

SD42 Library Learning Commons Collection Development Guidelines and Procedures



*Our School District 42 Library Learning Commons are places to
find inspiration, information and connection with the world*

SD42 Library Learning Commons Collection Development – Guidelines and Procedures

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Chapter 1 – Collection Guidelines

1.1 Philosophy

Our School District 42 Maple Ridge & Pitt Meadows **mission** is to support all individuals in their development as successful learners, and as respectful, caring and responsible members of society. Our **vision** is for every individual to feel valued and for all learners to reach their potential.

In achieving our mission and vision, we live our **values**. We believe that all individuals in our school district community have the capacity to learn and that we are responsible for supporting their learning. We value the uniqueness of each learner and embrace diverse ways of learning. We value choices for all learners, equity of access to all programs, and a holistic approach to learning. We support life-long learning. We celebrate our many cultures and seek ways to appreciate and embrace diversity. We value the ability of all learners to set high expectations for themselves, and we are committed to supporting all learners in achieving personal success. ([SD42, 2018](#))

Based on our district mission, vision and values, our School District 42 Library Learning Commons endorse the International Federation of Library Associations and Institutions (IFLA) statement of philosophy with respect to collection development:

The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with lifelong learning skills and develops the imagination, enabling them to live as responsible citizens. ([IFLA, 2015, p. 16](#))

1.2 Statement Regarding Intellectual Freedom

School District 42 Library Learning Commons endorse the Canadian Federation of Library Associations (CFLA) statement on intellectual freedom and libraries:

The Canadian Federation of Library Associations recognizes and values the Canadian Charter of Rights and Freedoms as the guarantor of the fundamental freedoms in Canada of conscience and religion; of thought, belief, opinion, and expression; of peaceful assembly; and of association.

The Canadian Federation of Library Associations supports and promotes the universal principles of intellectual freedom as defined in the Universal Declaration of Human Rights, which include the interlocking freedoms to hold opinions and to seek, receive and impart information and ideas through any media and regardless of frontiers.

In accordance with these principles, the Canadian Federation of Library Associations affirms that all persons in Canada have a fundamental right, subject only to the Constitution and the law, to have access to the full range of knowledge, imagination, ideas, and opinion, and to express their thoughts publicly. Only the courts may abridge free expression rights in Canada.

The Canadian Federation of Library Associations affirms further that libraries have a core responsibility to support, defend and promote the universal principles of intellectual freedom and privacy.

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The Canadian Federation of Library Associations holds that libraries are a key institution in Canada for rendering expressive content accessible and affordable to all. Libraries are essential gateways for all persons living in Canada to advance themselves through literacy, lifelong learning, social engagement, and cultural enrichment.

Libraries have a core responsibility to safeguard and facilitate access to constitutionally protected expressions of knowledge, imagination, ideas, and opinion, including those which some individuals and groups consider unconventional, unpopular or unacceptable. To this end, in accordance with their mandates and professional values and standards, libraries provide, defend and promote equitable access to the widest possible variety of expressive content and resist calls for censorship and the adoption of systems that deny or restrict access to resources.

Libraries have a core responsibility to safeguard and foster free expression and the right to safe and welcoming places and conditions. To this end, libraries make available their public spaces and services to individuals and groups without discrimination.

Libraries have a core responsibility to safeguard and defend privacy in the individual's pursuit of expressive content. To this end, libraries protect the identities and activities of library users except when required by the courts to cede them.

Furthermore, in accordance with established library policies, procedures and due process, libraries resist efforts to limit the exercise of these responsibilities while recognizing the right of criticism by individuals and groups.

Library employees, volunteers and employers as well as library governing entities have a core responsibility to uphold the principles of intellectual freedom in the performance of their respective library roles. [\(CFLA, 2015\)](#)

1.3 SD42 Library Learning Commons Mission Statement

Our School District 42 Library Learning Commons are places to find inspiration, information and connection with the world.

1.4 Selection of Library Learning Commons Learning Resources

1.4.1 Objectives of Selection

The school Library Learning Commons (LLC) plays an important role as a gateway to information and literature resources. An effective school LLC provides access to a wide array of resources and services to meet learning needs. The collection should be designed to encourage free inquiry and to provide multiple points of view.

Collaborative collection evaluation and development by the teacher-librarian and other educators ensures that resources, in a variety of formats, are available to meet curricular objectives and enrich student appreciation of literature.

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The Library Learning Commons collection should include:

- Resources to enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served in each particular school.
- Resources to stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- Resources to enable students to make informed judgements in their daily lives.
- Resources to represent the diversity and inclusivity of the Canadian population, recognizing each group's contributions to our society.
- Resources to represent global diversity, created by authors and illustrators of all cultures.
- Resources selected through a cooperative, ongoing process, which may include input from other educators and students.

1.4.2 Collection Evaluation

In selecting learning resources, the teacher-librarian evaluates the existing collection, and determines what resources are needed to enhance and expand the collection. Teacher-librarians may wish to compile an ongoing consideration file that identifies the needs for the collection.

Things to consider when evaluating the needs for the Library Learning Commons collection include:

- Lost/damaged/worn/outdated items requiring replacement.
- Identified gaps in the collection.
- Identified curricular needs to meet provincial or district Core Competencies, Curricular Competencies, and Content Learning Standards.
- Teacher requests.
- Student requests.
- Recommended lists.

1.4.3 Considerations for Review of Learning Resources

It is understood that in situations such as the Library Learning Commons, it is impossible to review all resources in their entirety.

Things to consider when reviewing learning materials for inclusion in library collections are:

Authenticity

- Does the resource incorporate accurate and authentic factual content from authoritative sources?
- Is the material up-to-date?
- Are translations and retellings faithful to the original?
- Is Indigenous content authentic? (Contact the SD42 Aboriginal Education Department for assistance with learning how to determine the authenticity of Indigenous resources).

SD42 Library Learning Commons Collection Development – Guidelines and Procedures

Appropriateness and Quality of Content

- Does the content enhance a student's understanding and perspective?
- Is the content appropriate for the subject area, and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected?
- Does the content support Canadian, Indigenous or global perspectives?
- Does the content represent differing viewpoints on controversial issues?
- Does this material meet curricular needs?
- Does this material meet the needs and varied interests of the student population?
- Is the length of the material suitable?
- Is the language of presentation accessible to students?
- Is the commercialization of the resource (if any) reasonable, or does it overwhelm the content?

Organization of Content

- Is the content presented logically and clearly?
- Is the presentation of the content suitable for learning?
- Is the content sufficiently comprehensive to be useful?
- Is there extraneous or unnecessary material?
- Are there titles, labels or captions, and are they appropriate?

Other Considerations

- Does the resource meet high standards in literary, artistic, and aesthetic quality?
- Does the resource meet high standards in technical aspects and/or physical format?
- Does the resource earn favorable reviews in standard reviewing sources? (See Appendix D.)
- Does this material keep an existing series up to date?
- Does this resource balance cost with need?

See **Appendix A** for more information on learning resource selection criteria.

It is recommended that teacher-librarians complete the free online **ERAC Learning Resources Selection Training** course, available at: <http://ocr.openschool.bc.ca/user/policy.php>

1.4.4 Sources for Resources, Reviews and Recommendations

There is a variety of sources for print and online resources, as well as for reviews and recommendations. See the Appendices listed below for sources recommended by SD42 teacher-librarians.

Appendix B – Sources for Print Resources

Appendix C – Sources for Online Resources

Appendix D – Sources for Reviews and Recommendations

Chapter 2 – Challenge Procedure

2.1 Challenge Principles

Any parent/guardian of a student in the School District 42 may challenge Library Learning Commons (LLC) resources on the basis of appropriateness. However, it is understood that no parent/guardian has the right to restrict access to LLC resources for students other than their own children.

It is also understood that in situations such as the Library Learning Commons, it is impossible to review all resources in their entirety.

Although it is the resources that are challenged, the principles of the freedom to read/listen/view must be defended as well.

Access to challenged resources shall not be restricted during the reconsideration process.

The major criterion for the final decision is the appropriateness of the resource for its intended educational use.

A decision to sustain a challenge shall not necessarily be interpreted as a judgement of irresponsibility on the part of the professionals involved in the original selection and/or use of the resource.

2.2 Challenge Procedure

The SD42 procedure for challenging LLC resources begins with an informal reconsideration procedure. If no informal resolution is possible, the second step is a school-based formal reconsideration procedure. If there is still no resolution, the third step is an appeal at the District level.

2.2.1 Request for Informal Reconsideration

The school receiving a complaint from a questioner regarding an LLC resource will try to resolve the issue informally, following this procedure:

1. The questioner sets up an appointment to meet with the teacher-librarian at a mutually agreeable time.
2. The teacher-librarian may decide to invite an additional staff member to the meeting (recommended).
3. The teacher-librarian explains the LLC selection procedure to the questioner.
4. The teacher-librarian explains role of the resource in the LLC program.
5. The teacher-librarian and the questioner attempt to come to an informal resolution to the challenge.
6. If there is no informal resolution, and the questioner wishes to file a formal challenge, the following documents are provided to the questioner:
 - The *SD42 Library Learning Commons Collection Development – Guidelines and Procedures* document (this document).
 - The *Request for Reconsideration of Learning Resources* form (Appendix E).
7. The questioner begins the formal reconsideration process, detailed below.

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2.2.2 Request for Formal Reconsideration

The school receiving a formal complaint from a questioner regarding an LLC resource will follow this procedure to resolve the issue:

1. The questioner completes and signs the *Request for Reconsideration of Learning Resources* form.
2. The teacher-librarian reads and signs the form, and files the form with the principal.
3. The principal informs the appropriate Assistant Superintendent for the school that a formal complaint has been received.
4. A school-based Reconsideration Committee – made up of the teacher-librarian, an administrator and one other staff member – is formed.
5. The Reconsideration Committee reviews the challenged resource, using the following guidelines:
 - Examine the challenged resource.
 - Consider the written submissions by the questioner.
 - Determine professional acceptance by reading critical reviews of the resource.
 - Discuss the challenged resource, and weigh values and faults.
 - Discuss the challenged resource with the questioner when appropriate.
 - Determine whether the challenged resource conforms to the selection guidelines outlined in the *SD42 Library Learning Commons Collection Development – Guidelines and Procedures* document.
 - Determine a final recommendation in camera.
6. The Reconsideration Committee prepares a written report that includes:
 - The procedures followed.
 - The minutes of meetings.
 - The rationale for the decision made by the Reconsideration Committee.
7. The Reconsideration Committee discusses the decision and rationale with the questioner.
8. The principal retains the written report, and sends a copy to the appropriate Assistant Superintendent for the school.

Note: The decision of the Reconsideration Committee is binding on the individual school.

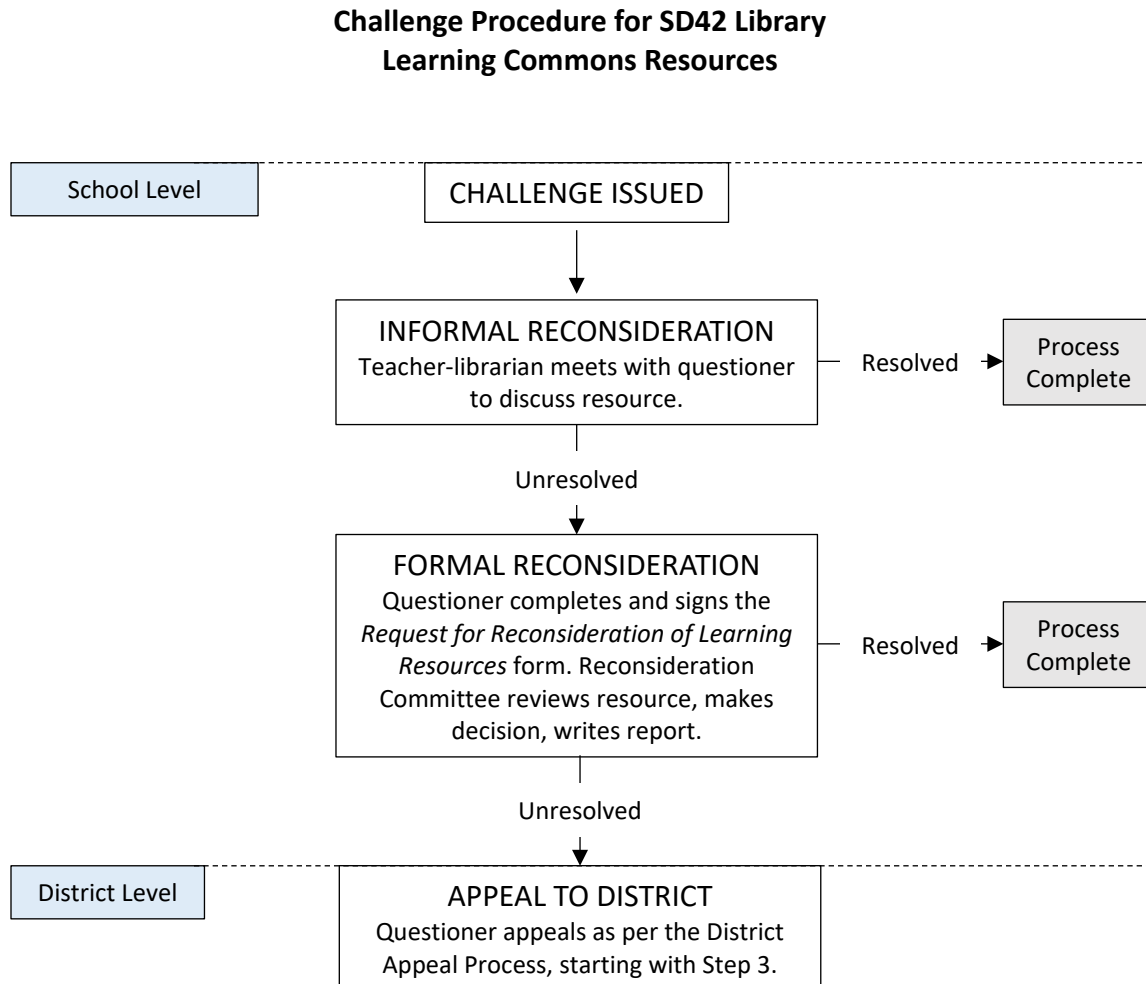
2.2.3 Appeal to the District

If the questioner is not satisfied with the school-based Reconsideration Committee decision, the questioner may appeal the decision at the District level as per the [District Appeal Process](#), starting with *Step 3*.

See *Figure 1* (next page) for a visual description of Challenge Procedure workflow.

SD42 Library Learning Commons Collection Development – Guidelines and Procedures

Figure 1 – Challenge Procedure Workflow



References

- ALA (American Library Association). (1998). Workbook for selection policy writing. Retrieved from <http://www.ala.org/Template.cfm?Section=dealing&Template/ContentManagement/ContentDisplay.cfm&ContentID=11173>
- ALA (American Library Association). (2016) Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries. Retrieved from <http://www.ala.org/tools/challengesupport/selectionpolicytoolkit>
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- SD42 Maple Ridge & Pitt Meadows. (2018). Our district. Retrieved from <http://www.sd42.ca/our-district/>
- Vancouver School Board. (2010, April). KLB: Public complaints about the material or instructional materials. Retrieved from <http://www.vsb.bc.ca/district-policy/klb-public-complaints-about-curriculum-or-instructional-materials>

Appendix A – Criteria for Selecting Learning Resources - ERAC

See next page.

Module 3: Learning Resource Selection Criteria

Module 3 Introduction



Whether you choose an ERAC evaluated resource, or one that's not in the K-12 Resource Collection, there are criteria you should consider to assess all learning resources. In this module you will explore Step 3—Apply the Selection Criteria.

Learning Objectives

By completing this module, you will:

- apply the selection criteria to resources not in the ERAC K-12 Resources Collection;
- align your current practices with the learning resource selection process; and
- understand your personal biases, and how they may affect your selection of learning resources for your classroom.

Module 3: Learning Resource Selection Criteria

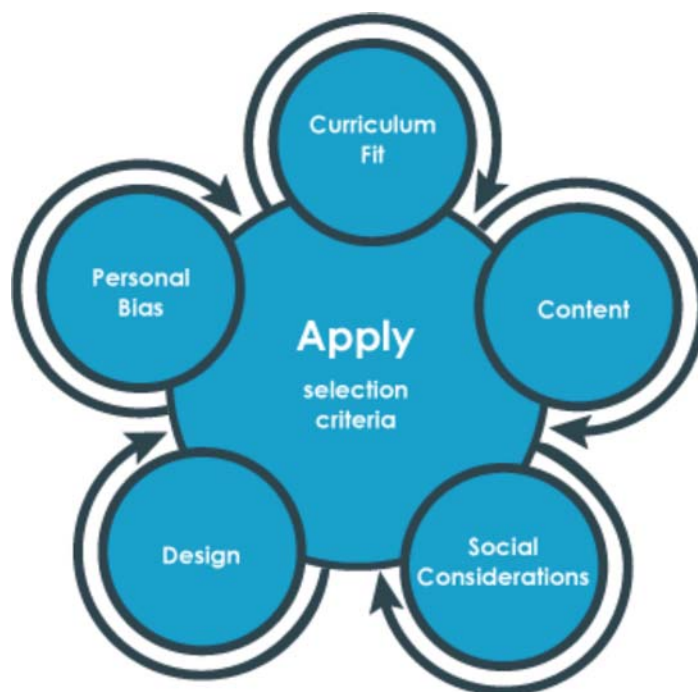
Case Study: Curriculum Fit



Step 3 - Apply the Section Criteria

- Curriculum Fit
- Content
- Social Considerations
- Instructional and Technical Design
- Personal Bias

You will explore these criteria in greater detail in the following sections of this module.



Module 3: Learning Resource Selection Criteria

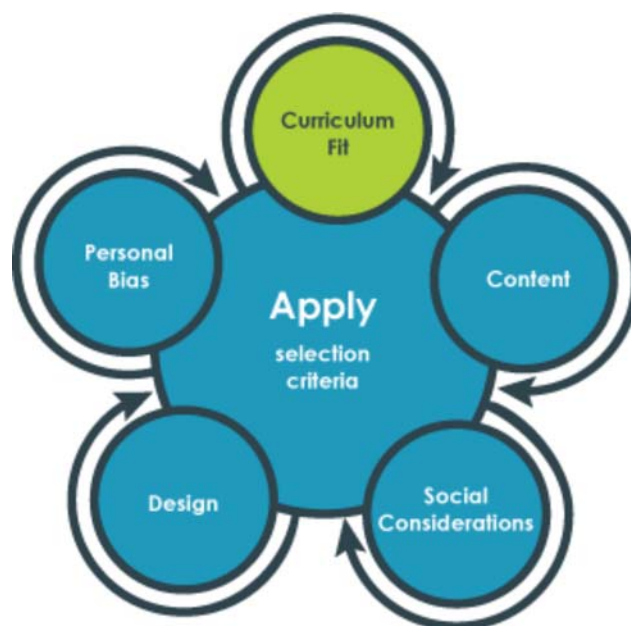
Curriculum Fit

When choosing a resource, one of the first questions you will want to ask yourself is: Does this resource align with the Big Ideas and Learning Standards outlined in the BC Curriculum? As well, you will need to determine if the concepts in the learning resource are discussed at the appropriate depth of the curriculum for the grade level you're teaching.

If the resource doesn't fit with the curriculum you are teaching, it may not be a relevant instructional resource for your classroom as a whole. However, if there is content that you think is valuable, you might consider:

- making it available for parents to use at home,
- keeping a copy in your classroom for use by individual students, or
- suggesting it as a resource for the school library.

If the learning resource does fit with the curriculum, then you need to consider the other selection criteria.



Module 3: Learning Resource Selection Criteria

Content

When you consider the students in your classroom, there are questions you may wish to ask yourself before you choose a learning resource.

- Is the content appropriate for the emotional maturity and cognitive level of your students?
- Is the content engaging, accurate, and current for the intended curriculum and grade?
- How does this resource represent different perspectives (Aboriginal, diverse cultures, BC-context)?
- Do the multiple perspectives represent balanced views on the issue?
- How will this resource add to the breadth of resources that are being used in my classroom? How does this resource add to the mix?
- Is this resource more current than what I am using? Could this resource replace another that is outdated?



Module 3: Learning Resource Selection Criteria

Social Considerations

Social considerations in your classroom context

Social considerations are some of the most challenging criteria with which to evaluate a learning resource. Ideally, BC students should see themselves and their life experiences, as well as their community and society at large, reflected and validated in the learning materials used in their classroom.

Being aware of your classroom context means knowing your students, parents, and the community.



Social Considerations:

1. Age
2. Gender Roles
3. Aboriginal Peoples
4. Multiculturalism
5. Gender Identity and Sexual Orientation
6. Ability-Disability
7. Belief System
8. Socio-Economic
9. Violence
10. Ethical and Legal
11. Humour
12. Safety
13. Language
14. Sustainability

Not every resource will address each social consideration, but over the course of the year, be mindful to be as inclusive and representative as possible in the range of resources that are used.

Identifying controversial elements

When selecting a resource, it's important to identify elements that are potentially controversial or offensive

and to consider whether the resource is suitable for your particular grade level and classroom. You need to determine if controversial elements such as sexuality, violence, racism, sexism, offensive language, etc., add to or detract from the educational value of a resource. Are the portrayals gratuitous and therefore a distraction from the learning, or is there educational value?

The intent is not to remove controversy or over-protect students' exposure to these issues. But rather, it's to flag controversial views and opinions so that you can engage your students in critical thinking and discussions, and prepare teaching strategies accordingly. And, depending on the age of your students and the subject matter, you may decide to notify parents in advance of using a particular resource, so that they are aware and able to discuss this with their child(ren).

Module 3: Learning Resource Selection Criteria

Design

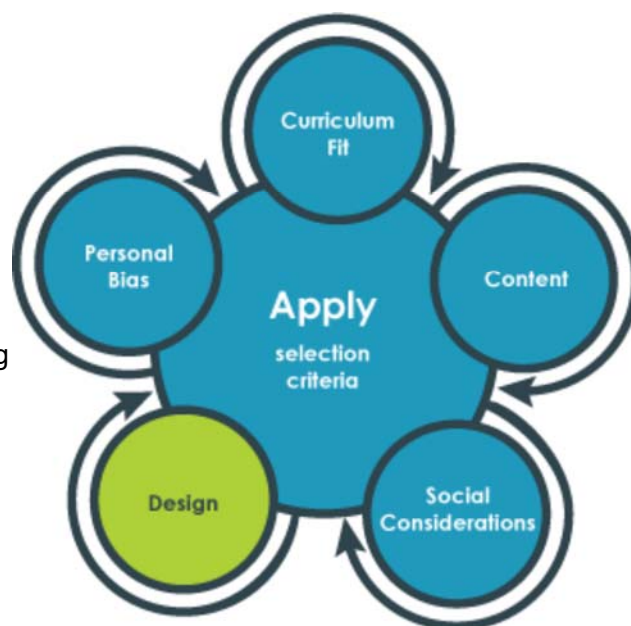
When selecting a learning resource for use in your classroom there are many general design and layout considerations. Read the following PDF on Design Considerations.



Visual Information

Ask yourself the following questions when considering the design elements of learning resources:

- Does the resource promote the active engagement of the learner by visual and auditory stimulus?
- Does the resource make effective use of the medium?
- Does the resource contain overt advertising or promotional information?
- For digital content delivery, is it device-agnostic and easily navigable?
- Do instructional suggestions and assessment tools add value to the resource?





Visual Information

Print Resource (fiction/non-fiction)

- ❑ Use of font, text size and presentation is uniform or consistently applied to headers, body of text, etc.
- ❑ Line breaks in sentences and paragraphs do not interfere with reading comprehension
- ❑ White space is used to decrease density and amount of text on the page
- ❑ Illustrations add to the text information and/or help the reader make meaning from the text (i.e. early chapter books often rely on images to help the read predict the vocab)

Additional points for non-fiction

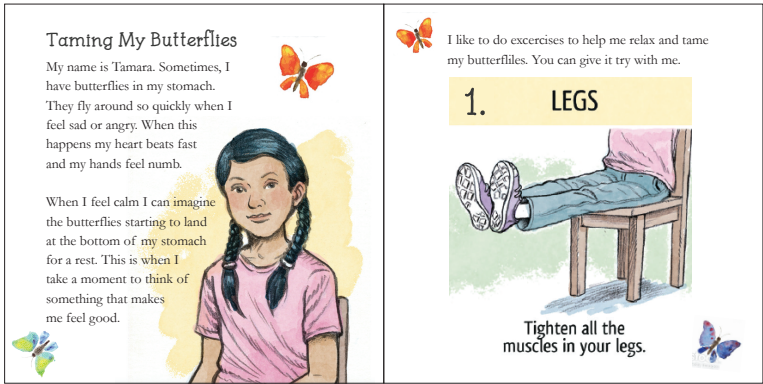
- ❑ Graphics (maps, tables, charts) are well located, as in placed next to or near the referencing text (i.e. not on another page particularly for younger readers, ELL)
- ❑ Graphics add to the text information and/or help the reader make meaning from the text
- ❑ Includes well located text features which supplement the text meaning (i.e. Table of Contents, Glossary, Pronunciation Guides, Sidebars, Bibliography, etc.)

Picture Book

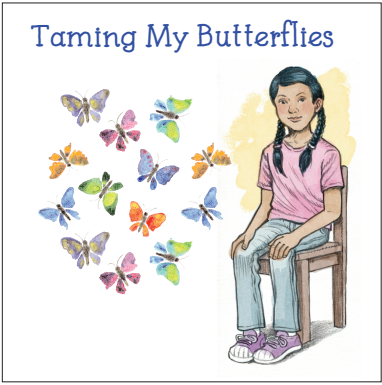
Any one-pager with visual should show a picture book example on page with arrows noting some of the following points.

In addition to the above points for all print materials...

- ❑ Consider quality of illustration reproduction
- ❑ Content of the illustrations add to the text information and/or help the reader make meaning from the text (important for young readers)
- ❑ Illustrations are located appropriately in relation to text



Inside



Cover



Video

- ❑ The production quality (sound, volume, narration, animation) is effective.
- ❑ The visuals support and/or enhance the aural information.
- ❑ The visual content is suitable for the age group.

Websites

- ❑ The navigation throughout the site is intuitive.
- ❑ The content is exportable in a variety of file formats such as wpd, doc, pdf, xls, etc.
- ❑ The presentation controls (e.g. sizing, resolutions, volume, etc.) are suitable for the classroom.
- ❑ Images are clear.
- ❑ The sound quality is clear.
- ❑ The interface is uncluttered.
- ❑ User-managed password resets.
- ❑ Accessible for people with disabilities. (Look for personal preferences tools, adjustable font size, volume controls).
- ❑ Print and online help provided in simple and brief segments (FAQ, Quick help, etc.)
- ❑ Search by file type (audio, graphics, photo, etc.)
- ❑ Search engine can search the entire site.
- ❑ External links are operational.
- ❑ Technical specifications given.
- ❑ Provides optional print formats.
- ❑ Provides file format options for saving.
- ❑ Displays in mobile devices.
- ❑ Allows shortcuts.



Module 3: Learning Resource Selection Criteria

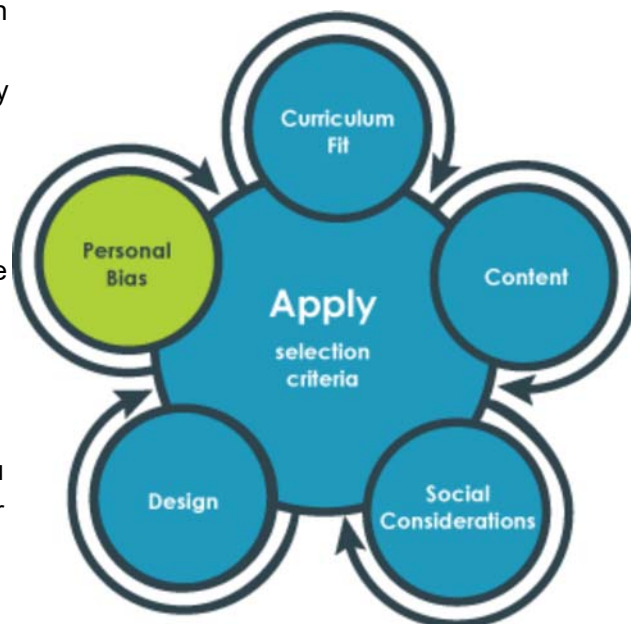
Personal Bias

We all have personal biases—it's part of being human to favour one point of view, belief, or preference over another. Personal bias can stem from your age, family background, culture, and religious or political beliefs. What's important is to be aware of your biases.

How do your personal biases influence the resources you select for your classroom? Do you tend to choose novel studies with strong female characters to make up for generations of readers who only had male characters to relate to? Do you shy away from teaching materials that include issues around sexual identity because it makes you uncomfortable? Do you focus on blogs, websites, and articles that match your own personal and/or political beliefs rather than provide a range of viewpoints?

Take a moment to reflect on your personal biases and how they may influence your decision-making around learning resource selection.

Reflecting on your personal biases is a final self-check regarding your application of the selection criteria.



Appendix B – Sources for Print Resources

- [Black Bond Books \(Maple Ridge\)](#)
 - Discount available for SD42 schools
 - Haney Place Mall, 11900 Haney Place, Maple Ridge, 604-463-8624, bbbmapleridge@hotmail.com (Shari)
- [Chapters Pinetree \(Indigo\)](#)
 - Discount available for SD42 schools - Account number **90150632**
 - Pinetree Village, Unit #38 2991 Lougheed Hwy, Coquitlam, (604) 464-2558
- Local used bookstores
 - Ask for discount
- [United Library Services – BC Division](#)
 - 101B - 3430 Brighton Avenue Burnaby, 604-421-1154, burnaby@uls.com
- [Kidsbooks](#)
 - 2557 West Broadway, Vancouver, 604-738-5335, general@kidsbooks.ca
- [Amazon.ca](#)
 - Avoid [Amazon.com](#) – it ships from the US
- [Knowbuddy Resources](#) (a division of Saunders)
 - Will send out preview boxes
- [Smart Apple Media](#) (a division of Saunders)
 - Will send out preview boxes
- [Scholastic](#)
- [Follet](#)
- [Abe Books](#)
- [Hip Books - High Interest Publishing](#)
 - Great for Hi-Lo (high interest – low reading level) resources for reluctant readers
- [Orca Books Canada](#)
 - Children, teens and reluctant readers (Hi-Lo)
 - Orca discount code (20%) – **CANSCHOOL**
- [Archambault \(Jeunesse\)](#) (French resources)
- [Renaud-Bray \(Jeunesse\)](#) (French resources)
- [Savoir Books](#) (French resources)
 - Lower Mainland supplier of quality French children's books

Appendix C – Sources for Online Resources

➤ [SD42 Online Resources](#)

The [SD42 Online Resources](#) site provides quick access to a wide variety of licensed online resources, including the **ERAC BC Digital Classroom** suite and videos on the **Helix Media Server**.

This site includes: *Ebsco, Gale, World Book Encyclopedia, World Book eBooks, National Geographic Kids, Tumblebooks, Tumble Book Cloud, Ebsco, Gale, all Scholastic magazines, children's magazines, and more.*

Most (but not all) online resources will automatically authenticate at your school. At home, you need to login to access the resources. When prompted to login, use the credentials outlined in the [SD42 Online Resources Login Credentials](#) document.

➤ [Elementary Reference Sets](#)

The [Elementary Reference Sets](#) website provides access to licensed and free online resources **categorized by curriculum content area**. SD42 teacher-librarians, in collaboration with classroom teachers, have created these reference sets for district wide use.

Navigate to the Elementary Reference Sets through your school library page: **School Homepage > Library > Reference Sets**.

OR

Click the **Reference Sets icon** on the SD42 **student iPads**.

Most (but not all) licensed online resources will automatically authenticate at your school. At home, you need to login to access the resources. When prompted to login, use the credentials outlined in the [SD42 Online Resources Login Credentials](#) document.

➤ [Spark](#)

The [Spark](#) website provides access to resources curated by the SD42 Helping Teachers.

➤ Apps provided by SD42 on iPads

A wide variety of educational Apps are provided on the SD42 student iPads. Apps may be downloaded from the district Self-Serve App. Contact Rory Payment for more information.
rory_payment@sd42.ca

Appendix D – Sources for Reviews and Recommendations

- [ERAC K -12 Resources Collection](#)
- [SD42 Aboriginal Education Department Library](#) (housed at Westview Secondary School)
 - Ask for assistance while you browse the collection.
 - Have a look at what the [ABED Library](#) has available (through the District Learning Centre catalogue).
 - Resources in the ABED Library have been evaluated and are authentic for Indigenous content.
- [Canadian Children’s Book Centre Best Books for Kids and Teens](#)
- [Canadian Children’s Book Awards](#)
- [Quill & Quire](#) (Canadian book trade magazine)
- [Resource Links](#) (Canadian journal devoted to the review and evaluation of Canadian English and French resources for children and young adults)
- [YALSA](#) (Young Adult Library Services Association)
 - [YALSA Teen Book Finder Database](#)
- [ALSC](#) (Association for Library Service to Children)
 - [ALSC Notable Lists](#)
- [The Children’s Book Review](#)
- [Common Sense Media](#)
- [The Horn Book](#)
- [WNDB](#) (We need Diverse Books)
- [Kirkus Reviews](#)
- [School Library Journal](#)
- [VOYA](#) (Voice of Youth Advocates)
- [ALA Booklist Online](#) (American Library Association)
- [Teen Reads](#)
- [Nerdy Book Club](#)
- [Goodreads](#)
- [Novelist](#)
 - Accessible through the [SD42 Online Resources](#) site (login with ID=**sd42**; PW=**sd42** at home)

Appendix E – Request for Reconsideration of Learning Resources Form

See next page for form.

School District 42 Maple Ridge Pitt Meadows
Request for Reconsideration of Learning Resources

3. What concerns you about the resource? Please identify **specific concerns** and **location information** (such as page number(s), time, section, chapter or link).

If you need more room, please attach a separate piece of paper for this section.

4. What do you think is the theme or purpose of this resource?

5. Describe what there is of value in this resource.

6. What positive and negative effects do you believe this resource would have on your child?

7. For what age group, if any, would you recommend this resource?

School District 42 Maple Ridge Pitt Meadows
Request for Reconsideration of Learning Resources

8. 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 this resource with:
The teacher-librarian? Yes <input type="checkbox"/> No <input type="checkbox"/> The classroom teacher? Yes <input type="checkbox"/> No <input type="checkbox"/> The principal? Yes <input type="checkbox"/> No <input type="checkbox"/>
9. Have you read reviews of this resource? If yes, please note source(s) of review(s) and attach copies or provide links.
10. What action are you requesting the Reconsideration Committee consider regarding this resource?

Note: Further information may be attached as needed.

Section IV – Signatures

	Signature	Date
Questioner		
Staff Member		
Principal		

1 copy to principal of school concerned

1 copy to the appropriate staff member

1 copy to the questioner