

School District #62 (Sooke)

LEARNING RESOURCES	No.: B-115
	Effective: Jan. 23/96 Revised: Feb. 26/19 Reviewed: Nov. 6/18; Jan. 8/19; Jan. 22/19; Feb. 26/19

ADMINISTRATIVE REGULATIONS

A. Selection of Learning Resources

1. Objectives

- (a) To provide learning resources that will support, enrich and help to implement educational programs through the interaction of professional personnel and other members of the school community.
- (b) To provide learners with a wide range of materials at varying levels of difficulty, with diversity of appeal and the presentation of different points of view.
- (c) To provide learning resources that will enrich and support the curriculum taking into consideration the varied interests, abilities, socioeconomic backgrounds and maturity levels of the learners.
- (d) To provide learning resources representative of the many religious, ethnic and cultural groups and their contributions to our national heritage and to the world community.
- (e) To place principle above personal opinion, and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive variety appropriate to the school community.

2. Responsibility

- (a) The Board delegates the responsibility for the selection of learning resources to the professional staff of the district.
- (b) While selection of learning resources involves many people (administrators, teachers, community persons) the responsibility for co-ordinating the selection of school learning resources and making recommendation for purchase rests with the principal and professional staff of the schools.
- (c) In the professional judgement of the Principal and teaching staff, when an approved learning resource is considered "sensitive in nature" or has "the potential to offend", and a teacher(s) is intending to use the resource, the professional staff, in consultation with the Principal, may choose to provide notification to parents of students who will have access to or be exposed to the learning resource.

The notification to parents/guardians will provide information based on the age and maturity of the students in the class and may include:

- (1) Identify the learning resource
- (2) Provide a brief description of the content
- (3) Outline the purpose for the use of the resource
- (4) And the dates that the resource will be in the classroom.

3. **Criteria**

- (a) The following criteria will be used as they apply to a particular resource or collection of resources:
 - (1) Resources are current, accurate, and relevant to provincial or locally approved curricula.
 - (2) Resources are appropriate in terms of content, form, and methodology for the intended context of usage.
 - (3) Resources shall meet high standards of quality in factual content and presentation.
 - (4) Resources will be as fair, objective, free from bias, propaganda, discrimination and stereotyping as is reasonable and possible, and promote, as far as possible, gender equity and a recognition of the multicultural context of British Columbia.
 - (5) 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.
 - (6) Resources will have aesthetic, literary, and/or social values acceptable to the school community. Racist, sexist, pornographic or obscene material is never acceptable.
 - (7) Resources are appropriate to support the development of problem-solving, decision-making, and higher level thinking skills with a focus on the process of learning.
 - (8) Resources will be selected for their strengths rather than rejected for their weaknesses.

4. **Procedures**

- (a) In general, Learning Resource selection shall be a school-based process. Each principal is responsible to have a process in place where all professional staff have the opportunity for input into the selection of learning resources. For the District Resource Centre, selected professional staff will advise the Centre staff about the acquisition of resources.
- (b) Professional staff will evaluate curriculum needs and available resources, and will consult reputable, professionally prepared selection aids.
- (c) Professional staff are expected to ensure that resources are able to support the three principles of learning, and to provide resources for various learning styles of all students.
- (d) Learning resource selection is an ongoing process which should include the removal of materials which are no longer appropriate according to the criteria for the selection of learning resources.
- (e) Professional staff will review and evaluate online learning resources in order to guide students to resources which comply with criteria for the Selection of Learning Resources.

B. Challenge of Learning Resources

1. Request for Informal Reconsideration

- (a) A person wishing reconsideration of a learning resource must first contact the principal or district staff responsible for the location of the learning resource. The principal or district staff receiving such a request will try to resolve the issue informally.
- (b) The principal or other appropriate staff will explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
- (c) The principal or other appropriate staff will explain the place the questioned resource occupies in the education program, its intended educational usefulness, and additional information regarding its use, or refer the questioner to someone who can identify and explain the use of the resource.
- (d) If the questioner wishes to file a formal challenge, the principal or other appropriate staff will make available a copy of the district's Learning Resource Policy and Administrative Regulations as well as a copy of the form "Request for Reconsideration of Learning Resources".

2. Request for Formal Reconsideration

(a) Preliminary Procedures

- (1) All requests for formal reconsideration of a learning resource must be made in writing on the form "Request for Reconsideration of Learning Resources".
- (2) The formal request must be signed by the questioner and filed with the office of the Superintendent of Schools.
- (3) No request for formal reconsideration will be considered until the questioner has pursued the steps indicated for informal reconsideration.

(b) Reconsideration Committee

- (1) A committee, appointed by the Superintendent of Schools, shall review any formal "Request for Reconsideration of Learning Resources". This committee shall consist of a school trustee, a school-based administrator, a teacher-librarian, a classroom teacher, and a member of the community.

(2) Guiding Principles

- (a) The committee shall meet as soon as possible after the request for consideration is received.
- (b) The committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the district's policy on Selection of Learning Resources, and whether its use is appropriate in the educational setting.
- (c) The committee may consult any persons or resources it deems appropriate for its consideration.
- (d) The committee shall prepare a written report with background information for the Superintendent of Schools who shall submit it to the Board of Education.

(c) Resolution Process

- (1) The Reconsideration Committee shall proceed within these guidelines:
 - (a) Examine the specific challenge
 - (b) Examine the challenged learning resource

- (c) Consider whether or not the learning resource meets the criteria for Selection of Learning Resources as outlined in Board policy.
 - (d) Consider whether or not to seek input from other community members.
 - (e) Read critical reviews of the resource to determine professional acceptance.
 - (f) Discuss the challenged resource with the individual questioner when appropriate.
 - (g) Discuss the challenged resource in the context of the educational program.
 - (h) Weigh values and faults, and form opinions based on the material as a whole rather than on passages or sections taken alone.
 - (i) Determine a final recommendation that will be placed before the Board of Education. This recommendation shall be confidential until discussed by the Board.
- (2) The Board of Education shall inform the questioner in writing of its decision. A copy of the written decision shall be sent to the principal or district staff responsible for the challenged learning resource.

C. Access to Online Learning Resources

1. Definitions

- (a) Online Information Service – any electronic service that provides information flow via a network, e.g., telephone, cablevision, microwave, satellite, computer network.
- (b) Online Learning Resource – an online information service that provides information which assists student learning as defined by provincial or local curricula.
- (c) Electronic Mail – a message sent to others via an online information service.

2. User Rights

- (a) All users will be informed of their rights and responsibilities as outlined in this policy. They will be advised that their online activities may be monitored.
- (b) In general, users have the right to be free from harassment and unsolicited contact. However, in the event of a complaint or report of a user's abuse of his/her privileges, the district staff has the authority to monitor that user's online activities, including their private messages.
- (c) Student users have the right to access electronic mail, selected public and educational network resources.
- (d) Student users have the right to expect that online learning resources suggested by their teachers will conform to the Board policy on criteria for Selection of Learning Resources.
- (e) Professional and support staff users have the right to full access to online learning resources.

3. User Responsibilities

- (a) All Users
 - (1) All users will keep their passwords to online learning resources confidential. Students will not disclose their password to anyone other than their teachers nor utilize any password other than their own to access online information services.

- (2) When accessing online learning resources, all users will maintain the same standards of good taste as exist in district education programs, whether sending or receiving information. In particular, users will refrain from using profanities or obscenities, or making comments intended to offend others, or accessing information that does not meet the Board policy on criteria for Selection of Learning Resources.
- (3) Users agree not to sell, publish, or commercially exploit information obtained from online information services unless written permission is obtained from the owner of the information.
- (4) Users agree not to reproduce copyrighted material or to engage in any other illegal activities.
- (5) Users agree not to use their access privileges to promote their own personal interests, whether financial or social.
- (6) Users will not attempt unauthorized access to any online information service.
- (7) Users should not reveal their own or anyone else's address, phone number or other personal information.
- (8) Those who violate the above conditions may have their online access privileges withdrawn, and/or have their activities reported to appropriate authorities.

(b) Professional and Support Staff

- (1) Professional and support staff will recognize that they have different access privileges than students, and therefore will ensure that their account passwords are kept confidential.
- (2) Professional and support staff will maintain security procedures to protect the rights of users and prevent unauthorized access which could result in negative consequences to the district.
- (3) Professional staff will develop statements of rights and responsibilities for students accessing online learning resources, and will inform them of their rights and responsibilities. These statements must not contradict or subvert any policy or regulation of the Board.
- (4) Professional and support staff will authorize and guide student access only to those online information services whose resources meet the Board policy on learning resources.
- (5) Professional staff will ensure that students may utilize online resources independent of staff supervision only if they have agreed in writing to adhere to district standards of online responsibility and have been granted parental permission. The Board respects each family's right to decide whether or not to apply for such permission. The only acceptable form of parental consent is the district authorized form "Parental/Guardian Consent for Online Access" (based on Computer/Network Acceptable Use Regulations – Policy C-315).
- (6) Authorization for independent use of online resources is a privilege and not a right. It is not transferable and may not be shared. It may be revoked at the discretion of professional staff whether or not parental permission has been granted.
- (7) Schools must maintain current and accurate records of permission and authorization granted to students. These records must be available to staff responsible for district administration of user accounts.
- (8) As much as possible, access to online resources will be designed in ways which point students to those which have been reviewed and evaluated prior to use.



REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES

Title of work: _____

Author/Publisher/Supplier: _____

Type of material: _____

Request initiated by: _____

Address: _____

Phone: _____

himself/herself

Name/organization or group: _____

1. Did you read, view or hear the entire work? _____

If not, which parts? _____

2. To what in the work do you object? Please be specific, cite pages or sections.

3. Is there anything of value in this work?

4. What do feel might be the result of reading, viewing or using this work?

5. For what age group if any would you recommend this work?

6. What do you believe is the theme or purpose of this work?

7. Are you aware of critics' judgement of this work?

8. What would you prefer the school do about this work?

Do not recommend or assign it to my child

Date

Signature of complainant