

#128244

IJ-E-1, 2, 3

INSTRUCTIONAL MATERIALS AND RESOURCES

A. SELECTION PHILOSOPHY

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

B. DEFINITION OF LEARNING RESOURCES

The term "learning resources" refers to any person, or any material with instructional content of function, used in a formal or informal teaching/learning context. Learning resources, therefore, include approved and recommended textbooks, fiction and non-fiction books, magazines, manipulatives, games, audio-visual resources, computer software, and other materials. Events such as field trips, presentations by community resource people or performing 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

The Public Schools Act, under "Powers of School Boards" and "Duties of School Boards" (Sections 48.1.g and 48.1.j) assigns the responsibility for selection of learning materials to the Board of Trustees. This authority is delegated by the Board to the Superintendent/CEO and the administration.

- a) At the school level this authority is exercised by school principals, as part of their responsibility for the instructional program of their schools. In actual practice, designated instructional personnel initiate acquisition of learning resources for their areas of responsibility within the constraints of their respective budget allocations, and under the authority of the principal.
- b) Coordinators have the responsibility of advising school staff and the Supervisor, Library and Media Services on suitable learning materials.

The Supervisor, Library and Media Services, under the direction of the Assistant Superintendent, has the responsibility for acquisition of learning

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resources for the Media Centre, which is carried out in consultation with coordinators and other professional staff.

D. COPYRIGHT OF INSTRUCTIONAL MATERIALS AND RESOURCES

All educational uses of copyright protected works are covered under the Fair Dealing Guidelines of the Canadian Ministers of Education, Canada (CMEC) Copyright Consortium. It is the principal's responsibility to ensure that staff are in compliance with the [Fair Dealing Guidelines](#) (IJ-E-2) and the guide to copyright in schools, [Copyright Matters! Some Key Questions and Answers for Teachers](#) (IJ-E-3).

E. SELECTION GUIDELINES AND CRITERIA

1. Resources shall enrich and support the curriculum, taking into consideration the various interests, abilities, socio-economic backgrounds and maturity levels of the students served.
2. Resources shall stimulate growth in factual knowledge as well as literacy, creativity, investigation and aesthetic appreciation.
3. Resources shall be of a wide variety, and shall enable students to enhance their thinking skills, to develop the practice of critical analysis, and to make intelligent judgments in their daily lives.
4. Where applicable, learning resources shall be designed to motivate students and staff to examine their own attitudes and behaviour, and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in our society.
5. Materials shall represent the contributions of the many religious, political, ethnic, and cultural groups to our national and world communities.
6. Principle shall be placed above personal opinion, and reason above prejudice, in the selection of learning resources appropriate to the school community.
7. Learning resources shall support and be consistent with the educational goals of the Province, the division, individual schools, and specific courses.
8. Learning resources shall be factually accurate and shall demonstrate recognized competence of the author, producer, or performer.
9. Learning resources shall be appropriate to the age, ability, emotional maturity and learning style of the student.

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10. Learning resources shall have aesthetic, literary, and/or social value.
11. Biased or slanted learning resources shall be provided only to meet specific curriculum objectives: for example, to help students recognize propaganda and its use in a given context, or to balance an argument.
12. After other criteria have been considered, preference shall be given to Canadian-authored or Canadian-produced learning resources.
13. Factors such as cost, durability, safety, ease of assembly, and ease of storage shall be considered.
14. The physical format of learning resources shall be appropriate for their intended use.

F. SELECTION PROCEDURES

1. In selecting materials, professional personnel 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 shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.
4. Selection is an ongoing process which shall include the removal of materials no longer appropriate and the replacement of lost and worn materials.

G. SELECTION CHALLENGES

1. STATEMENT OF POLICY - Any resident or employee of the School Division may formally challenge learning resources used in the Division's educational 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. In the event that the selection of a learning material is challenged as being inappropriate:
 - a) If the Superintendent/CEO or designate concurs with the challenge, the following actions may be taken:

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- 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/CEO or designate does not concur with the challenge then, upon formal request, sections G, H and I will be followed.
3. The principal shall review annually the selection and objection rules with the teaching staff.
 4. No parent has the right to determine reading, viewing or listening matter for students other than his/her own children.
 5. Although the learning resources are challenged, the principles of the freedom to read/listen/view must be defended as well.
 6. Generally, access to challenged material shall 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 shall 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.

H. RECONSIDERATION PROCEDURES**1. REQUEST FOR INFORMAL RECONSIDERATION PROCEDURES**

The principal or other appropriate staff shall explain to the questioner 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, a copy of the Division, Selection of Learning Resources Policy and a Request for Reconsideration of Learning Resource form, will be forwarded by the principal to the party concerned.

2. REQUEST FOR FORMAL RECONSIDERATION

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Each school will keep on hand and make available, Request for Reconsideration of Learning Resources forms (IJ-E). All formal objections to learning 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/CEO and Assistant Superintendent will be informed of the formal complaint received.

The request for reconsideration will be referred to a Reconsideration Committee.

I. THE RECONSIDERATION COMMITTEE

1. This committee will consist of:
 - The Supervisor, Library and Media Services
 - Assistant Superintendent
 - Two Trustees from the Education Committee
 - One Language Arts teacher
 - The committee shall elect a chair at its first meeting
 - One school-based administrator from each of the levels, early years, middle years and senior years
2. The complainant and the principal and/or the staff members involved shall have the right to appear before the Reconsideration Committee.
3. The committee may choose to consult division support staff and/or community persons with related professional knowledge.

J. RECONSIDERATION COMMITTEE RESOLUTION

1. The Reconsideration Committee examines the challenged resource with the following guidelines in mind:
 - a) Professional acceptance by reading critical reviews of the resource;
 - b) Values and faults are based on the material as a whole rather than on passages or sections taken out of context.
 - c) Discusses the challenged resource in the context of educational program;

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- d) Discusses the challenged item with the individual complainant and staff member(s) when appropriate.
 - e) Prepare a written report. The chair shall discuss the written report with the complainant.
2. The written report shall be retained by the school principal, with copies forwarded to the office of the Superintendent/CEO.
 3. Written reports, once filed, shall be available for examination upon request.
 4. The decision of the Reconsideration Committee, is binding for the individual school. However, the Administration may apply the decision of the Committee to other schools in the Division.
 5. Notwithstanding any procedure outlined in this policy, the complainant shall have the right to appeal any decision of the Reconsideration Committee to the Board of School Trustees as a final review panel.

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