



INSTRUCTIONAL MATERIALS AND RESOURCES

A. Selection Philosophy

The Board seeks to provide a wide range of learning resources to implement, enrich and support the educational programs of schools. To meet the needs of students and teachers, these resources are in various formats and of varying levels of difficulty, with diversity of appeal and representing different points of view.

B. Definition of Learning Resources

The term "learning resources" refers to any person or any material with instructional content or function used in a formal or informal teaching/learning context. Learning resources include, but are not limited to:

- Approved and recommended textbooks
- Fiction and non-fiction books
- Magazines
- Manipulatives
- Games
- Audio-visual resources
- Computer software

Events such as field trips, presentations by community resource people, performances by individuals or groups and materials and activities provided by community agencies and organizations are included within the definition of learning resources.

C. Authority and Responsibility for Selection of Learning Resources

According to *The Public Schools Act* (Sections 48.1.g and 48.1.j) the Board of Trustees is responsible for selecting learning materials for the division and its schools. The Board delegates this authority to the Superintendent and school administration.

At the school level this authority is exercised by principals, as part of their responsibility for the instructional program of their schools. Designated instructional personnel are assigned to obtain learning resources for their areas of responsibility. These resources must fall within the constraints of their respective budget allocations and must be selected and obtained under the authority of the principal.

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D. Selection Guidelines and Criteria

1. Resources will enrich and support the curriculum, taking into consideration the various interests, abilities, socio-economic backgrounds and maturity levels of the students.
2. Resources will stimulate growth in factual knowledge as well as literacy, creativity, investigation and aesthetic appreciation.
3. Resources will be of a wide variety and will enable students to enhance their thinking skills, develop the practise of critical analysis and make intelligent judgments in their daily lives.
4. Where applicable, learning resources will 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.
5. Materials will represent many religious, political, ethnic and cultural groups and reflect their contributions to our national and world communities.
6. When selecting learning resources appropriate to the school community, principle will have more influence than personal opinion, and reason more influence than prejudice.
7. Learning resources will support and be consistent with the educational goals of the province, the division, individual schools and specific courses.
8. Learning resources will be factually accurate. The skill and expertise of the author, producer or performer will be clearly demonstrated.
9. Learning resources will be appropriate to the age, ability, emotional maturity and learning style of the student.
10. Learning resources will have aesthetic, literary and/or social value.
11. Biased or prejudiced learning resources will be provided only to meet specific curriculum objectives (e.g., to help students recognize propaganda and its use in a given context, or to balance an argument).
12. After other criteria have been considered, Canadian-authored or Canadian-produced learning resources will be preferred.
13. Factors such as cost, durability, safety, ease of assembly and storage will be considered.
14. The physical format of the learning resources will be appropriate for their intended use.

E. Selection Procedures

1. Personnel selecting learning resources will consult reputable, professionally prepared selection aids and other appropriate sources whenever possible.
2. Recommendations for purchase may involve administrators, teachers, students, division personnel and community persons, as appropriate.
3. Gift materials will be judged by the criteria outlined above and will be accepted or rejected based on those criteria.
4. Selection is an ongoing process and will include the removal of materials which are no longer appropriate and the replacement of lost and worn materials.

**F. Selection Challenges**

1. Statement of Policy – Any resident or employee of the division may formally challenge learning resources used in the division's educational program on the basis of appropriateness. This procedure applies to consideration of the opinions of those persons in the schools and community who are not directly involved in the selection process.
2. In the event that the selection of a learning material is challenged as being inappropriate:
 - a. If the Superintendent or designate agrees with the challenge:
 - i. the material may be restricted to use at certain grade level(s)
 - ii. the material may be restricted from use in one or more schools
 - b. If the Superintendent or designate does not agree with the challenge, sections G, H and I of this procedure will be followed (upon formal request).
3. Annually, the principal will review the selection and objection rules with the teaching staff.
4. No parent/guardian has the right to determine reading, viewing or listening materials for students other than their own children.
5. Although learning resources may be challenged, the principles of the freedom to read, listen to or view materials must be defended as well.
6. Generally, access to challenged material will not be restricted during the reconsideration process.
7. The major criterion for the final decision is the appropriateness of the material for its intended educational use.
8. A decision to sustain a challenge will not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection and/or use of the material.

G. Reconsideration Procedures**1. Request for informal reconsideration procedures**

The principal or other appropriate staff will explain to the complainant the school's selection procedure, the criteria and the qualifications of those persons selecting the resources.

If the questioner wishes to file a formal challenge, the principal will forward a copy of the Selection of Learning Resources Policy and a Request for Reconsideration of Learning Resource form (IJ-E) to the party concerned.

2. Request for formal reconsideration

Schools will keep on hand and make available Request for Reconsideration of Learning Resource form (IJ-E). All formal objections to resources must be made on these forms.

- The Request for Reconsideration of Learning Resources form (IJ-E) will be filled out and signed by the complainant and filed with the principal.
- The Superintendent will be informed when a formal complaint is received.
- The request for reconsideration will be referred to a Reconsideration Committee.

**H. The Reconsideration Committee**

1. This committee will consist of:
 - The Superintendent (or designate)
 - Two Trustees
 - One Language Arts teacher
 - One school-based administrator from each level (early, middle and senior years)
2. The committee will be chaired by the Superintendent or designate.
3. The complainant and the principal and/or staff members involved have the right to appear before the Reconsideration Committee.
4. The committee may choose to consult division support staff and/or community persons with related professional knowledge.

I. Reconsideration Committee Resolution

1. The Reconsideration Committee examines the challenged resource with the following guidelines in mind:
 - a. Read critical reviews of the resource to help judge professional acceptance
 - b. Base analysis of values and faults on a review of the material as a whole rather than on passages or sections taken out of context
 - c. Discuss the challenged resource in the context of the educational program
 - d. Discuss the challenged resource with the individual complainant and staff member(s), when appropriate
 - e. Prepare a written report – the chair will discuss this report with the complainant
2. The written report will be kept by the school principal, who will forward copies to the Superintendent.
3. Once filed, written reports must be available for examination upon request.
4. The decision of the Reconsideration Committee is binding for the individual school. The Superintendent may choose to apply the decision of the committee to other schools in the division as well.
5. Notwithstanding any procedure outlined in this procedure, the complainant has the right to appeal any decision of the Reconsideration Committee to the Board, who may act as a final review panel.

Cross Reference:		
Date Adopted: August 1, 2017	Date Amended:	Board Motion(s):
Policy:	Guidelines:	Exhibit: IJ-E