

CONTROVERSIAL LEARNING RESOURCES

Background

Intellectual inquiry requires learning resources representing a wide range of interests so that students may freely explore the world of ideas. The Division respects the right and responsibility of teachers to use supplementary learning resources and to modify prescribed curricula to meet the educational needs of students. In the selection of resources, the Division expects sound professional judgement and consultation with others, including parents and other professional colleagues when deemed appropriate.

The Division recognizes, however, that parents may object to teacher selection of resources and, therefore, authorizes the appeal process established through the procedures below.

This administrative procedure is to be administered by the Assistant Superintendent Learning Services.

Procedures

1. Selection of Supplementary Learning Resources

- 1.1 The supplementary learning resources in a school's collection are to:
 - 1.1.1 Enrich and support the Program of Studies in a way that caters to the varied interests, abilities, maturity levels and learning styles of students.
 - 1.1.2 Provide variety for students as they seek to gain understanding, develop literary appreciation and aesthetic values.
 - 1.1.3 Cause students to critically examine the information in the resources such that they are challenged to think clearly, reason logically, examine different points of view and through these processes develop skills associated with arriving at sound judgements.
 - 1.1.4 Represent a variety of religious, ethnic and cultural perspectives.
- 1.2 Selection of supplementary resources is to consider:
 - 1.2.1 Readability and popular appeal.
 - 1.2.2 The academic credibility of the author/producer.
 - 1.2.3 The literary merit of the work.

2. Learning Resource Challenges

Despite care taken to select learning resources, occasional objections will be made to an item in the resource collection.

If the resource is challenged, the procedures are as follows:

- 2.1 If, after discussion of the concerns with the teacher or Learning Commons Facilitator, mutual satisfaction has not been reached, the matter is to be referred to the Principal. If the objection cannot be dealt with satisfactorily at the school level, the complainant will be asked to file the objection in writing to the Assistant Superintendent, Learning Services.
- 2.2 The Assistant Superintendent, Learning Services shall meet with the complainant to review the resource in reference to the expectations of this administrative procedure. If, following discussion with the complainant, mutual satisfaction has not been reached, the Assistant Superintendent, Learning Services will refer the complaint to the Learning Resource Review Committee.
- 2.3 The Learning Resource Review Committee is an ad hoc committee and will be struck only when needed. Committee membership shall consist of:
 - 2.3.1 The Assistant Superintendent, Learning Services, as Chair;
 - 2.3.2 A Principal;
 - 2.3.3 A Learning Commons Facilitator and/or teacher;
 - 2.3.4 A parent;
 - 2.3.5 A member of a School Council.

None of the complainant, the Principal, or the school Learning Commons Facilitator and/or teacher on the Committee shall be from the school from whence the complaint arose, but each shall have the right to make presentations to it.
- 2.4 The Learning Resource Committee will, at the earliest opportunity:
 - 2.4.1 Read and examine the challenged learning resource;
 - 2.4.2 Evaluate the resource in terms of the expectations and criteria in this administrative procedure;
 - 2.4.3 Meet to discuss the material and prepare a report on it for distribution to the Principal and the Superintendent.
- 2.5 The Assistant Superintendent, Learning Services shall inform the complainant, the Principal, and school Learning Commons Facilitator or teacher affected of the decision of the Learning Resource Review Committee.

Reference: Relevant Legislation and Regulations