



*"Inspire learners, Integrate sustainability,  
Involve community"*

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## SCHOOL DISTRICT NO. 64

### PROCEDURE 510

## Selection and Challenge of Learning Resources

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Section: Learning

Dates of Revisions:

Date of Adoption and

Resolution Number: June 13, 2018- 76/18

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1. A learning resource is defined as any material(s) used for instructional purposes. Examples include but are not limited to:
  - a. print materials (e.g. textbooks, printed teaching materials)
  - b. electronic media (e.g. computer software and programs, websites, movies and other multimedia)
  - c. library resources
  - d. guest speakers and presenters
  - e. field trip sites
  - f. other teaching and resources chosen to support student learning
  
2. **Responsibility for the Selection of Learning Resources.** The Board of School Trustees of School District # 64 (Gulf Islands) delegates responsibility for the selection of learning resources to the principal and/or appropriate professional staff.
  
3. **Objectives of Selection.** It is the responsibility of the professional staff to:
  - a. Provide learning resources that support the curriculum.
  - b. Provide learning resources that will stimulate growth in factual knowledge, literary appreciation and aesthetic values and that will develop analytical skills.
  - c. Provide a wide range of learning resources, including those with
    - i. differing points of view
    - ii. varying levels of difficulty
    - iii. diversity of interest and appeal
    - iv. diversity of ethnic, religious, cultural and minority representation

v. local interest

- d. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.

#### **4. Procedures for the Selection of Learning Resources.**

- a. In selecting learning resources professional personnel will evaluate available resources and curriculum needs;
- b. Whenever possible reputable selection aids (e.g. book reviewing journals for librarians) will be consulted;
- c. Whenever possible the actual resource will be examined;
- d. Recommendations will be considered from various sources: students, teachers, district personnel and the public.
- e. Gift learning resources will be accepted or rejected by the established criteria.
- f. Selection should include the removal of worn or no longer appropriate learning resources and the replacement of lost materials.

#### **5. Criteria for the Selection of Learning Resources.**

The learning resources selected shall:

- a. support and be consistent with the educational goals of the province and district, as well as the needs of individual schools and specific courses;
- b. be chosen in order to support and enrich the curriculum, taking into consideration the varied needs of the students;
- c. be chosen in order to help students gain an awareness of our pluralistic society;
- d. be selected to present various sides of controversial issues so that students may have an opportunity to develop, under guidance, the practice of critical thinking;
- e. have Canadian content or relevancy whenever possible

#### **6. Guiding Principles with Respect to Challenges**

- a. Anyone with a concern shall be provided with a copy of the district policy and procedures regarding learning resources.
- b. A decision to sustain a challenge will not necessarily be interpreted as a judgment or irresponsibility on the part of the professionals involved in the original selection and/or use of the material.
- c. No parents/guardians shall have the right to restrict access to instructional materials for students other than their own children.
- d. Access to challenged materials will not be restricted during the reconsideration process.
- e. Major criterion for the final decision is the appropriateness of the materials for its intended educational use.
- f. Although it is the learning resources which are challenged, the principles of the freedom to read/view/listen must be defended as well.
- g. A committee may be established to reconsider a previously made decision. Such a committee should not convene until twelve months have elapsed.

## **7. Procedures for Challenging Learning Resources**

- a. Any resident or employee of the School District may challenge learning resources on the basis of appropriateness;
- b. Concerns regarding the use of learning resources should be addressed, and if possible resolved, first at the school level; then the district level
- c. At the school level, the principal or appropriate staff member will discuss the questioned resource in the educational program and its intended usefulness.
- d. If the challenge is not resolved at the school level, the principal or other appropriate staff member will
  - i. refer the challenger to district Policies 133 and 510 and Procedure 133 and make copies of them and this procedure available, if requested; and
  - ii. provide a copy of a “Request for Reconsideration of Learning Resources” form, a completed copy of which will forwarded to the district’s Reconsideration Committee.
- e. The Superintendent of Schools will convene a meeting of the Reconsideration Committee within fourteen days. membership on this his broadly-based ad hoc committee might consist of, but not be limited to:
  - i. the superintendent of schools or his designate
  - ii. a trustee

- iii. the school principal
  - iv. a school librarian or teacher
  - v. any other person, including a student, deemed by the Superintendent to be appropriate to the circumstances
- f. The Reconsideration Committee will review the challenged resource against the selection criteria in section 5 above, and make its determination, using the following guidelines:
  - i. examine the challenged resource
  - ii. determine professional acceptance by reading critical reviews where possible
  - iii. form an opinion of the learning resource as a whole rather than as a segment regarded out of context
  - iv. discuss the challenged resource in the context of the educational program
  - v. discuss the challenged resource with the questioner and professional staff involved
  - vi. prepare a written report outlining its decision(s)
- g. The reconsideration committee's report is to be retained by the Superintendent of Schools and copies distributed to the Principal, School Librarian or Teacher, and the person(s) challenging the resource.
- h. If requested, the written report will be discussed with the questioner.
- i. Once filed, written reports are accessible for examination.
- j. The decision of the reconsideration committee is binding for the particular challenge.
- k. Challenges not resolved at the school or district level may be forwarded to the Ministry of Education by way of its *Inquiry into the Suitability of a Learning Resource* (Form 510-1).

**References:**

- Policies 133 and 510; Bylaw No. 3
- BC Ministry of Education. Learning Resources: Approval Process. (<http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/learning-resources-provincial-approval-process>)
- BC Ministry of Education. Learning Resources: Challenges to the Use of recommended Learning Resources <http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/learning-resources-challenges-to-the-use-of-recommended-learning-resources>)
- BC Ministry of Education form: Inquiry into the Suitability of a Learning Resource ([http://www.bced.gov.bc.ca/irp/resdocs/esm\\_guide\\_form.pdf](http://www.bced.gov.bc.ca/irp/resdocs/esm_guide_form.pdf))
- BC Ministry of Education Program Order Guide (Section 3 of Ministerial Order 333/99)