

## **LEARNING RESOURCES**

### **POLICY**

- 1.0 The policy of the Board is to provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and different points of view, to meet the needs of students and teachers.
- 2.0 “Learning Resources” will refer to any person(s) or any material with instructional content or function that is used for formal or informal teaching/learning purposes.
- 3.0 Responsibility for Selection:
  - 3.1 Selection of learning resources involves many people (administrators, teacher-librarians, library assistants, technicians, teachers, students, community persons); the responsibility for coordinating the selection of learning resources and making recommendations for purchase rests with the professional personnel.
- 4.0 Any resident or employee of the School Region may formally challenge learning resources used within the Region.

## **LEARNING RESOURCES SELECTION**

### **PROCEDURES**

#### **1.0 OBJECTIVES GOVERNING SELECTION**

- 1.1 To implement, support, and enrich the educational program of the school.
- 1.2 To provide and make accessible materials that will support and strengthen the curriculum.
- 1.3 To support recreational learning endeavours.
- 1.4 To provide and make accessible materials that will facilitate inquiry and stimulate growth in literacy appreciation, aesthetic values and societal standards.
- 1.5 To provide and make accessible a balanced collection of materials on various issues with different points of view.
- 1.6 To provide and make accessible materials which are free of gender-bias and are representative of the many religious, ethnic, cultural and political groups within our society.
- 1.7 To place principle above personal opinion and reason above prejudice in the selection of materials.
- 1.8 To select Canadian learning resources where appropriate.

#### **2.0 GUIDING SELECTION PRINCIPLES**

- 2.1 In selecting learning resources, professional personnel will evaluate available resources and curricular and supplementary needs; they will consult reputable, professionally prepared aids to selection and other appropriate sources. As well, the actual resource will be examined whenever possible.
- 2.2 Recommendations for purchase involve administrators, teacher-librarians, teachers, library technicians/assistants, students, regional personnel and community persons, as appropriate.
- 2.3 Selection is on-going process which should include the removal of materials no longer appropriate or not conforming to the criteria outlined. It also

includes the replacement of lost and worn materials, which still meet the criteria.

### **3.0 CRITERIA FOR SELECTION**

- 3.1 Learning resources shall support and be consistent with the general educational goals of the Province and the Region.
- 3.2 Learning resources shall meet high standards of quality in factual content and timeliness.
- 3.3 Learning resources shall 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.
- 3.4 Learning resources shall have aesthetic, literary and/or social values.
- 3.5 Physical format and appearance of learning resources shall be suitable for their intended use.
- 3.6 Learning resources chosen shall be developed by competent authors and producers.
- 3.7 Learning resources shall be designed to help students gain an awareness of our pluralistic society, as well as an understanding of the many important contributions made to our civilization by women, minority and ethnic groups and the disabled. Materials should portray these individuals in a positive manner, highlighting accomplishments or uniqueness.
- 3.8 Learning resources shall be designed to motivate students and staff to examine their own attitudes and behaviours and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in our society.
- 3.9 Learning resources shall be selected for their strengths rather than rejected for their weaknesses.
- 3.10 Biased or slanted learning resources may be provided to meet specific curriculum objectives; for example, to recognize propaganda and its purpose in a given context or to balance an argument.

## PUBLIC COMPLAINTS ABOUT LEARNING RESOURCES PROCEDURES

### 1.0 INFORMAL REQUEST FOR MATERIAL RECONSIDERATION

- 1.1 The staff member initially receiving a complaint about instructional materials will refer the complaint to the Principal who shall attempt to resolve the issue informally.
- 1.2 The Principal or other appropriate staff member shall explain to the questioner the selection procedure (policy), criteria involved, and qualifications of those persons involved in selection.
- 1.3 The Principal or other appropriate staff member shall explain the particular place the questioned resource occupies in the educational program, its intended educational usefulness and additional information regarding its use; or refer the party to someone who can identify and explain the use of the resource.
- 1.4 If the questioner wishes to file a formal challenge, a copy of the Board's Learning Resources Selection Policy and the **Request for Reconsideration of Learning Resources** form shall be given to the party concerned by the Principal or other appropriate staff member.

### 2. FORMAL REQUEST FOR MATERIAL RECONSIDERATION

- 2.1 Each school will keep on hand and make available the Board's Selection Policy Statements and Request of Reconsideration of Learning Resources forms.
- 2.2 All formal objections to learning resources must be submitted for consideration on the Board's form.
- 2.3 The Request for Reconsideration of Learning Resources form shall be signed by the questioner and the Principal.
- 2.4 The Coordinator of Education Quality and Accountability shall be informed of the formal complaint.
- 2.5 A request for reconsideration of a learning resource at a particular school shall be referred to a reconsideration committee at the school level for re-

evaluation. This committee is to be formed on an “as needs” basis.

- 2.6 A request for reconsideration of a learning resource, within the Region, shall be referred to a corresponding Regional committee for re-evaluation of the resource. This committee is to be formed on an “as needs” basis.

### **3.0 SCHOOL-BASED RECONSIDERATION COMMITTEE**

- 3.1 Upon receipt of a request for formal reconsideration of a learning resource, the Principal shall:
- 3.1.1 Form a Reconsideration Committee. Membership of this committee should include:
    - 3.1.1.1 one member of the school teaching staff chosen by the principal;
    - 3.1.1.2 one member of the regional professional library staff chosen by the Coordinator of Education Quality and Accountability;
    - 3.1.1.3 the school teacher-librarian, technician or assistant;
    - 3.1.1.4 the Coordinator of Education Quality and Accountability or Facilitator, Curriculum Implementation;
    - 3.1.1.5 a student chosen by the principal, when appropriate; and
    - 3.1.1.6 a representative from the local community chosen by the principal
  - 3.1.2 Name the convenor of the Reconsideration Committee.
  - 3.1.3 Establish a meeting date within thirty days after the complaint is received.
- 3.2 The Reconsideration Committee may choose to consult Regional support staff and/or community persons with related professional knowledge.
- 3.3 The Reconsideration Committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the Board’s Learning Resources Selection Policy.

#### **4.0 REGIONAL-BASED RECONSIDERATION COMMITTEE**

- 4.1 Upon receipt of a request for formal re-consideration of a learning resource, the Coordinator of Education Quality and Accountability shall:
  - 4.1.1 Form a Reconsideration Committee. The membership should include:
    - 4.1.1.1 the Coordinator of Education Quality and Accountability;
    - 4.1.1.2 one professional teacher-librarian;
    - 4.1.1.3 two members of the Regional Board teaching staff; and
    - 4.1.1.4 two representatives from the local community.
  - 4.1.2 Name the convenor of the Reconsideration Committee.
  - 4.1.3 Establish a meeting date within thirty days after the complaint is received.
- 4.2 The reconsideration Committee may choose to consult Regional support staff.
- 4.3 The Reconsideration Committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the Board's Learning Resources Selection Policy.

#### **5.0 RESOLUTION OF THE COMPLAINT**

- 5.1 The Reconsideration Committee (both school-based and Regionally-based) shall proceed within these guidelines:
  - 5.1.1 Examine the challenged resource.
  - 5.1.2 Determine professional acceptance by reading critical reviews of the resource when available.
  - 5.1.3 Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context.
  - 5.1.4 Discuss the challenged resource in the context of its educational value.
  - 5.1.5 Provide the opportunity to discuss the challenged item with the individual complainant.

- 5.1.6 Prepare a written report.
- 5.1.7 Provide the opportunity to discuss the written report with the individual complainant.
- 5.2 The written report shall be retained by the convenor of the committee, with copies forwarded to the Coordinator of Education Quality and Accountability, the Director of Program and the Superintendent and the complainant. A minority report may also be filed.
- 5.3 The decision of the Reconsideration Committee is binding for the individual situation.