

Administrative Procedure 251

SELECTION OF LEARNING RESOURCES

Background

The District recognizes that a variety of learning resources are required to address diversity in the classroom. Students learn best when they are actively involved in their own learning, and when the instructional program is adapted to their individual needs, learning styles and interests.

Definitions

Learning Resources means information which is represented, accessible, or stored in a variety of media and formats, which assists student learning as defined by the learning outcomes of the provincial curriculum.

Provincially Recommended Learning Resources are print and non-print materials that have been selected, reviewed and approved by B.C. educators in collaboration with the B.C. Ministry of Education according to a defined set of criteria. They are typically materials suitable for student use but may also include information primarily intended for teacher use.

Educational Resource Acquisition Consortium (ERAC) is an association of B.C. public school districts overseen by an Executive Committee and working together on software, video and learning resource acquisition and evaluation. All ERAC evaluated resources are considered to be Board authorized resources.

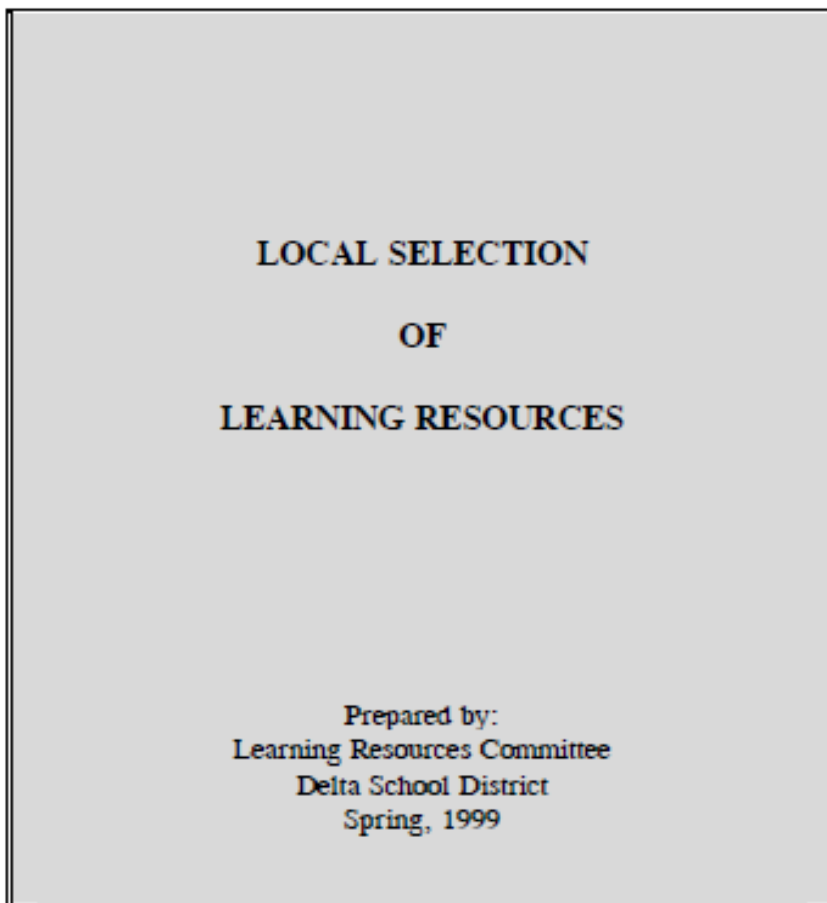
Procedures

1. Responsibility of District and School Staff in the Selection of Learning Resources
 - 1.1 The responsibility for the selection of learning resources rests with the Superintendent or designate, and other professional staff employed by the District.
 - 1.2 The Superintendent or designate, and principals/vice-principals are responsible for ensuring this selection process is known and applied.
2. Criteria for the Selection of Learning Resources
 - 2.1 Learning resources will support the provincially prescribed curricula and be consistent with guidelines and criteria established by the Ministry of Education, and outlined in the document: Evaluating, Selecting and Managing Learning Resources: A Guide (2002).
 - 2.2 Learning resources will be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of the students for whom the materials are selected.

- 2.3 Biased or slanted learning resources may be provided to meet specific intended learning outcomes (for example, to recognize propaganda and its purpose in a given context or to balance an argument).
 - 2.4 The selection of learning resources on controversial issues will be directed towards maintaining a balanced collection representing various views so that students may have an opportunity to develop, under guidance, the practice of critical analysis and making informed judgment in their daily lives.
 - 2.5 Donated materials will be judged by the same criteria as new resources.
 - 2.6 Selection is an ongoing process that includes the culling of materials that are no longer appropriate to curricular needs.
3. Request for District Recommendation of a Resource
- 3.1 The Assistant Superintendent will consider and review requests for resource recommendations.
4. Request for Reconsideration of a Recommendation of a Resource
- 4.1 The Request for Reconsideration of a Recommendation of a Resource form (Form 251-1) is to be used by any individual or group that wishes to challenge a resource authorized or recommended by the Ministry of Education, by the District, or by a Principal.
 - 4.2 The Principal receiving a request regarding a learning resource shall try to resolve the issue informally.
 - 4.3 If the issue cannot be resolved, the Principal shall provide a copy of the Request for Reconsideration of a Recommendation of a Resource form (Form 251-1) to the person(s) making a formal request and assist in completing the form if necessary.
 - 4.3.1 If the applicant wishes to have a series of titles reconsidered, a separate application form must be completed for each item.
 - 4.3.2 A completed form is to be returned to the Principal who will forward it to the Superintendent.
 - 4.4 Where a formal written request has been filed the Superintendent will convene a review committee comprised of the Superintendent or designate, an administrator, a teacher, a member of a Parent Advisory Council, a trustee and a student where appropriate.
 - 4.5 The Superintendent or designate shall chair the committee.
 - 4.6 The committee shall refer to Ministry guidelines, ERAC recommended resource lists, District Electronic Information Systems Acceptable Use Guidelines, and any other related policies or procedures to make its decision.
 - 4.7 Written confirmation of the decision will be provided to the District's Appeal Committee, the Principal and the applicant.
 - 4.8 The determination of the committee shall be final except for the right to request an appeal to the Board through the District's Appeal Bylaw.

Reference: Sections 7, 8, 11, 17, 20, 22, 65, 85 School Act
Evaluating, Selecting, and Managing Learning Resources: A Guide (2002)

Administrative Procedure 251 – Appendix



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SECTION I: UNDERLYING PRINCIPLES IN THE USE OF LEARNING RESOURCES IN DELTA:

- A. Learning Resources will be selected according to criteria as outlined in Section IV, and will:
- enrich and support the curriculum;
 - support differing interests, abilities and learning styles, thereby providing appropriate resources for the age, emotional development and social development of the students for whom the resources are selected;
 - present a balanced view on controversial issues, ensuring that students have access to a variety of viewpoints.
- B. Learning Resources will be selected according to their strengths, rather than rejected for their weaknesses.
- C. Learning Resources will be selected based on input from knowledgeable people in the school, district and community as well as through reviews from recognized sources (such as American Library Association and the Booklist); however, selection is ultimately the responsibility of professional personnel in the school and the district.
- D. Donated materials will be selected or rejected according to the same criteria that applies to purchased materials.
- E. Recommendations of District and school-based selection committees will determine decisions regarding learning resources. However, resources based in the school's library will be selected by the Teacher-Librarian, in consultation with the staff. This is to recognize the expertise of Teacher-Librarians in selecting materials without the necessity of using the Criteria for Learning Resources form. It is noted that, while some of these materials are chosen for children's leisure reading, many of the Library materials are used in the classroom in cooperatively-planned units.

SECTION II: B.C. MINISTRY OF EDUCATION'S DEFINITION OF LEARNING RESOURCES: (from: Learning Resources Funding: A Summary for School Districts '95/96)

Information, represented or stored in a variety of media and formats, which assists student learning as defined by provincial or local curricula.

Learning resources should be selected to support all learners and a wide range of learning styles. Districts may wish to ensure that the local acquisition of learning resources includes provincially Recommended or locally evaluated titles from several of the following formats:

- | | |
|-----------------------|---|
| Software: | e.g. computer assisted instruction (CAI), computer assisted learning (CAL), integrated systems (ILS), computer managed learning (CML) systems, computer based learning (CBL), productivity software, and others. |
| Video: | Including quick time, compressed video, and traditional formats (VHS). |
| Optical Formats: | e.g. CD-ROM, CD-Interactive, Laser Discs, DVD, |
| Audio: | Audio tapes |
| Information Services: | e.g. network services such as the Community Learning Network available through the Technology and Distance Education Branch, school technology and information services, news, information, videoconferencing services, or other on-line services (Compuserve, Southam News, Infoglobe and many others). <i>None of these services should include costs for staffing.</i> |
| Print: | including dictionaries, tradebooks, anthologies, atlases, traditional textbooks and others; |
| Manipulatives: | usually associated with mathematics, but also applicable to concepts and skills such as colour and classification. |
| Technology: | An amount up to 20% of the annual allocation and trust funds (one time only access to trust fund) may be used for the acquisition of computer and other technology hardware for use in education programs. <ul style="list-style-type: none"> • Acquisitions should be made to support an established district or school technology plan. • Hardware purchased with learning resources funding must be designated for classroom/instructional use/provision of library services and should enhance student access to a range of learning resources. • Funding can be used to support/extend activities being undertaken through Skills Now projects. |

Local Resource Selection Activities

To support district and/or school planned activities designed to facilitate the evaluation and selection of Recommended or locally approved learning resources, an amount up to 5% of the annual Learning Resource allocation may be expended.

- Funding shall not be used for permanent staff salaries.
- Funding shall not be used for capital expenditures.

SECTION III: CATEGORIES OF LEARNING RESOURCES: 1998 Ministry Guidelines:**STATUS OF LEARNING RESOURCES**

Learning resources for use in British Columbia schools will fall into one of three categories:

Provincially Recommended

Materials evaluated through the provincial evaluation process, approved through Minister's Order, and purchased using targeted learning resource funds. These resources are listed in the print and CD-ROM versions of the Catalogue of Learning Resources.

Provincially Authorized Materials

Materials selected prior to 1989 by curriculum committees and purchased through the Credit Allocation Plan. These resources are listed in the print and CD-ROM versions of the Catalogue of Learning Resources.

Locally Evaluated Materials

Materials evaluated through local (district/school) evaluation processes and approved for use according to district policy.

All learning resources used in schools must either have Recommended or Authorized designation or be approved through district evaluation and approval policies.

SECTION IV: LOCAL SELECTION OF LEARNING RESOURCES

... selection policies should consider the provincial criteria ... and provide for some process of identification of material which is equitable and defensible ... there is the option to develop materials at the local level to support provincial or locally developed curricula.

*from Selection and Challenge
of Learning Resources,
Learning Resources Branch,
Ministry of Education*

As directed by the Ministry of Education, the following form provides a framework to use in the selection of Learning Resources at the school or district level. This refers to section 182 (2) (e) of the School Act (attached).

Completed copies of these forms may be kept on file at Delta Media Library, and will be available as references for schools contemplating the purchase of particular titles.

DELTA SCHOOL DISTRICT

CRITERIA FOR LEARNING RESOURCES

This form may be used by schools or teachers to inform their selection of resources, and by the District Standing Committee when responding to challenges.

Learning Resource: Title: _____
 Author: _____
 Publisher: _____
 I.S.B.N.: _____
 Format (print, software, etc.) _____
 Recommended status (Min. of Ed.) Yes _____ No _____

Delta School District has established criteria for the Selection of Learning Resources. These criteria are based on those used at the Provincial level to evaluate Learning Resources.

Please evaluate the Learning Resource under consideration according to the following criteria:

- | | | | |
|---|-------|------|-------|
| 1. The Learning Resource is current, accurate and relevant to Provincial curricula and program design. | O Yes | O No | O N/A |
| 2. The Learning Resource is appropriate in terms of content, form, methodology and context of usage (quality of the writing and illustrations, authority, timeliness etc.). | O Yes | O No | O N/A |
| 3. The Learning Resource is fair, objective, free from literal and implicit assumptions leading to gender bias, propaganda, discrimination and stereotyping, except in cases of historical or classic writings (eg. Tom Sawyer, William Shakespeare). If the material does not meet these criteria, its inclusion for purposes of balance or example should be noted. | O Yes | O No | O N/A |
| 4. The Learning Resource promotes, if applicable, a recognition of the multicultural context of British Columbia. | O Yes | O No | O N/A |
| 5. The Learning Resource is interesting, well-organized, of good quality and easily used in the intended setting and with the intended audience. | O Yes | O No | O N/A |
| 6. The Learning Resource is System International (S.I.) metric as appropriate. | O Yes | O No | O N/A |
| 7. The Learning Resource should be, as fully as possible, of Canadian authorship and publication. All other factors being equal, preference should be given to materials developed and/or produced in British Columbia. | O Yes | O No | O N/A |

8. The Learning Resource is appropriate to support the development of problem-solving and decision-making skills, foster the development of critical thinking and focus on learning. Yes No N/A

Comments:

I/we have evaluated this Learning Resource according to the stated criteria and find it to be suitable for use as a resource for the following course(s):

Teacher Name(s) _____

School _____

Date _____

**Please add any further comments on the back of this form.

SECTION V: CHALLENGES TO LEARNING RESOURCES:

From time to time complaints/challenges may be received about the use of particular learning resources. Complaints may be received from parents, employees or other residents of the school district.

These will be dealt with under Delta School District's Procedure #2211, Complaints Concerning School Personnel, Programs or Procedures (attached in Appendix B). Following are suggested procedures schools may follow in the event of a challenge.

Note: Always try to resolve the matter on an informal level (discussion, in-school committee to review, etc.) It is the responsibility of the school to communicate this process to the complainant.

Step 1: Determine if the material is on the Ministry of Education's Recommended list, or if the material has been Locally Approved. If the material is Recommended by the Ministry, the complainant should write directly to the Program Standards and Evaluation Branch of the Ministry of Education. The Branch will send the complainant a copy of the form "Inquiry Into Suitability of a Provincial Resource", which is appended to the document Selection and Challenge of Learning Resources (B.C. Ministry of Education, 1991), as well as to this document (Appendix C), and will refer the complaint to the next meeting of the Educational Resources Advisory Committee. Any correspondence regarding the results is sent directly to the complainant, with a copy to the district superintendent.

Step 2: If the material has been locally approved:

- i) Try to resolve the matter informally at the school level.
- ii) Ask the complainant to review the resource, and to consider it in its entirety.
- iii) If the complainant wishes to make a formal complaint, utilize the Appendix C form and have the complainant send it to Programs Division.
- iv) The District standing committee will review the resource, then meet to determine its continued use or withdrawal. The value of the resource as a whole should be considered, as well as the specifics of the complaint. Complaints should be measured against Selection criteria (see pages 5 & 6 of this document).
- v) A report, detailing the complaint and the steps taken to resolve it, should be filed at Programs Division to serve as a reference in any future complaints to that resource.
- vi) The complainant should be informed of the decision in writing.

APPENDIX A: SECTION 182 (2) (E) OF THE SCHOOL ACT:**EDUCATIONAL RESOURCE MATERIALS ORDER
SCHEDULE**

Authority: *School Act*, section 182 (2) (e)

Ministerial Order 143/89 (M143/89)Effective September 1, 1989
Amended by M11/91Effective January 22, 1991

Orders of the Minister of Education**Educational resource materials**

1. (1) In addition to the educational program guides referred to in Ministerial Order 183/90, the Educational Program Guide Order, a board may only use the following educational resource materials:

- (a) The educational resource materials referred to as authorized or recommended in the most recent "Catalogue of Learning Resources, Primary to Graduation", published from time to time by the Ministry of Education;
- (b) Other educational resource materials that, subsequent to the publication of the Catalogue referred to in paragraph (a), are designated by the minister as authorized or recommended; and
- (c) Educational resource materials that the board considers are appropriate for individual students or groups of students.

(2) Where a board uses educational resource materials referred to in subsection 1(c), the board shall establish evaluation and selection criteria and procedures to approve those educational resource materials.

APPENDIX B: DELTA SCHOOL DISTRICT PROCEDURE #2211:**PROCEDURE #2211****PROCEDURES FOR
HANDLING
COMPLAINTS****(BYLAW 2211)**

When no procedure is provided in legislation for complaints concerning personnel, programs or practices, those complaints shall be handled in the following manner:

1. Where action/investigation is desired by the complainant, or where it seems appropriate, the normal channel shall be from complainant to employee, to the employee's immediate supervisor, to the appropriate central office administrator, and thence through the Superintendent to the Board. Every effort should be made to resolve the concern at the earliest possible stage.
2. Persons receiving or hearing complaints should encourage the complainant to follow the channel outlined above.
3. In the event that a complaint concerning personnel, program or procedure cannot be handled successfully at another level of the District operation, it may be referred for consideration by the Board. In such a case:
 - (a) The complaint must be made in writing and submitted to the Superintendent of Schools;
 - (b) The Superintendent or the Superintendent's delegate will investigate the complaint;
 - (c) If necessary, the Superintendent or the Superintendent's delegate will provide the Board with a report which details the results of an investigation/action;
 - (d) Where the issue or decision involved significantly affects the education, health or safety of a student, and the complaint has been initiated within a reasonable time, the Board will provide both the complainant and the affected personnel an opportunity to be heard by the Board, or by a committee of the Board;
 - (e) The matter shall normally be discussed at an in-camera session;
 - (f) The affected employee will be informed at each stage of investigation/action.

Approved January 24, 1989
 Revised November, 1989
 Revised October, 1990
 Reviewed September, 1993
 Revised October, 1997

APPENDIX C: INQUIRY INTO THE SUITABILITY OF A LEARNING RESOURCE
(Ministry Form for Recommended Materials)

INQUIRY INTO SUITABILITY

OF A

LEARNING RESOURCE

(use additional space where necessary)

Title of Resource _____

Context of Usage: Classroom Resource: ____ Correspondence Material: ____

Other: _____

Author(s): _____

Publisher/Year: _____

Request initiated by: _____

Role of Complainant: Teacher ____ Parent ____ Other (please specify) _____

Telephone No.: _____

Address: _____

1. To what in the resource(s) do you object? _____

a) pages _____ Specific Objection: _____

b) pages _____ Specific Objection: _____

1. (cont'd)
 - c) pages _____ Specific Objection: _____

 - d) pages _____ Specific Objection: _____

2. What do you think is the theme or purpose of the resource?
(Optional) _____

3. What effect do you believe this resource would have on your son or daughter?

4. What effect do you believe this resource would have on other students?

5. Have you reviewed the entire resource?

6. In many cases, the impact of a resource will vary according to how it is presented and interpreted in the classroom, and we urge you to discuss this material with the appropriate people. Have you discussed the resource with the:
teacher? _____

6. (cont'd)
school district staff?

What was their response?

7. Have you read reviews of this resource? Yes ___ No ___
Source of reviews? (attach photocopies, if available)

If reviews are available, would you like copies? Yes ___ No ___

8. Additional Comments:

Signed: _____
Date: _____

**Please send completed form to Programs Division.