

Title	SELECTION OF SUPPLEMENTARY LEARNING RESOURCES	Procedure No.	5006 a
Department	PROGRAM SERVICES		
Reference(s)	- Policy: Selection of Supplementary Learning Resources - <i>Education Act</i> - <i>Regulation 298</i> - Ministry of Education, <u>"Guidelines for Approval of Textbooks, May 2002"</u> - Ministry of Education memo, <u>"Implementation of the Guidelines for Approval of Textbooks and the Trillium List, September 2003"</u>	Effective Date	2005 April 26

1.0**Definitions**

- 1.1 *Supplementary resource* is defined as a resource that supports only a limited number of curriculum expectations, or the curriculum expectations in a single strand, outlined in the curriculum policy document for a specific subject or course. Such a resource may be intended for use by an entire class or group of students. Examples are readers, novels, spelling programs, dictionaries, atlases, and computer software and instructional guides. (*Guidelines for Approval of Textbooks, Ministry of Education, 2002*)
- 1.2 For the purposes of these procedures, the term supplementary learning resources refers to any print, non-print or material other than textbooks, whether purchased, borrowed, locally produced or down-loaded, with instructional content or function that is used for formal or informal teaching and/or learning purposes.
- 1.3 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 rests with the teacher.
- 1.4 While the primary focus of these procedures is on supplementary 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 of selection which follow can be used to determine the appropriateness of the many outside human resources available to supplement the programs of the schools.

2.0**Principles of Selection of Supplementary Learning Resources**

The Thames Valley District School Board affirms that it is the responsibility of its professional staff:

- 2.1 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;

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- 2.2 to 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;
- 2.3 to 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;
- 2.4 to 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.

3.0 Responsibility for Selection of Supplementary Learning Resources

- 3.1 It is the responsibility of the principal to be knowledgeable about material and human resources and to ensure their selection in consultation with the professional staff employed by the Thames Valley District School Board.
- 3.2 The Board recognizes the value of, and need for, interaction with the educational community, including administrators, teachers, learning supervisors, learning coordinators, writing teams, psychologists and other staff members in selecting system learning resources.
- 3.3 The selection process may involve students and community persons, where deemed appropriate.
- 3.4 The responsibility for coordinating the selection of supplementary learning resources and making the recommendation for purchase rests with the school's principal and professional staff.

4.0 Criteria for Selection of Supplementary Learning Resources

- 4.1 In selecting supplementary learning resources, teachers and principals will determine curriculum needs and evaluate the supplementary 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 may consult reputable sources or periodicals to support their evaluations.
- 4.2 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.
- 4.3 Supplementary learning resources shall support and be consistent with the general educational goals of the Ministry of Education and the Board. They should reflect the stated aims and objectives of individual schools and support the curriculum expectations for specific courses and programs for which they are being considered.
- 4.4 Supplementary learning resources shall be considered as a whole by weighing their overall merits and demerits; thus, they shall be selected for their strengths rather than rejected for their weaknesses.
- 4.5 The criteria outlined below apply to all supplementary learning resources. Although not all supplementary 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)

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

5.0 Procedures for Reconsideration of Supplementary Learning Resources
5.1 Guiding Principles for the Reconsideration of Supplementary Learning Resources

- 5.1.1 The expression of concern about supplementary learning resources is a fundamental right of students, staff and the parents/guardians of students in the TVDSB system.
- 5.1.2 Any student (age 18), parent/guardian, staff member, or member of a school council in the TVDSB system (hereafter referred to as Petitioner) may raise an objection to supplementary learning resources currently being used in an educational program.
- 5.1.3 If a Petitioner has a concern with a supplementary learning resource, the principal and/or the teacher will meet with the petitioner to review the nature of the concern and the specific supplementary learning resource being questioned in order to resolve the issue informally.
- 5.1.4 Although it is the supplementary learning resource(s) which is challenged, the principles of freedom to learn and intellectual freedom must be defended.
- 5.1.5 A student or parent/guardian of a student does not have the right to determine what learning resources are used by other students; however, a student or parent/guardian of a student objecting to an approved learning resource on gender, moral or religious grounds shall have a substitute resource provided by the school, where such a resource is available.
- 5.1.6 If the issue cannot be resolved informally, or with a substitute learning resource, a "Request for Formal Reconsideration of a Supplementary Learning Resource" (Appendix B) may be filed.

5.2 Request for Formal Reconsideration of A Supplementary Learning Resource

- 5.2.1 Each school will keep on hand and make available "Request for Formal Reconsideration of a Supplementary Learning Resource" forms. (See Appendix B). All formal objections must be filed using these forms.
- 5.2.2 The "Request for Formal Reconsideration of a Supplementary Learning Resource" form shall be completed and signed by the Petitioner. The principal or designate shall forward the completed Request to the Superintendent of Education, with copies to the Executive Superintendent of Program Services, and the teacher.
- 5.2.3 Upon receipt of a "Request for Formal Reconsideration of a Supplementary Learning Resource" the Superintendent of Education shall review the request and direct the principal to convene an In-School Review Committee. **Normally, the review process will take three weeks from the time the principal receives notification from the Superintendent until the committee reports its recommendation(s).**

5.3

The In-School Review Committee

5.3.1 Upon notification from the Superintendent of Education, the principal shall form and chair an In-School Review Committee. The composition of the Review Committee shall be as follows:

- one member of the school teaching staff;
- one teacher from another school chosen by the Superintendent of Education;
- one Program Services Learning Supervisor selected by the Executive Superintendent of Program Services;
- one student selected by the students' council executive in consultation with the staff advisor and the Superintendent of Education; and
- one community person determined in consultation with the school council chair.

5.3.2 The In-School Review Committee may consult the Board's support staff and/or community persons with related professional knowledge.

5.4

Resolution

5.4.1 The In-School Review Committee shall:

- familiarize itself with the selection criteria for supplementary learning resources;
- review the resource in question;
- determine professional acceptance by reading critical reviews of the resource (where available);
- form opinions based on the material as a whole rather than on passages or sections taken out of context;
- discuss the challenged resource in the context of the educational program;
- meet with the Petitioner if elaboration or further information is required; and
- prepare a report which must include a recommendation(s) regarding the questioned resource. One copy shall be submitted, within seven days following the review, to the Superintendent of Education.

5.4.2 The Superintendent of Education shall discuss the recommendation(s) with the Petitioner.

5.4.3 The Petitioner shall have the right to appeal any decision of the In-School Review Committee to the Director of Education, or designate.

5.4.4 Should the issue not be resolved, it may be referred to the Board for final resolution.

*Portions of this document were included with permission from the Grand Erie District School Board.

Criteria for Assessing Supplementary Learning Resources

GENERAL CRITERIA

The criteria outlined below apply to all supplementary learning resources. Although not ALL supplementary 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. Nature and Degree of Bias
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 used in such areas as gender; race, religion, and culture; values; and Canadian content. The use of these specific criteria reflects the policies of the Board pertaining to equity in the curriculum and anti-discriminatory 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, 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 student's lives?
- Will the resource be appropriate for learning styles and skills of the intended audience?

3. Nature and Degree of Bias

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?

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?

REQUEST FOR FORMAL RECONSIDERATION OF A SUPPLEMENTARY LEARNING RESOURCE

Title of Supplementary
Learning Resource:

Producer (if applicable):

Author (if applicable):

Distributor (if applicable):

Publisher (if applicable):

Request Initiated By:

Telephone:

Home School:

Date:

The Petitioner who is initiating this request is asked to complete the following section in order to assist in the review of the supplementary learning resource(s) and to identify an alternative resource(s) that may be appropriate.

1. What specifically is the cause for concern with respect to the supplementary learning resource?.

2. Did you read/view, examine the entire resource? ☐ yes ☐ no
If no, what sections did you examine?

3. Are there any parts of the material that are acceptable to you?

4. What would be a satisfactory solution? Why?

5. Please write any further comments on the back of this form.

6 Original forwarded to Superintendent of Education by:

Petitioner's Signature

School

Date

Principal's Signature

School

Date

Copies to: Petitioner, Executive Superintendent of Program Services, Principal, Teacher.