# Instructional Resources Material

## Administrative Procedure 3.A.060

**Board Governance Policy Cross Reference: 1, 2, 3, 4, 12, 13, 16**
**Legal Reference:**

**Date Adopted: June, 2012**
**Date Amended: June, 2025**
**Date Reviewed: February, 2019**

### Introduction

Part I of the document states the policy on the selection of learning resources, provides a definition of learning resources and outlines the objectives of selection, criteria to be applied and procedures to be followed, as well as responsibility for the selection program.

Part II states the policy for dealing with challenged materials and provides guidelines for both an information and formal reconsideration of learning resources, as well as guiding principles for a reconsideration committee.

### PART I – SELECTION OF LEARNING RESOURCES

1. Policy

   The policy of the Board of Trustees of the School District of Mystery Lake is to provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers.

2. Objectives of Selection

   a) For the purpose of this statement of policy, the term “learning resources” will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning processes. Examples of learning resources include textbooks, other books, supplementary reading and information materials, flash cards, games, globes, kits, machine readable data files, maps, microfilms, models, motion pictures, periodicals, pictures, slides, sound recordings, transparencies, video record and computer programs.

b) The primary objective of learning resources is to support, enrich and help to implement the educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of professional staff to provide students 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 this end, the Board of Trustees of the School District of Mystery Lake affirms that it is the responsibility of its professional staff:

- To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served;
- To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and societal standards;
- To provide materials representative of the many religious, ethnic and cultural groups, and their contributions to our Nation and the world community; and
- 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 collection appropriate to the school community.

3. Responsibility for Selection of Learning Resources

a) The Board of Trustees delegates the responsibility for the selection of learning resources to the professional staff employed by the School District.

b) The responsibility for coordinating the selection of school learning resources and making the recommendation for purchase rests with the principal and the professional personnel.

4. Criteria for Selection of Learning Resources

a) The following criteria will be used as they apply:

- Learning resources shall support and be consistent with the general educational goals of the Province and District, and the aims and objectives of individual schools and specific courses.
- Learning resources shall meet high standards of quality in factual content and presentation.

- 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.
- Learning resources shall have aesthetic, literary and/or social values.
- Physical format and appearance of learning resources shall be suitable for their intended use.
- Learning resources chosen shall be developed by competent authors and producers.
- Learning resources shall be designed to help students gain an awareness of our pluralistic society, as well as an understanding of the main important contributions made to our civilization by Indigenous peoples, women and minority and ethnic groups.
- 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.
- Learning resources shall be selected for their strengths rather than rejected for their weaknesses.
- Biased or slanted learning resources may be provided to meet specific curriculum objectives; for example, to recognize propaganda and its purpose in a given content, or to balance an argument.

b) The selection of learning resources on controversial issues will be directed towards maintaining a balanced and objective representation of various points of view. Learning resources shall clarify historical and contemporary forces by presenting and analyzing inter-group tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

c) Emphasis will be placed on the selection of Canadian learning resources where appropriate. These resources include book and non-book learning materials by or about a Canadian person, about a region or event and/or published or produced in Canada.

5. Procedure for Selection of Learning Resources

a) In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally-prepared aids to selection and other appropriate resources. The actual resources will be examined whenever possible.

b) Recommendations for purchase may involve administrators, teachers, students, District personnel and community persons as appropriate.

c) Selection is an ongoing process that should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

## PART II – PROCEDURES FOR DEALING WITH CHALLENGED MATERIALS

1. Policy

   Any resident or employee of the School District may formally challenge learning resources used in the District's education program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

2. Request for Information Reconsideration

   a) The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.

      - The principal or other appropriate staff shall explain to the questioner the school's selection procedure, criteria and qualifications of those persons selecting the resource.
      - The principal or other appropriate staff shall explain the particular place the questioned resource occupies in the education 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.
      - If the questioner wishes to file a formal challenge, a copy of the District Instructional Resource Material Policy and a request for Reconsideration of Learning Resources form shall be mailed by the principal to the party concerned.

3. Request for Formal Reconsideration

a) Preliminary Procedures

- Each school will keep on hand and make available Request for Reconsideration of Learning Resources forms. All formal objections to learning resources must be made on these forms.
- The Request for Reconsideration of Learning Resources form shall be signed by the questioner and filed with the principal or someone designated by the principal to receive such forms.
- The Superintendent shall be advised of all formal complaints received by the schools.
- The Request for Reconsideration shall be referred to a Reconsideration Committee at the school level for re-evaluation of the resource. This Committee may involve additional personnel as appropriate.

b) The Reconsideration Committee

- Upon receipt of a request for formal reconsideration of a learning resource, the principal is responsible for:
  - Consulting with the appropriate members of staff.
  - Forming the Reconsideration Committee. When appropriate, membership should include:
    a. One member of the District staff chosen by the Superintendent;
    b. One or more members of the teaching staff chosen by the school staff;
    c. One member of the resource professional staff chosen by the resource professional staff; and
    d. Two students chosen by the student body.
  - Naming the chair of the Reconsideration Committee; and
  - Establishing a meeting date as soon as possible after the complaint.
- The Reconsideration Committee may choose to consult District support staff and/or community persons with related professional knowledge.
- The Reconsideration Committee shall review the challenged resource and judge whether it conforms to the principles of selection outline in the District's Instructional Resources Material Policy.

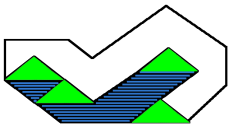
c) Resolution

- The Reconsideration Committee shall proceed within these guidelines:
  - Examine the challenged resource;
  - Determine professional acceptance by reading critical reviews of the resource;
  - Weigh values and faults and form opinions based on the material as a whole, rather than on passages or sections taken out of context;
  - Discuss the challenged resource in the context of the educational program;
  - Discuss the challenged item with the individual questioner when appropriate; and
  - Prepare a written report.
- The written report shall be discussed with the individual questioner when requested.
- The written report shall be retained by the school principal, with copies forwarded to the Superintendent.
- Written reports, once filed, are confidential and available for examination by trustees and appropriate officials only.
- The decision of the Reconsideration Committee is binding for the individual school.
- Notwithstanding any procedure outlined in this Regulation, the questioner shall have the right to appeal any decision of the Reconsideration Committee to the Board of Trustees as the final review panel.

d) Guiding Principles

- Any resident or employee of the School District may raise an objection to learning resources used in school's educational program, despite the fact that the individuals selecting such resources were duly-qualified to make the selection, followed the proper procedure and observed the criteria for selecting learning resources.
- The principals should review the selection and objection rules with the teaching staff at least annually. The staff should be reminded that the right to object to learning resources is only granted by policies enacted by the Board of Trustees.
- No parent/guardian has the right to determine reading, viewing or listening matter for students other than his/her own child.

- Although it is the learning resources that are challenged, the principles of freedom to read, listen, and view must be defended as well.
- Access to challenged material shall no be restricted during the reconsideration process.
- The major criteria when reviewing challenged material shall be the appropriateness of the material for its intended educational use.
- A decision to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection and/or use of the material.



**SCHOOL DISTRICT OF MYSTERY LAKE**
**INSTRUCTIONAL RESOURCES MATERIAL**

## COMPLETION FORM – ENGLISH DEPARTMENT RATIONALE

SCHOOL: _____

TITLE:_____

RECOMMENDED GRADES OR COURSES:_____

1. Ways in which the book is especially appropriate for students in this school:

   _____
   _____
   _____
   _____

2. Ways in which the book is especially pertinent to the objectives of this curriculum:

   _____
   _____
   _____
   _____

3. Special problems that might arise in relation to the book:

   _____
   _____
   _____
   _____

4. Ways in which a teacher might handle those problems:

   _____
   _____
   _____
   _____

5. Some other appropriate books an individual student might read in place of this book:

   _____
   _____
   _____
   _____

**SCHOOL DISTRICT OF MYSTERY LAKE**
**INSTRUCTIONAL RESOURCES MATERIAL**

## REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

TITLE: _____

AUTHOR: _____

PUBLISHER: _____

BOOK _____ PERIODICAL _____ OTHER _____

REQUEST INITIATED BY:

NAME: _____

ADDRESS: _____

DO YOU REPRESENT – check appropriate response(s):

| | | |
|---|---|---|
| Yourself | _____ | |
| An Organization | _____ | Name: _____ |
| Other Group | _____ | Name: _____ |

1. To what in the resource material do you object? (Please be specific – cite pages)
   _____
   _____
2. Did you read / listen/ view the entire resource material? What parts?
   _____
   _____
3. What do you feel might be the result of reading/viewing/listening to this resource material?
   _____
   _____
4. For what age group would you recommend this resource material?
   _____
   _____
5. What do you believe is the theme of this resource material?

_____
_____

6. Are you aware of judgments of this resource material by literary critics?

_____
_____

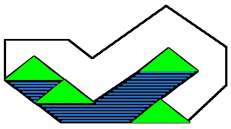
7. What would you like your library/school to do about this resource material? Check appropriate response(s).

_____ Do not assign / lend it to my child.
_____ Return to Staff Selection Committee
_____ Other (explain) _____
_____
_____

8. In its place, what resource material would you recommend that would convey as valuable a picture and perspective of the subject treated?

_____
_____
_____

_____ _____
Date Signature



**SCHOOL DISTRICT OF MYSTERY LAKE**
**INSTRUCTIONAL RESOURCES MATERIAL**

## CITIZEN'S REQUEST FOR RECONSIDERATION

AUTHOR: _____

TITLE: _____

HARDCOVER _____ PAPERBACK _____

PUBLISHER (IF KNOWN) _____

REQEST INITIATED BY:

NAME: _____

ADDRESS: _____

PHONE: _____

COMPLAINANT REPRESENT – check appropriate response(s)

| | | |
|---|---|---|
| Yourself | _____ | |
| An Organization | _____ | Name: _____ |
| Other Group | _____ | Name: _____ |

1. To what in the resource material do you object? (Please be specific – cite pages).
   _____
   _____

2. What of value is there in this resource material?
   _____
   _____

3. What do you feel might be the result of reading/listening to/viewing this resource material?
   _____
   _____

4. For what age group would you recommend this resource material?
   _____
   _____

5. Did you read/listen to/view the entire resource material? What pages or sections?

   _____
   _____

6. Are you aware of the judgment of this resource material by critics?

   _____
   _____

7. Are you aware of the teacher's purpose in using this resource material?

   _____
   _____

8. What do you believe is the theme or purpose of this resource material?

   _____
   _____

9. What would you prefer the school to do about this resource material? Please check appropriate response(s).

   _____ Do not assign or recommend it to my child.
   _____ Withdraw if from all students.
   _____ Return it to the English Dept. for re-evaluation.
   _____ Refer it to a Reconsideration Committee

10. In its place, what resource material of equal value would you recommend that would convey as valuable a picture and perspective of a society or a set of values.

    _____
    _____

_____ _____
Date Signature of Complainant