



Learning Resource Selection

Board Received: January 25, 2016

Review Date: February 2020

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Program enhances curriculum.
 - Materials ‘Trillium List’ approved
 - Resources meet criteria of the Board.

Procedures:

1. Definitions
 - a) For the purposes of these procedures, the term "learning resources" refers to any print or non-print material other than textbooks, whether purchased, borrowed, locally produced or downloaded, with instructional content or function that is used for formal or informal teaching and/or learning purposes.
 - b) For the purposes of these procedures, the term textbook refers to those documents that have been listed on the Ministry of Education 's *Trillium List*. *The Trillium List* has established criteria for selection of materials suitable for classroom use. Any item not referred to on the Ministry's *Trillium List* is subject to the principles laid out in this policy for determining suitability as a Learning Resource. Whenever new classroom materials or textbooks are purchased schools must look first to the *Trillium List* for already approved materials.
2. Principles for Selection of Learning Resources

The Grand Erie District School Board affirms that it is the responsibility of its professional staff to:

 - Select resources that will support and enrich the curriculum. Such resources shall: stimulate intellectual growth, including a critical appreciation for literary, aesthetic, philosophic and community values, and take into consideration the wide range of interests, abilities and maturity levels of students;
 - Select a variety of resources in a variety of formats so that students will have the opportunity to develop, with their teachers' guidance, the practice of critical analysis and the ability to make informed judgements in their daily lives;
 - Select resources that contribute to the students' growing understanding and appreciation of their culture and other cultures so that they can live compassionately with all people in our society;

- Provide resources that contribute to the students' understanding and appreciation for media, help develop critical analysis and viewing skills, and provide the opportunity to make informed judgements about media.

While initial resource selection falls within the scope of these procedures, the transitory nature of these resources requires caution. Resources are a dynamic form of information. A resource may be recommended for use, but responsibility for continual monitoring for suitability rests with the teacher.

While the primary focus of these procedures is on learning resources rather than on human resources, it is recognized that many people are brought into our schools to enrich the teaching and learning experiences of students. This practice is encouraged and the general principles for selection which follow can be used to determine the appropriateness of the many outside human resources available to supplement the programs of the schools.

3. Responsibility for Selection of Learning Resources

- a) Responsibility for selection of learning resources shall reside with the professional staff employed by the Grand Erie District School Board.
- b) The responsibility for coordinating the selection of school learning resources and making the recommendation for purchase rests with the school's principal and professional staff.

4. Criteria for Selection of Learning Resources

- a) In selecting learning resources, teachers and principals will determine curriculum needs and evaluate the learning resources available and the quality of existing resources to meet those needs. In this process of evaluation, teachers will make a professional judgement of the actual resources and it is recommended that they consult with program support staff to support their evaluations.
- b) Selection is a continuous process which should include the maintenance of resources which are still suitable and the removal of resources which are no longer appropriate.
- c) Learning resources shall support and be consistent with the educational goals of the Ministry of Education and the Board. They should reflect the stated needs aims and objectives of individual school improvement plans and the outcomes for specific courses and programs for which they are being considered.
- d) The criteria outlined below apply to all learning resources. Although not ALL learning resources will meet ALL of the criteria listed below, it is expected that staff members will exercise their professional expertise, judgement, and sensitivity to apply the criteria when choosing resources (see appendix A for details)
 1. Appropriateness to Program
 2. Suitability for Students
 3. Equity and Inclusiveness
 4. Canadian Content and Publication
 5. Quality of Visual and Physical Format
 6. Cost and Durability

5. Procedure for Challenge of Learning Resources

In the event that a parent or other petitioner wishes to challenge the appropriateness of a particular resource:

- a) The teacher and/or principal should explain to the petitioner the board's selection procedure, the reasons the resource is included, and how the resource is intended to be used.
- b) The teacher and/or principal and petitioner will determine whether an alternate selection can be substituted to suit this student's needs.
- c) If the petitioner is not satisfied, the principal will request that the concern be expressed in writing using the Request for Formal Reconsideration of a Learning Resource form (Appendix B). This form will be returned to the administrator for discussion.
- d) If, after meeting with the principal to discuss the request, the petitioner is not satisfied,

the principal will request that the petitioner sign page one and complete page two of the Request for Formal Reconsideration of a Learning Resource form. The administrator will then consult with the Family of School Superintendent.

If a resolution cannot be achieved through Family of School Superintendent consultation, the issue will be referred to a Learning Resource Review Committee which will be chaired by the appropriate Superintendent with program responsibilities. The committee chair will bring together a team consisting of a Principal Leader and Teacher Consultant. The committee chair will consult with Education Officers or Student Achievement Officers from the Ministry of Education, as necessary. The Review Committee will endeavor to meet in a timely fashion and will share their decision with the Family of Schools Superintendent and the Principal involved. The Family of Schools Superintendent will share the decision with the parent.

Criteria for Assessing Learning Resources

GENERAL CRITERIA

The criteria outlined below apply to all learning resources. Although not ALL learning resources will meet ALL of the criteria listed below, it is expected that staff members will exercise their professional expertise, judgement, and sensitivity to apply the criteria when choosing resources.

1. Appropriateness to Program
2. Suitability for Students
3. Equity and Inclusiveness
4. Canadian Content and Publication
5. Quality of Visual and Physical Format
6. Cost and Durability

SPECIFIC CRITERIA

The criteria listed below expand on the six general criteria above by highlighting key points to be considered in such areas as gender; race, religion, and culture; values; and Canadian content. The use of these specific criteria reflects Policy SO14 Equity and Inclusive Education.

1. Appropriateness to Program
 - Does the material support the curriculum as outlined in Ministry, Board, and school documents?
 - Does the material support specific kinds of programs or modifications, e.g., Special Education, ESL/ELD (English as a Second Language/English Literacy Development), enrichment, remediation, upgrading?
 - Is the material appropriate for the grade?
2. Suitability for Students
 - Will the resource enrich the learning experiences of students?
 - Will the resource sustain the interest of students?
 - Will the resource be appropriate to the maturity and experience of students?
 - Will the resource be relevant and reflective of students' lives?
 - Will the resource be appropriate for learning styles and skills of the intended audience?
3. Equity and Inclusiveness

Recognizing that bias exists in all learning materials:

 - Are people of a variety of races, religions, genders, sexual orientations, classes, abilities, and age represented?
 - Are aboriginal peoples and a range of their issues and experiences represented?
 - Does the material depict individuals and groups in a range of social, economic, and political environments?
 - Does the resource address issues from a variety of perspectives?
 - Can the examples of stereotyping and discrimination (including language, visuals, omissions, or distorted perspectives) be used by the teacher for anti-discriminatory educational purposes?
 - If the material contains controversial issues, can they be addressed in ways that are educationally appropriate to students and programs respecting culture, religion and community of origin?

4. Canadian Content
 - Does the material present a broadly-based perspective of Canada within a global framework?
 - Does the material present aboriginal Canadians in contemporary contexts where appropriate?
 - Does the material present Canada and its people within a multicultural context?
 - Is the material written or edited by a Canadian author?
 - Is the material edited, printed, or bound in Canada?

5. Quality of Visual and Physical Format
 - Is the material well-organized and presented clearly and logically?
 - Is the format of illustrations, graphics, pictures, photographs, and artwork of a high quality?

6. Cost and Durability
 - Is the cost of the material justified for its use?
 - Is the resource durable?



Appendix B

REQUEST FOR FORMAL RECONSIDERATION OF A LEARNING RESOURCE

Title of Learning Resource: _____

Producer (if applicable): _____

Author (if applicable): _____

Distributor (if applicable): _____

Publisher (if applicable): _____

Grade/Course: _____

Request Initiated by: _____ Telephone: _____

Home School: _____ Date: _____



Are you raising the concern as an individual or as a group member? Individual Group
Please identify group.

Have you completely viewed or read the material? Yes No

Is the material compulsory for the child? Yes No Not Sure

What specifically is the cause for concern? _____

What parts of the material are acceptable to you? _____

What would be a satisfactory solution? Why?

If a resolution is not achieved following a meeting with the Principal, please sign the bottom of this form, complete page two, and return it to the Principal who will forward it to the Family of Schools Superintendent.

Petitioner Signature: _____ Date: _____

I acknowledge receipt of this concern.

Principal Signature: _____ Date: _____

Date and Time Met with Principal: _____

Describe the outcome of your conference with the Principal and your concern: _____
