

Provo City School District
Policy Series 4000: Curriculum, Instruction, Assessment

4020 P2

Supplementary Materials

1. Supplementary materials are resources used to enhance, support, and enrich both the [primary curriculum](#) and courses with no district-adopted curriculum, and must be shared with building principals prior to use.
 - a. Supplementary materials include reading materials, handouts, videos, digital materials, online applications, live presentations, and websites.
2. The process by which supplementary materials are selected will be included in a teacher's disclosure statement.
3. For materials/content that might be deemed controversial in nature, teachers must notify parents prior to instruction. Teachers might also consider seeking input from the assistant principal to ensure appropriateness and sensitivity in handling such content.
4. When selecting supplementary materials for classroom use, a teacher should consider the following:
 - a. **Supplemental Nature:** Confirm that the materials truly supplement rather than replace the primary curriculum, when available, providing additional value without overshadowing the main content.
 - b. **Alignment with Standards:** Ensure the materials align with district and state educational standards and objectives.
 - c. **Educational Value:** Ensure the materials enhance and support the core curriculum, providing additional depth and understanding to the subject matter.
 - d. **Accuracy and Reliability:** Ensure the information is accurate, factual, and from reputable sources.
 - e. **Age Appropriateness:** Verify that the content is suitable for the students' age and maturity levels.
 - f. **Relevance:** Check that the materials are relevant to the current curriculum and learning objectives.
 - g. **Diversity and Inclusion:** Select materials that reflect diverse perspectives, cultures, and backgrounds to promote inclusivity and broaden students' understanding.
 - h. **Engagement:** Choose materials that are engaging and capable of capturing students' interest, encouraging active participation and learning.
 - i. **Support for Differentiated Learning:** Consider materials that can cater to different learning styles and abilities, offering various levels of complexity and types of activities.
 - j. **Parental and Community Sensitivity:** Be mindful of the community values and parental expectations when selecting material.
 - k. **Accessibility:** Verify that the materials are accessible to all students, including ML

students and students with disabilities, ensuring they comply with accessibility standards.

- l. **Policy Compliance:** Ensure the materials comply with school and district policies regarding content, appropriateness, and use.
 - i. In accordance with Utah Code 53-10-103, the titles indicated below have been determined to contain Objective Sensitive Materials and have met the statewide threshold of removal from 3 districts OR 2 districts and 3 charters and must be removed from all schools.
 1. [List of titles to be removed from Utah public schools](#)
5. When selecting time-sensitive supplementary materials, such as current events, breaking news articles, and other timely content, a teacher should additionally consider the following:
 - a. **Sensitivity and Impact:** Assess how the topic might affect students emotionally and whether it could potentially lead to discomfort or distress.
 - b. **Diverse Perspectives:** Present the event from multiple viewpoints to encourage balanced discussion and avoid bias.
 - c. **Cultural and Community Sensitivity:** Consider the cultural, social, and community context of the students to ensure the topic is handled respectfully.
 - d. **Support Materials:** Provide appropriate resources and context to help students understand the complexity of the issue and engage in informed discussion.
 - e. **Facilitation Strategies:** Plan how to guide the discussion to ensure it remains respectful and constructive, and prepare for possible disagreements.
 - f. **Parental and Administrative Feedback:** Be aware of school policies and seek feedback from parents or administrators if necessary, especially for highly sensitive topics.
 - g. **Legal and Ethical Considerations:** Ensure the discussion complies with school policies and legal requirements regarding sensitive topics and student privacy.
6. School administration will train teachers on procedures for the selection and approval of supplementary materials and may establish a procedure for teachers to submit and share these materials with school administration to ensure appropriateness and alignment with educational standards.