



School District No. 54 (BULKLEY VALLEY)

"To empower all learners to live the challenges of a diverse and changing world."

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VIA: Email

January 25, 2024

Dear SD54 Parents &/or Guardians and Policy Stakeholders,

Consultation on Policy Revisions

Policy revision continues to be ongoing focus of the Board of Education and the Board values the consultative input of its stakeholders throughout the process.

Attached you will find the following policy that has undergone a slight revision by the policy committee. We would appreciate your consideration and comments with respect to this policy and accompanying administration procedures.

- 1) Policy # 6.175 – Challenge of Learning Resources
- 2) Administration Procedure – 6.175-1 Challenge of Learning Resources: Guidelines & Procedures
- 3) Administration Procedure – 6.175-2 Request for Reconsideration of Learning Resources

The Policy #6.175 amendment is required to update current language and forms around the process of appealing learning resources in order to meet current practice.

We would appreciate receiving your comments prior to Thursday, March 14th, 2024. It is our hope to present final draft revisions to the Policy Committee on Tuesday, April 9th, 2024 and seek board approval at the April 23th, 2024 board meeting. You would be welcome to attend both committee and board meetings.

Should you have any questions, please do not hesitate to contact myself directly at 250-877-6825.

Yours truly,

Dave Margerm
Secretary Treasurer
School District #54(Bulkley Valley)

/bk

Attachments

cc: M. McDiarmid, Superintendent of Schools
J. Fox, Assistant Superintendent
Policy Committee

**Board of Education
School District 54 (Bulkley Valley)**

CHALLENGE OF LEARNING RESOURCES

6.175

POLICY

Consistent with the accompanying regulations¹, the Board of Education and district administration shall ensure a fair and transparent process through which district learning resources, electronic or print, may be challenged by parents/guardians, ~~students or district employees.~~

VALUES

In its consideration of this policy, the Board of Education was guided by its *respect* for the opinions of others, its *responsibility* to provide learning resources of sound educational value and those consistent with Ministry guidelines as well as its *responsibility* to provide a *fair* and *honest* process for such challenges.

Amended: xxxx, 2024
Amended: January 17, 2012
Reviewed: May 5, 1999
Adopted: June 16, 1992

¹

Administrative Procedure 6.175-1 Challenge of Learning Resources: Guidelines & Procedures:
Administrative Procedure 6.175-2 Request for Reconsideration of Learning Resources

Selection of Learning Resources Guidelines and Procedures



*School District 54's (Bulkley Valley) mission statement is
"To empower all learners to live the challenges of a diverse and
changing world."*

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(Board Policy 6.175)

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Chapter 1 – Guidelines

1.1 Scope of this Document

This document applies to all educators who are responsible for the selection of learning resources. School District 54's mission is to support the principles that guide the selection of resources.

1.2 Philosophy

Our School District 54 Bulkley Valley *mission* is to empower all learners to live the challenges of a diverse and changing world. Our *vision* is for every individual to feel valued and for all learners to reach their potential.

In achieving our mission and vision, we live our *values*. The Board of Education of School District 54 has committed to five Core Values: Compassion, Honesty, Respect, Responsibility and Fairness. We support life-long learning. We celebrate our many cultures and seek ways to appreciate and embrace diversity such that every learner feels safe and welcome within our schools. We value the ability of all learners to set high expectations for themselves, and we are committed to supporting all learners in achieving personal success.

1.2.1 Intent

"The intent is not to remove controversy or over-protect students' exposure to these issues. But rather, it is to flag controversial views and opinions so that you can engage your students in critical thinking and discussions, and prepare teaching strategies accordingly. And, depending on the age of your students and the subject matter, you may decide to notify parents in advance of using a particular resource, so that they are aware and able to discuss this with their child(ren)." *(SD42, 2015)*

1.3 Statement Regarding Intellectual Freedom

School District 54 endorses the Canadian Federation of Library Associations (CFLA) statement on intellectual freedom: The Canadian Federation of Library Associations recognizes and values the Canadian Charter of Rights and Freedoms as the guarantor of the fundamental freedoms in Canada of conscience and religion; of thought, belief, opinion, and expression; of peaceful assembly; and of association. The Canadian Federation of Library Associations supports and promotes the universal principles of intellectual freedom as defined in the Universal Declaration of Human Rights, which include the interlocking freedoms to hold opinions and to seek, receive and impart information and ideas through any media and regardless of frontiers.

In accordance with these principles, the Canadian Federation of Library Associations affirms that all persons in Canada have a fundamental right, subject only to the Constitution and the law, to have access to the full range of knowledge, imagination, ideas, and opinion, and to express their thoughts publicly. Only the courts may abridge free expression rights in Canada. *(CFLA, 2015)*

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1.4 Selection of Learning Resources

1.4.1 Objectives of Selection

The primary objective of learning resources is to support, enrich, and help to implement the educational program of the school through the interaction of educators and other members of the school community. It is the responsibility of educators to provide students with a wide range of learning resources in a variety of formats, at varying levels of difficulty, with diversity of appeal, with the presentation of different points of view, and that meet curricular objectives.

It is the responsibility of educators to include:

- Resources to enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served in each particular school.
- Resources to stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- Resources to enable students to make informed judgements in their daily lives.
- Resources to represent the diversity and inclusivity of the Canadian population, recognizing each group's contributions to our society.
- Resources to represent global diversity, created by authors and illustrators of all cultures.
- Resources selected through a cooperative, ongoing process, which may include input from other educators and students.
- Recommended lists.

1.4.2 Considerations for Review of Learning Resources

Educators should consider the following when evaluating materials as possible learning resources:

Authenticity

- Does the resource incorporate accurate and authentic factual content from authoritative sources?
- Is the material up-to-date?
- Are translations and retellings faithful to the original?
- Is Indigenous content authentic? (Contact the SD54 Indigenous Education Department)

Appropriateness and Quality of Content

- Does the content enhance a student's understanding and perspective?
- Is the content appropriate for the subject area, and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected?
- Does the content support Canadian, Indigenous or global perspectives?
- Does the content represent differing viewpoints on controversial issues?
- Does this material meet curricular needs?
- Does this material meet the needs and varied interests of the student population?
- Is the length of the material suitable?
- Is the language of presentation accessible to students?
- Is the commercialization of the resource (if any) reasonable, or does it overwhelm the content?

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Organization of Content

- Is the content presented logically and clearly?
- Is the presentation of the content suitable for learning?
- Is the content sufficiently comprehensive to be useful?
- Is there extraneous or unnecessary material?
- Are there titles, labels or captions, and are they appropriate?

Other Considerations

- Does the resource meet high standards in literary, artistic, and aesthetic quality?
- Does the resource meet high standards in technical aspects and/or physical format?
- Does the resource earn favorable reviews in standard reviewing sources? (See Appendix D.)
- Does this material keep an existing series up to date?
- Does this resource balance cost with need?

See **Administrative Procedure 6.175-2** for more information on learning resource selection criteria.

It is recommended that educators complete the free online **FOCUSED Learning Resources Selection Training** course, available at: <https://focusedresources.ca/en/course-selecting-learning-resources-classroom>

1.4.3 Sources for Resources, Reviews and Recommendations

There is a variety of sources for print and online resources, as well as for reviews and recommendations. See SD54 teacher-librarians for further resources and recommendations.

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Chapter 2 – Challenge Procedure

2.1 Challenge Principles

Any parent/guardian of a student in the School District 54 may challenge learning resources on the basis of appropriateness. However, it is understood that no parent/guardian has the right to restrict access to learning resources for students other than their own children.

It is also understood that in situations such as the Library Learning Commons, it is impossible to review all resources in their entirety.

If books meet criteria laid out in this document, but do not meet criteria for a family, these books won't be removed from the Learning Commons, but alternative options could be suggested for families, book by book.

Although if any resource is challenged, the principles of the freedom to read/listen/view must be defended as well.

Access to challenged resources shall not be restricted during the reconsideration process.

The major criterion for the final decision is the appropriateness of the resource for its intended educational use.

A decision to sustain a challenge shall not necessarily be interpreted as a judgement of irresponsibility on the part of the professionals involved in the original selection and/or use of the resource.

2.2 Challenge Procedure

The SD54 procedure for challenging learning resources begins with an informal reconsideration procedure. If no informal resolution is possible, the second step is a school-based formal reconsideration procedure. If there is still no resolution, the third step is an appeal at the District level.

2.2.1 Request for Informal Reconsideration

The school receiving a complaint from a questioner regarding a learning resource will try to resolve the issue informally, following this procedure:

1. The questioner sets up an appointment to meet with administrator, Teacher Librarian and the staff member using the learning resource at a mutually agreeable time.
2. The staff member may decide to invite an additional staff member to the meeting (recommended).
3. The staff member explains the learning resource selection procedure to the questioner.
4. The staff member explains role of the resource in the educational program.
5. The staff member and the questioner attempt to come to an informal resolution to the challenge.
6. If there is no informal resolution, and the questioner wishes to file a formal challenge, the following documents are provided to the questioner:

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- The *SD54 Selection of Learning Resources – Guidelines and Procedures* document (this document).
 - The *Request for Reconsideration of Learning Resources* form (Administrative Procedure 6.175-2).
7. The questioner begins the formal reconsideration process, detailed below in.

2.2.2 Request for Formal Reconsideration

The school receiving a formal complaint from a questioner regarding a learning resource will follow this procedure to resolve the issue:

1. The questioner completes and signs the *Request for Reconsideration of Learning Resources* form.
2. The staff member reads and signs the form, and files the form with the principal.
3. The principal informs the Assistant Superintendent for the school that a formal complaint has been received.
4. A school-based Reconsideration Committee – made up of the staff member using the resource, an administrator and the Teacher Librarian is formed.
5. The Reconsideration Committee reviews the challenged resource, using the following guidelines:
 - Examine the challenged resource.
 - Consider the written submissions by the questioner.
 - Determine professional acceptance by reading critical reviews of the resource.
 - Discuss the challenged resource, and weigh values and faults.
 - Discuss the challenged resource with the questioner when appropriate.
 - Determine whether the challenged resource conforms to the selection guidelines outlined in the *SD54 Selection of Learning Resources – Guidelines and Procedures* document.
 - Determine a final recommendation in camera.
6. The Reconsideration Committee prepares a written report that includes:
 - The procedures followed.
 - The minutes of meetings.
 - The rationale for the decision made by the Reconsideration Committee.
7. The Reconsideration Committee discusses the decision and rationale with the questioner.
8. The Principal retains the written report, and sends a copy to the appropriate Assistant Superintendent for the school.

Note: The decision of the Reconsideration Committee is binding on the individual school.

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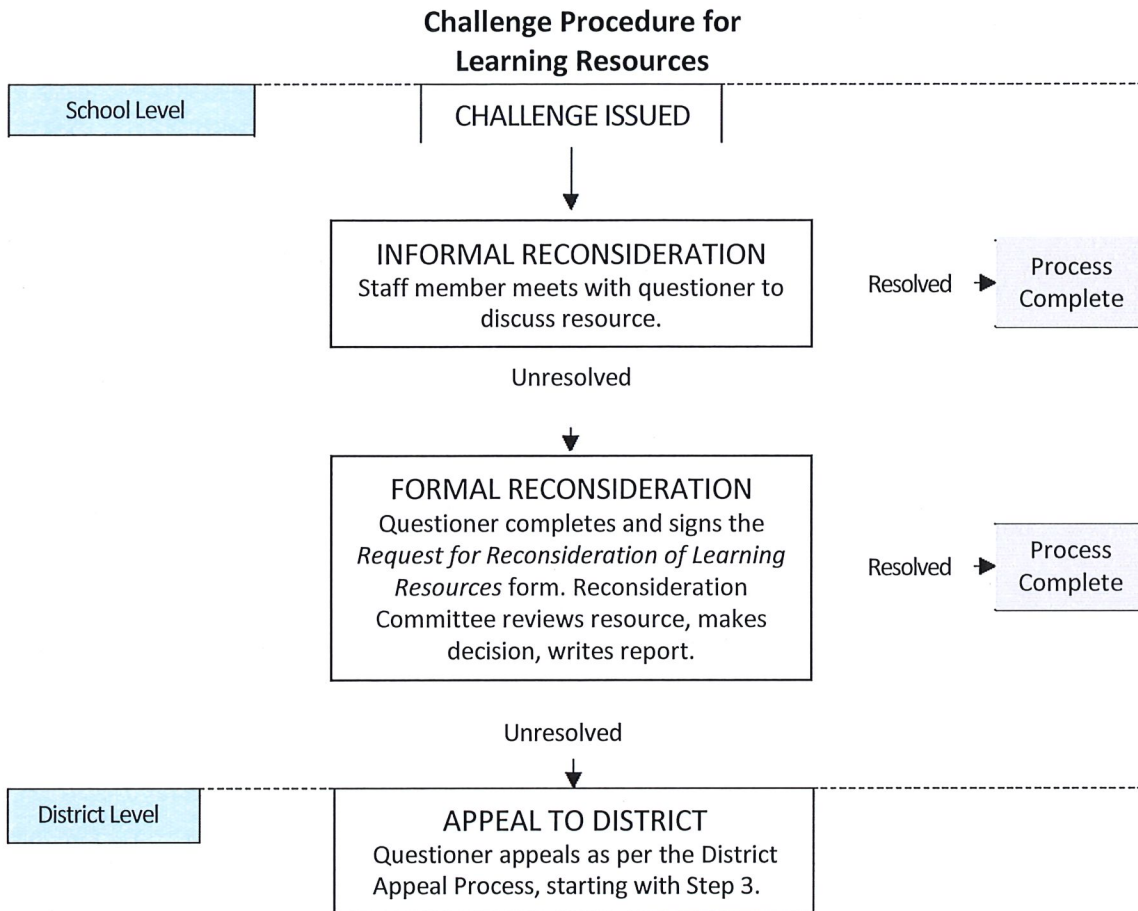
2.2.3 Appeal to the District

If the questioner is not satisfied with the school-based Reconsideration Committee decision, the questioner may appeal the decision at the District level as per the District Appeal Process, starting with *Step 3*.

See *Figure 1* (next page) for a visual description of Challenge Procedure workflow.

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Figure 1 – Challenge Procedure Workflow



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REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES
 (Board Policy 6.175)

School District 54 (Bulkley Valley) has delegated the responsibility for selection and evaluation of learning resources to the professional educators at the school level, and has established reconsideration procedures to address concerns about resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of school or library resources, please complete this form and return it to the school.

Section 1 – Questioner

Date		
Parent/Guardian Name		
Street Address		
City		
Phone	Home	Mobile
Contact Email		
Student Name		
Student Grade		

Section 2 – Resources

School	
Type of Resource	<input type="checkbox"/> Book <input type="checkbox"/> Textbook <input type="checkbox"/> Media <input type="checkbox"/> Other _____
Resource Title	
Author(s)/Producer(s)	
Publisher/Year	
Classroom or Library Resource	

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Section 2 – Resources

1. What brought this resource to your attention?
2. Have you examined the entire resource? If not, what sections did you review?
3. What concerns you about the resource? Please identify specific concerns and location information (such as page number(s), time, section, chapter or link).
<i>If you need more room, please attach a separate piece of paper for this section.</i>
4. What positive and negative effects do you believe this resource would have on your child?
5. In many cases, the impact of a resource will vary according to how it is presented and interpreted in the classroom, and we urge you to discuss this material with the appropriate people. Have you discussed this resource with:
The teacher librarian? Yes <input type="checkbox"/> No <input type="checkbox"/> The classroom teacher? Yes <input type="checkbox"/> No <input type="checkbox"/> The principal? Yes <input type="checkbox"/> No <input type="checkbox"/>
6. Have you read reviews of this resource? If yes, please note source(s) of review(s) and attach copies or provide links.
7. What action are you requesting the Reconsideration Committee consider regarding this resource?

Note: Further information may be attached as needed.

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Section 3 – Signatures

	Signature	Date
Questioner		
Staff Member		
Principal		

1 copy to the principal of school concerned

1 copy to the appropriate staff member

1 copy to the questioner