

ADMINISTRATIVE PROCEDURES

IFAB

INSTRUCTIONAL PROGRAM SUPPLEMENTAL MATERIALS

AUGUST 2014
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Supplementary materials include any instructional resources (print, digital, visual, or oral) that have not been formally approved through the district's textbook adoption process. The Board grants teacher's professional decision-making to select these materials to enrich the core curriculum, provided they are reviewed and vetted according to the following guidelines.

I. Criteria for Selection

Teachers must preview all supplementary materials in their entirety before classroom use. Materials should not have been previously rejected for the LMC. Selection should be based on the following standards:

General Standards:

Does the material support District curriculum and learning objectives?

Is the content developmentally and age-appropriate?

Does the resource possess high literary, informational, or aesthetic value?

Does the material represent multiple viewpoints, when appropriate?

Have local community values and sensitivities been considered?

Specific Non-Fiction Content: Must be high quality, accurate, well-organized, and clear in its point of view.

Specific Fiction Content: Must be age appropriate, demonstrate strong craft, meaningful themes, and high-quality illustrations (if applicable).

Library Media Center (LMC): Classroom teachers should consult with the Media Specialist to see if a title is in the LMC collection. Note: LMC approval does not automatically constitute approval for whole-class instruction.

II. Building-Level Review Process

The principal is responsible for ensuring a consistent review of supplemental materials process within the building. The appropriate curriculum coordinator or department chair should be included in the review of purchased materials.

Standard Materials: For routine items (articles, short videos, etc.), the teacher's professional review is sufficient.

Purchased Materials: Materials purchased with building funds require a review prior to purchase.

III. Potentially Sensitive Materials at High School: Resources containing profanity, violence, or sexual incidents are considered potentially sensitive. The use of potentially sensitive materials requires teachers to:

Have a peer review from a second teacher. They must review the material and provide a joint written evaluation.

The written evaluation is sent to the department chair, and the principal or curriculum coordinator.

The principal and/or the coordinator must review the materials for its instructional value vs its potential to be sensitive in nature. They provide written approval to their director before the material is used.

IV. Parent Communication and Rights

Transparency is essential when using materials that may be considered controversial or sensitive. Teachers must communicate with parents several days before the material is introduced. The communication should include:

Title, author, and format of the material.

The instructional rationale for its use.

An option for parents to request an alternative assignment.

If a parent objects to a specific resource, the teacher should always listen to the parents' concerns respectfully. The teacher should explain the instructional purpose of the material and provide a reasonable alternative assignment of equal academic rigor if the objection remains. If an agreement cannot be reached, the principal will mediate.

V. Film, Video, and Digital Media

To comply with Copyright Law and Fair Use guidelines, the following rules apply when showing , movies, films, videos, or clips to students as a part of supplementary curriculum. There must be an educational purpose, and it should be an integral part of a learning activity; it should not be used for entertainment or rewards. Age level ratings should be followed:

R or NC-17 movies may never be shown at any level, in their entirety or via clips.

PG-13 movies may be shown in high school, but parents must be notified in advance with an opt-out option provided at middle school and upper elementary.

PG movies may be shown at middle and high school. At elementary school they require principal approval and, depending on content, parent notification.

~~Teachers should read/view/listen to and examine supplementary materials before using them for instructional purposes.—Supplementary materials include all materials that have not been approved through the District textbook adoption process.—~~

GUIDELINES

~~Teachers may select supplementary materials of an oral, written, or visual nature to be used in their classes.~~

~~The District expects that teachers will choose supplementary materials with care and professional discretion.—Teachers should read, view, and examine all supplementary materials.~~

~~The process and criteria for selection detailed below are designed to assist teachers in securing the best and most appropriate supplementary materials for their students.~~

GENERAL CRITERIA FOR SELECTION

~~Teachers should consider the criteria below when selecting supplementary materials of an oral, written, and/or visual nature.~~

- ~~• Does the material have instructional relevance and support the District's core curriculum?~~
- ~~• Is the material developmentally appropriate and engaging?~~
- ~~• Does the material have literary, informational, and/or aesthetic value?~~
- ~~• Does the material represent multiple viewpoints when appropriate?~~
- ~~• Have local community values been considered?~~
- ~~• The materials should not have been previously rejected for the LMC collection. Teachers should consult with the school media specialist or call the office of the coordinator of library media services to determine the approval status of a title.~~

~~***Materials approved for the LMC collection do not automatically qualify for use in the classroom.—***~~

ADDITIONAL CRITERIA FOR NON-FICTION

- ~~• Is the writing of high quality, e.g., well organized, concise, and written at an appropriate grade level?~~
- ~~• Are the illustrations of high quality and do they represent an engaging and thoughtful addition to the written content?~~
- ~~• Does the content reflect accuracy in the subject area?~~
- ~~• Is the point of view discernible?~~

ADDITIONAL CRITERIA FOR FICTION

- ~~• Is the subject matter of the book appropriate for the age and development needs of the intended audience?~~
- ~~• Is the writing of fictional material of high quality and is it written with meaningful thematic content, and a command of writer's craft?~~
- ~~• Are the illustrations of high quality and do they represent an engaging and thoughtful addition to the written content?~~

BUILDING LEVEL REVIEW

General requirements:

- Principals will insure that a building level review process for supplementary materials purchased with building allocated funds includes teacher review prior to purchase and/or use with students. The process should involve curriculum representatives or department chairs and may include written evaluations.
- The criteria listed above should be applied in a thorough examination of any material considered for supplementary use.
- Supplementary materials such as newspaper, magazine, and Internet articles that are not purchased with building level funds should also be reviewed by the teacher before using them in the classroom.
- All materials of a potentially controversial or sensitive nature require additional steps including a written evaluation before use in the classroom.

The perception of what is controversial or sensitive is generally a matter of individual teacher judgment. The presence of profanity, violence, and/or sexual incidents does not automatically remove a work from consideration; however, materials with these elements should be considered potentially controversial or sensitive.

BUILDING LEVEL REVIEW AND WRITTEN EVALUATION FOR POTENTIALLY CONTROVERSIAL OR SENSITIVE MATERIAL

A written evaluation to be completed by the teacher wishing to use the material in the classroom is submitted to the appropriate curriculum representative/department chair and the principal.

- The appropriate curriculum representative/department chair will facilitate a review and discussion of the material by at least one other teacher. The discussion should determine the instructional value based on the selection criteria and its potential to be controversial or sensitive in nature. All teachers participating in the review should contribute to the completion of a second evaluation that reflects their collective views. The second evaluation is submitted to the principal. The department chair or curriculum representative should keep a file of completed evaluations.
- The principal has two options:
 - Option 1—approve use of the material in the classroom. The principal may choose to ask the teacher to write a parent letter. See parent letter suggestions on this page.
 - Option 2—disapprove use of the material in the classroom.

PARENT LETTER FOR MATERIAL JUDGED POTENTIALLY SENSITIVE OR CONTROVERSIAL

Suggestions for parent letter:

- Give the title, author, and format (e.g., book, film, video) of the material.
- State the rationale for selecting the material.
- Send several days before the material is introduced to the students.
- Ask the parents to determine their child's participation in reading, viewing, and/or listening to the work and sign accordingly.

WHEN A PARENT OBJECTS

At any time when a parent registers an objection to material approved for classroom use, the teacher will listen to the complaint respecting the person's right to his/her opinion. The teacher will explain the reasons for selecting the material and offer reasonable accommodations for the student if the parent still objects to its use for his/her child. If the teacher and parent cannot come to agreement on the accommodations, the principal becomes involved.

FILM AND VIDEO

Film and video format materials will be shown in the classroom in accordance with the following guidelines:

- Always preview a film/video before using it in the classroom even if it is owned by the District or the school.
- Under no circumstances can an "R" or "NC-17" rated film/video be shown in its entirety or clips from film/video with these ratings be shown.
- Use a film/video when it is the most effective method for presenting or summarizing a topic.
- To meet the copyright law and the fair use guidelines, use a film/video only as an integral part of a learning activity. It is illegal to use a film/video for entertainment or rewards in school if it was not purchased with public performance rights. Titles rented or purchased from video stores and most film/videos purchased with District or school funds do not include public performance rights. Therefore, they can only be used in a classroom setting where face-to-face teaching related to the program occurs.
- The principal must approve the use of a film/video.
- Under no circumstances can a "PG-13" rated film/video be shown to elementary students (K-6). If shown at a middle school level, parents must be notified in advance of film/video title and rating with the option to remove their child from viewing and an alternative assignment provided.