

SELECTION OF INSTRUCTIONAL AND SUPPLEMENTARY MATERIALS

Policy: 3200

The Board of Education recognizes the importance of using a variety of instructional [and supplementary](#) materials to meet the instructional needs of students. Since the Board is a policy-making body, it delegates to professional personnel of the district the authority for the selection of instructional and ~~media center~~ [supplementary](#) materials in accordance with this policy.

1. Definitions

[Instructional materials](#) are systematically organized materials comprehensive enough to cover the primary objectives outlined in the standard course of study for a grade or course. [Formats for instructional materials may be print, or non-print, including hardbound books, softbound books, activity-oriented programs, classroom kits, and digital resources that require the use of electronic equipment to be used in the learning process.](#)

[Library books](#) are electronic, print and non-print resources, excluding instructional materials, [held in a formal school library media center or in a classroom for independent use by students and school personnel outside of the standard course of study for any grade or course.](#)

[Supplementary materials](#) are print or nonprint materials used for instruction in classrooms not included in the definition of instructional materials, [including supplementary textbooks, library books, periodicals, and audiovisual materials that have been selected by a teacher for use in the classroom.](#)

2. Selection of Instructional Materials

Materials for school classrooms will be selected by the District in consultation with the administration, faculty, students and the community. Final decision on purchase will rest with the Superintendent or designee.

The following principles will be used to govern selection of instructional materials:

- the material's overall purpose, educational significance and direct relationship to instructional objectives and the curriculum;
- the material's reliability, including the extent to which it is engaging, culturally relevant, comprehensive, and evidence-based;
- the material's [content](#) on controversial subjects should represent various points of view so that students may develop the skills of critical thinking and analysis;
- the material's thoughtful supports and scaffolds to support all students in accessing the North Carolina standards;
- the supports provided for effective and sustainable implementation.

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The above principles will serve as a guide in the selection of all instructional materials.

Criteria for Selection of Instructional Materials

Instructional materials selected must meet the following standards:

- Align to the NC State Standard [Course of Study](#)s
- Meet the [wide variety of](#) ~~diverse~~ needs of the GCS student population

[Supplementary materials and library books](#) Materials for school [library](#) media centers [and classroom libraries](#) will be selected by the appropriate professional personnel.

3. Inspection of Instructional and Supplementary Materials

The Board supports a parent's right to view ~~educational~~ [instructional and supplementary](#) materials used in their students' classrooms ~~and to challenge educational materials selected by the staff for use in their students' classrooms.~~ The Superintendent is directed to create procedures ~~affording to~~ [afford](#) parents and guardians the right to review ~~educational~~ [instructional and supplementary](#) materials selected to be used with their students.

4. Objection to Instructional and Supplementary Materials

~~and to challenge materials recommended by the staff for use in their students' classrooms.~~

Any request by a student's parent that the student be prohibited from borrowing certain library books will automatically be granted. The request must be made in writing ~~to the principal or designee~~ and identify by title the library book(s) that the student may not borrow. [The Superintendent will issue administrative regulations outlining the process.](#) ~~For purposes of this policy, library books are defined as all materials, other than instructional and supplementary materials, that are available in the school library, school media center or a classroom, for independent use by students and school personnel outside of course instruction.~~

[The Board also directs the Superintendent to create procedures for a community media advisory committee charged with investigating and evaluating objections to instructional and supplementary materials in accordance with state statute. The Guilford County Board of Education, at all times, has sole authority and discretion to review appeals of the recommendations of the committee. The decision of the board is not appealable.](#)

Legal References: [U.S. Const. amend.](#); [N.C. Const. art. I](#), § 14; [G.S. 115C art. 8](#) pt. 1; [115C-45](#), -[47](#), -[85.1](#), -[98](#), -[101](#); [Board of Education v. Pico](#), 457 U.S. 853 (1982); State Board of Education

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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: Parental Involvement & Empowerment (policy 1310/4002), School Improvement Teams (policy 3430)

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Revised: March 9, 2004; April 26, 2018; May 10, 2022 (recodified from policy IFA); January 13, 2026; [\[date\]](#)