users' needs, the removal of resources no longer appropriate, and the replacement of lost and worn resources still of educational value.
- Plan and prepare for committee meetings and provide agendas.
- Provide the committee with procedures, their responsibilities, and relevant resources and information for consideration or discussion of book approval based on current standard selection tools that improve the existing media center collection.
- Follow through on any recommendations, directives, or decisions reached by the committee.
- Provide leadership in implementing and adapting plans and monitor planning processes and and documenting results.

1.1D Book Approval Process for Media Centers

- Media Coordinator creates a spreadsheet of title recommendations and/or needs for the media center collection. These recommendations may be, but not limited to, curriculum support, student/teacher interest, current reading trends, gaps in the collection based on a titlewave analysis, state/national award winning titles, introduction of a new author, genre interests, etc.
- The MTAC reviews the title recommendations using the district's selection and objective criteria along with the media center's criteria for book selection. A majority vote of the selected titles will be forwarded to the District Media Coordinator who will keep an approved database of recommendations.
 - Documentation will include, but not limited to in spreadsheet format, a list of proposed titles, with author, publication date, resources used in evaluation, names of committee members, comments by committee members, links to reviewing



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sources, references to specific district selection/objective criteria, and/or media center criteria, etc.

- ALA Book Selection Criteria Recommendation
- Media Coordinators do not have to complete the book approval process for books that are currently held in another district library, replaces/continues a title in a series held in the collection, Battle of the Books, the replacement of damaged/missing titles.

1.1E Process and Criteria for Selecting Media Collection Materials

Media collection materials are not only resources which are selected to complement, enrich or extend the curriculum, but a source of individual reading preferences available at the individual's freedom of choice and selection. Such resources include, for example, public library materials, digital resources, and the school system's media collection.

The responsibility for the selection of media collection materials is delegated to professional media personnel under the direction of the principal.

The following principles, in addition to, those used to evaluate supplemental materials will be used to govern selection of media collection materials:

- Enrich and support the curriculum taking into consideration the varied interests, abilities, and maturity levels of the students served;
- Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
- To provide a background of information to enable students to make intelligent judgments and to sharpen their critical evaluation skills;
- To provide pro and con materials on issues so that young citizens may develop the practice of critical analysis of all media;
- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality to assure a comprehensive collection appropriate for the users;
- Promote reading for enjoyment;
- Provide a background of information that will motivate students and staff to examine their own attitudes and behavior, to comprehend their responsibilities, rights, and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives;
- Are appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected;



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- Present more than one point of view, but not necessarily all sides of issues (e.g., political, economic, religious, social, minority, and sexual) so that students may have an opportunity to develop, under guidance, the practice of critical analysis and make informed judgments in their daily lives;
- Explain or describe the many religious, ethnic, and cultural groups and their contributions to our American heritage and the world economy; and
- Meet high standards of quality in presentation, physical format, educational significance, readability, interest appeal, authenticity, artistic quality, literary style and factual content.

2. INSTRUCTIONAL/SUPPLEMENTAL RESOURCES

In order to help fulfill the educational goals and objectives of the school system, the board 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 and appropriate for the maturity levels and abilities of the students.

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 two categories: textbooks and supplementary materials.

2.1A Objectives for the Selection of Supplementary Materials - Policy 3200

A. SELECTION OF TEXTBOOKS

Textbooks are systematically organized materials comprehensive enough to cover the primary objectives outlined in the current statewide instructional standards for a grade or course. Formats for textbooks may be print, 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.

State-approved textbooks will be used as the primary means to help students meet the goals and objectives of the current statewide instructional standards, unless the board approves alternative materials. The central curriculum committee or a school through its school improvement plan may submit a request for the use of alternative textbooks. The request should identify how the committee or school has ensured that the curriculum will continue to be aligned with the current statewide instructional standards and to meet the educational goals of the board.



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B. SELECTION OF SUPPLEMENTARY MATERIALS

Supplementary 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, library materials, digital resources, the school system's media collection, classroom collections and teacher-selected resources for individual classes.

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 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 comprehend their role as citizens in society 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;*
- 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; 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 all users.*

2.1B. Process and Criteria for Selecting Supplementary Materials - Policy 3200

The responsibility for the selection of supplementary materials is delegated to the professional staff under the direction of the superintendent and will be made primarily at the school level with the involvement of a school media and technology advisory committee. The committee shall be



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appointed by the principal and will include teachers and instructional support personnel representing various subject areas and grade levels, parents, and, if on-staff in the school, the library media coordinator and the technology facilitator. Students also should be involved when feasible.

The selection process used by the 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) consideration of individual teaching and learning styles. In coordinating the selection of resources, the committee should use reputable, unbiased selection tools prepared by professional educators and should arrange, when possible, for firsthand examination of resources to be purchased. When examining proposed materials, the committee should consider the following factors:

- a. the material's overall purpose, educational significance and direct relationship to instructional objectives and the curriculum and to the interests of the students;*
- b. the material's reliability, including the extent to which it is accurate, authentic, authoritative, up-to-date, unbiased, comprehensive and well-balanced;*
- c. the material's technical quality, including the extent to which technical components are relevant to content and consistent with state-of-the-art capabilities;*
- d. the material's artistic, literary and physical quality and format, including its durability, manageability, clarity, appropriateness, skillfulness, organization and attractiveness;*
- e. the possible uses of the material, including suitability for individual, small group, large group, introduction, in-depth study, remediation and/or enrichment;*
- f. the contribution the material will make to the collection's breadth and variety of viewpoints;*
- g. recommendations of school personnel and students from all relevant departments and grade levels;*
- h. the reputation and significance of the material's author, producer and publisher; and*
- i. the price of the material weighed against its value and/or the need for it.*

A. Further Recommendations

- a. Teachers who select and use instructional/supplemental materials shall also adhere to the objectives and criteria stated in this policy. Teachers should complete the required Review of Literary Works as Classroom Required Reading.



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b. When teachers assign a book set whether to a small group or an entire class, they are required to notify parents of the assignment either by a syllabus that is provided to students and parents at the start of the semester or by a letter that is sent home prior to the start of the assigned reading related to the book. The syllabus or letter home will advise parents of their ability to request an alternative assignment.

2.1C *Materials Brought in by Teachers*

A. Policy 3200 - 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.

2.1D *Removal of Outdated Supplementary Materials - Policy 3200*

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 and technology advisory committee 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](#).

A. WEEDING GUIDELINES

- Books and materials to be discarded may be identified throughout the year. Here are some of the conditions for consideration of removal:
 - Discolored, brittle, mutilated, scratched, warped, torn, or extensively damaged
 - Old appearance that would discourage use
 - Print too small for general use or age-level; Poor quality illustrations
 - Obsolete – areas to watch closely are science, technology, medicine, health, geography, travel and transportation.
 - Content false or inaccurate
 - Unnecessary titles in little-used subject areas (keep basic titles)
 - Does not reflect changes in curriculum and/or age group; served
 - Inappropriate interest or reading level for the school
 - Uninteresting to current users (no circulation within the last 4 years)
 - Age of item is more than 20 years (exceptions - classics, rare books, Iredell County area and state materials, school related publications)



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➤ Policy for weeded books and materials

- Adhere to [Policy 6560 Disposal of Surplus Property](#)
- Offer books/materials to staff/students
- Helpful [weeding guide](#)
- [Contact a 3rd party vendor who purchases discarded book/materials](#)
- If it is determined that the books/materials are of no educational use or if the books/materials are beyond repair, place the materials in waste container

The superintendent may establish regulations that provide additional standards for removing supplementary materials to meet the educational needs of the school system ([Policy 3200-R](#)). 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.

2.1E Acceptance of Gift Materials - Policy 3200

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.

3. CHALLENGES TO TEXTBOOKS AND OTHER INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Basic and supplemental textbooks, library materials, and any other type of print or non-print media used in the classroom and/or library to complement the instructional program are considered instructional/supplemental materials.

Instructional/supplemental materials shall be chosen for values of interest and educational enlightenment of all students in the community. Materials shall not be excluded because of the race, nationality, political, or religious views of the author, producer, composer, etc., or because of its style.

Every effort will be made to provide materials that present all points of view concerning the problems and issues of our times, international, national, and local, and materials of sound authority shall not be prescribed or removed from library shelves or classrooms because of doctrinal approval or disapproval.

3.1A Responsibility for Selection of Instructional Materials

Although the Iredell-Statesville Board of Education is legally responsible for the operation of the schools, the responsibility for the initial selection of instructional materials is delegated to the school's Media and Technology Advisory Committee as herein created. It shall be the responsibility



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of the principal of each school to form an Media & Technology Advisory Committee (MTAC) for the school. Said MTAC shall consist of teachers, librarians, counselors, other professionals, parent/community representation, and student (middle/high) representation. Neither a parent representative nor any immediate relative (spouse/parent or child) of the parent representative shall be an employee of the Iredell-Statesville Board of Education.

3.1B Criteria for the Selection of Instructional/Supplemental Materials

The Media Technology and Advisory Committee will analyze printed and non-printed materials and evaluate them critically using the objectives listed in Section 2 Instructional/Supplemental Resources and the following additional criteria:

- Appropriateness and authenticity of materials
- Relevance to curriculum
- Student needs and interests
- Relevance to today's world
- Representing differing points of view on controversial subjects
- Providing a stimulus to creativity
- Representing differing points of view on controversial subjects
- Reputation and significance of the author/producer/composer, etc.
- Reflecting the problems, aspirations, attitudes, and ideals of a society

3.1C Challenged Materials

Statement of principles on reconsideration of instructional materials.

- A. Despite the quality of the selection process, objections to instructional materials may be made. The Iredell-Statesville Board of Education supports principles of intellectual freedom inherent in the First Amendment to the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association and Students' Right to Read of the National Council of Teachers of English.
- B. No parent or group of parents has the right to object to the instructional materials for students other than their own children. The board does, however, recognize the right of an individual parent (or a person legally serving in loco parentis) to request that his child not have to use specific material, provided that a written notice is given to the principal on the approved form which may be secured from the school.
- C. Censorship of materials shall be challenged in order to maintain the school's responsibility to provide information and educational enlightenment.



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3.1D Parental Inspection Of and Objection To Instructional Materials - Policy 3210

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. If a parent makes an objection to material in a school's media collection and the final decision is to retain the material in the media collection, the material will not be subject to another parental objection for at least five (5) years.

In policy [3200](#), Selection of Instructional Materials, the board establishes a process for the selection of instructional materials to meet State Board of Education requirements and the educational goals of the board. That process provides an opportunity for parental input in the selection of materials.

The board recognizes that despite the opportunity to participate in the selection of materials, parents still may have concerns about instructional materials used in the school system. Thus, to further involve parents in the education of their children, the board also provides opportunities for parents to review instructional materials and a process for parents to use when they object to instructional materials.

A. PARENTAL RIGHT TO INSPECT MATERIALS

Parents have a right under federal law to inspect all instructional materials which will be used in connection with any survey, analysis or evaluation as part of any applicable federally funded programs. Parents ordinarily also may review all other instructional materials following procedures provided by the school or superintendent. The term "instructional materials" does not include academic tests or assessments. Some materials available through the Internet and used in individual classes to provide up-to-date information or information on current events may not be available for review; however, all materials used in reproductive health and safety education shall be available for review as provided in policy [3540](#), Comprehensive Health Education Program.

B. PARENTAL OBJECTION TO MATERIALS

Parents may submit an objection in writing ([a reconsideration request](#)) to the principal regarding the use of particular instructional materials. The principal will call on the Media & Technology Advisory Committee to review the objection. While input from the community may be sought, the board believes professional educators are in the best position to



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determine whether a particular instructional material is appropriate for the age and maturity of the students and for the subject matter being taught.

If the principal or the committee determines that any material violates constitutional or other legal rights of the parent or student, the principal or the committee shall either remove the material from instructional use or accommodate the particular student and parent. Before any material is removed, the principal or the committee shall ensure that the curriculum is still aligned with current statewide instructional standards and articulated from grade to grade. If an objection made by a parent or student is not based upon constitutional or legal rights, the principal or the committee may accommodate the objection after considering the effect on the curriculum; any burden on the school, teacher or other students that the accommodation would create; and any other relevant factors. Books and other instructional materials may be removed from the school media collection only for legitimate educational reasons and subject to the limitations of the First Amendment.

The decision of the committee or principal may be appealed to the superintendent. The decision of the superintendent may be appealed to the board.

The superintendent shall develop the necessary administrative procedures to implement this policy.

3.1E Parental Procedure for Filing a Book Reconsideration

- A. If the complaint cannot be resolved informally among parent, principal, and teacher, the following formal steps will be taken:
 - The principal provides the parent with the “Request for Reconsideration” form. The parent has 2 weeks (school days) to complete and return the form. If the form is not received then the issue is closed.
 - The parent submits a formal reconsideration complaint to the principal ([FORM](#)) who confirms receipt of the completed document.
 - The principal contacts the District Media Coordinator who sets up a meeting with the school’s Media & Technology Advisory Committee (MTAC) to facilitate the process within 5 days of receiving the form.
 - The District Media Coordinator has 35 school days to obtain copies of the title in question, distribute them to the committee, read and discuss the parent’s concerns before providing a recommendation which is documented on [Material Reconsideration Committee Report](#).
 - The principal will notify the parent in writing of the MTAC’s decision.
 - The principal will (in keeping with the principle “innocent until proven guilty”) keep challenged material in use during the review period and no material shall be withdrawn or



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made unavailable to students whose parents do not object as a result of any such request unless:

- The Media and Technology Advisory Committee finds the material obscene for people of the age of the students in the school. (Obscenity should be defined by the Supreme Court of the United States and the finding of obscenity should require a finding that the material lacks serious literary, artistic, political, or scientific value.)
 - The principal determines that the material is likely to cause disruption of the educational process, and alternative means of avoiding a disruption would not be effective.
- If the parent is not satisfied with the decision of the school based Media & Technology Advisory Committee, he/she may appeal in writing to the District Media & Technology Advisory Committee within 7 school days of receiving the written decision by the principal.
- The District Media & Technology Advisory Committee has 20 school days to read and discuss to make an informed decision regarding the complaint. The committee will inform the parent in writing of their decision.
- If the parent is not satisfied with the decision of the District Media & Technology Committee he/she may appeal in writing (within 7 school days) to the superintendent who will place the matter on the agenda of the next meeting of the Iredell-Statesville Board of Education.
- If the challenge concerns material used in an elementary or middle school, the Board chairman will, at that meeting, form a committee of Board members which will review the challenged material and the recommendations of the DMTAC, and within 35 days, make a recommendation to the full Iredell-Statesville Board of Educational in official session whereupon the Board will determine whether to continue using the challenged material or not.
 - If the challenge concerns material used in a high school. The Board of Education will, at that meeting, appoint an ad hoc Review Committee of not fewer than five members. Said Review Committee shall consist of the principal and the department head in which the challenged material is used and other district professionals. Neither a parent representative nor any immediate relative (spouse, parent or child) of the parent representative shall be an employee of the Iredell-Statesville Board of Education. The school principal will chair this committee.
 - The Review Committee within 35 days after its appointment will take the following steps:



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- Reads the material in its entirety;
 - Checks general acceptance of the material by reading reviews and consulting recommended lists;
 - Records and considers any statement or explanation made by or requested of the parent, the school level MTAC, and the district level MTAC;
 - Determines the extent to which the material supports the curriculum and/or media center collection;
 - Judges the material for its strength and value as a whole and not in part.
 - The Review Committee will make a written recommendation to the Board of Education, including materials deemed appropriate and including any minority report.
 - The Iredell-Statesville Board of Education will review the report of the Review Committee in official session and will determine whether to continue the use of the challenged material or not.
 - The superintendent will notify the parent in writing of the decision of the Review Committee
- The District Media Coordinator will maintain a record of all challenges, documentation and decisions.
- If the decision is made to retain the challenged material, the material will not be subject to further review for a period of at least 5 years.

RESOURCES:

NCDPI Resources for Reconsideration	Library Bill of Rights
Policy Code 3200	NCSLMA Position
Policy Code 3210	Schools and Minor's Rights
Policy Code 3200-R - adopted March 2022	