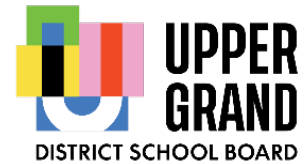


Provision of Learning Resources Procedures Manual 603-A



Category:	Program
Administered by:	Appropriate Superintendent
First Adopted:	June 1998
Revision History:	February 2000, June 2017
Next Review:	2022-2023 School Year

1. General

The primary objective of learning resources is to support and enrich the learning of students in our schools. A learning resource may be used by staff with an individual student, small group, large groups of students or by students independently.

2. Definitions

Learning Resources

A learning resource is either a person(s) or any material with instructional content or function that is used for teaching/learning purposes. Learning resources can include textbooks, other books, supplementary reading and information materials, charts, community resource people, agencies and organizations, dioramas, filmstrips, flash cards, games, globes, kits, maps, models, movies, periodicals, pictures, realia, slides, sound recordings, transparencies, websites, software e-books, audiobooks, computer programs, and digital resources, including worksheets printed from the internet.

3. Criteria for the Selection of Learning Resources

3.1 The following criteria will be used as they apply:

- 3.1.1 Learning resources shall support and be consistent with the curriculum, educational goals of the province, the Board and individual schools, as well as aims and objectives of specific courses.
- 3.1.2 Learning resources shall meet high standards of quality in factual content and presentation.

- 3.1.3 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 resources are selected.
- 3.1.4 Learning resources shall have aesthetic, literary, and/or social values, enable students to develop the best practices of inquiry based learning, be appropriate for the intended use and ensure it supports different learning styles (e.g., eBooks, software etc.)
- 3.1.5 Learning resources shall be selected:
 - 3.1.5.1 to help students gain an awareness of our multicultural and multiracial society and an understanding of the contributions of each group.
 - 3.1.5.2 to represent both sexes equally and not perpetuate cultural biases and prejudices based on gender, or ethnic, racial and socio-economic backgrounds.
 - 3.1.5.3 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.
 - 3.1.5.4 to meet the standards set out in the Equity and Inclusive Education Policy 504
 - 3.1.5.5 to ensure that they are adhering to copyright and licensing agreements
 - 3.1.5.6 to meet the standards set out in the Environmental Education and Management Policy 210
- 3.1.6 Learning resources which are biased or prejudiced in content may be provided to meet specific curriculum expectations (e.g., to recognize an ideology and its purpose to give context to or contrast sides in a particular argument).
- 3.2 The selection of learning resources on controversial, historical and contemporary issues will be directed towards presenting an equitable view.

- 3.3 Emphasis will be placed on the selection of Canadian learning resources, where appropriate. These resources include learning materials by or about a Canadian person, about a region or event, and/or published or produced in Canada.
- 3.4 Selection is an ongoing process which should include the removal of materials that are no longer appropriate and/or outdated and the replacement of lost or worn materials still of educational value.

4. Procedures for Submitting Learning Resources of a Potentially Controversial Nature

When choosing learning resources that, although educationally valuable, have the potential to cause controversy, these procedures should be followed prior to seeking Board approval.

- 4.1 The teachers who wish to use learning resources are to study the content carefully and submit to the Principal, for consideration, the resource and a concise rationale. The Principal is to determine the appropriateness of the learning resource. It is recommended that schools connect with the Principal of Program to ensure the resources meet the goals of the Board Improvement Plan.
- 4.2 Rationales prepared by the teacher should include answers to the following questions:
 - 4.2.1 Why would a teacher consider using this resource with a specific class?
 - 4.2.2 For what purpose will this material be used and how will it be used?
 - 4.2.3 How will the material meet the teacher's objectives?
 - 4.2.4 What problems of style, tone, theme, or other possible grounds for concern exist in the material, and how will the teacher address these issues?
 - 4.2.5 Does the resource meet the expectations of the curriculum?
 - 4.2.6 Is the resource accessible to all students?

5. Procedures for Reconsideration of Learning Resources

The following procedures are for the purpose of reconsidering the provision of learning resources.

5.1 Guiding Principles

- 5.1.1 Board employees and any member of the UGDSB community may challenge learning resources used in Board educational programs for appropriateness.
- 5.1.2 Principals should bring the selection and reconsideration procedures to the attention of the teaching staff annually. The staff should be reminded that the right to request reconsideration of learning resources is one granted by procedures established by the Board.
- 5.1.3 Parents/guardians have the right to question reading, viewing or listening material for their own children.
- 5.1.4 Although it is learning resources which are questioned, the principles of freedom to read/listen must be defended as well.
- 5.1.5 Access to the questioned learning resource(s) should not be restricted during the reconsideration process.
- 5.1.6 The major criterion for the final decision is the appropriateness of the learning resource(s) for its intended educational use.

5.2 Informal Reconsideration

School personnel who receive a complaint regarding a learning resource shall try to resolve the issue informally. The Principal and/or other appropriate staff shall explain the following to the complainant:

- the school's selection procedure and criteria
- the qualifications of those selecting the resource
- the intended educational purpose
- how it meets curriculum expectations
- how the questioned resource will be used
- additional information regarding its use.

5.3 Formal Reconsideration

Should the complainant wish to proceed further and file a formal challenge, the following procedures will apply.

5.3.1 the Request for Reconsideration of Learning Resources Form 603-1 will be completed and signed by the complainant, and a copy will be filed with the Principal within 60 days of the use of the resource.

5.3.2 The Principal will provide copies of the complaint to the Superintendent of Program and the appropriate Superintendent of Education.

5.3.3 The Principal will form a Reconsideration Committee with the following membership to re-evaluate the resource:

- the Principal of the school
- a Board Trustee
- a member of the school staff
- the appropriate Program Services representative
- a parent member of the school council
- two students selected by the Principal, when appropriate
- a Superintendent of Education, if appropriate.

5.4 Resolution

5.4.1 The Reconsideration Committee will review the resource(s) in question and determine whether it conforms to the principles of selection, as outlined in Section 3, by

5.4.1.1 examining the challenged resource

5.4.1.2 determining acceptance in the professional literature and/or critical reviews

5.4.1.3 discussing the resource with the individual(s) who questioned it

- 5.4.1.4 weighing values and faults, and forming opinion based on the resource as a whole rather than on excerpts and passages out of context
 - 5.4.1.5 discussing the resource in the context of the educational program
 - 5.4.1.6 preparing a written report which will be retained by the school Principal with copies forwarded to the Principal of Program, the appropriate Superintendent of Education, and the complainant, within 45 days of the date of decision of the Reconsideration Committee.
- 5.4.2 The decision of the Reconsideration Committee will be effective at the school at which the reconsideration was made. A decision to retain the resource, substitute the resource, retain the resource but restrict its use (e.g., staff only) or remove the resource shall be reported to the Director of Education by the appropriate Superintendent of Education. This information would be presented to the Program Committee of the Board for consideration of possible extension for the withdrawal on a system-wide basis. Upon request, the written decision and rationale shall be discussed with the person seeking the reconsideration.
- 5.4.3 The complainant may appeal the decision of the Reconsideration Committee to the Board, through the Director of Education. In order for the appeal to be considered, it must be filed within 30 days of the issuance of the written report of the Reconsideration Committee. Such appeal is to be heard by the Program Committee of the Board within 30 days of the date on which the appeal is filed, or at its next scheduled meeting.