

## Preamble

A wide range of educational resources is required to meet the educational needs of students, the professional needs of educators, and to fulfill the goals and mandates of the School, the Independent Schools Association of British Columbia, and the Ministry of Education.

### For the purpose of this policy:

“educators” includes heads of school, teachers and teaching assistants, librarians, counsellors, and other member school support staff, as applicable.

“educational resources” includes textbooks, other written material, supplementary reading and informational materials, charts, dioramas, films, filmstrips, games, globes, kits, machine readable data files, maps, slides, sound recordings, transparencies, video records, computer and mobile software and applications, and includes “online information services” and “online learning resources”.

“Head of School” means the Head of School or his/her designate

“online information services” includes any electronic service that delivers information (e.g. text, images, sound) via a network (e.g. telephone, cablevision, microwave (including radio, mobile, and Wi-Fi), satellite broadcast, and computer network).

“online learning resources” includes online information services that provide information which assists student learning, as may be selected and approved in accordance with this Policy.

“School” means Fraser Academy

## Policy

The School considers that the functions of educational resources are to support, enrich, and assist in implementing the educational program of the School. The School will allocate funds for a wide range of these resources as appropriate. To meet the demands of variety in learning styles, interest, and levels of difficulty, the resources will be diverse in nature and selected to express a range of points of view. Opportunities for review and challenge of all educational resources will be provided.

## Objectives

1. To support and enrich the curriculum in consideration of the varied interests, abilities, learning styles, and maturity levels of students.

2. To stimulate an interest in acquiring, testing, and applying knowledge.
3. To present various aspects of controversial issues so that students may develop, under guidance, the skills of critical analysis as a basis for making informed judgements.
4. To present fairly and include the perspectives of the many religious, ethnic, cultural, gender and LGBTQ groups in Canada and their contributions to national heritage and the global community.
5. To develop a comprehensive collection of educational resources appropriate for the School.
6. To address challenges to selected educational resources with sensitivity to the values of the individual making the challenge.

## Administrative Procedures

### 1. Responsibility for the Selection of Educational Resources

- (a) The educators at the School will establish the general and specific curriculum objectives for the selection of educational resources.
- (b) Educational resources will be selected to meet the requirements of the various curriculum areas for both group and independent study.
- (c) Recommendations from curriculum specialists will be sought where possible.
- (d) The process of selection will be sufficiently flexible to accommodate changing trends and developments.
- (e) Provision will be made for the continuous evaluation of educational resources.
- (f) Adequate records will be kept within the School of the educational resources purchased or used and any educators recommending such purchase or use.
- (g) The responsibility for selection of educational resources will be delegated to the School's educators in accordance with the criteria listed in Section 2.

### 2. Criteria for Selection of Educational Resources

Educational resources will:

- (a) support and be consistent with the general educational goals for the Ministry of Education and the School and with the aims and objectives of the School and specific courses;

- (b) meet high standards in terms of their substantive content and general presentation, having aesthetic, literary, and/or social value;
- (c) be suitable for their chosen purpose, and appropriate for the targeted subject area and for the age, emotional and social development, ability level, and learning styles of the students for whom the resources are selected;
- (d) be chosen to help students gain an understanding of the pluralistic nature of society, and provide information about the contributions made to civilization by all sexes and genders and by ethnic and minority groups;
- (e) be selected to motivate both students and staff to examine their own attitudes and behaviours, and they will include biased or slanted materials only if its inclusion meets specific curriculum objectives, for example, to recognize propaganda and its purpose in a given context;
- (f) be chosen to help students understand their duties, responsibilities, rights, and privileges as participating citizens in a democratic society;
- (g) be selected to provide balance to the collection of the School's educational resources, and to ensure issues are represented from multiple points of view;
- (h) not be provided to students without adequate consideration of the varied emotional responses they may evoke in students, and will be accompanied by warnings of the potential for such responses, as applicable;
- (i) be Canadian whenever possible and appropriate;
- (j) comply with applicable copyright and privacy legislation; and
- (k) be subject to continuous re-evaluation.

### 3. Review of Educational Resources

The educational resource record used by the School will be subject to the following review procedures:

- (a) On the third anniversary of an educational resource being purchased by or used in the School, the resource will be reviewed by a group comprised of the Head of School and at least one educator using the educational resource at the time of review.
- (b) The review will consider whether the educational resource meets the standard of selection for similar educational resources consistent with this Policy, with particular attention to curriculum relevance, currency, availability, and best practices.

- (c) The review may be conducted as the Head of School and any participating educators deem appropriate, provided that the educational resource record will be updated with the results of any review and subsequent recommendation of continued use or removal from use.

#### 4. Challenged Educational Resources

In the event that any educational resource used in the School's educational program is challenged as being inappropriate, the following procedures will be followed:

- (a) The Head of School receiving the complaint will attempt to resolve the issue informally with the complainant.
- (b) If a decision is reached, the matter will be considered closed. If a decision is not reached, the Head of School will establish a review committee comprised of the Head of School, the educator or educators using the educational resource giving rise to the complaint, and at least one educator unfamiliar with the educational resource.
- (c) The review committee will review the educational resource to judge if it meets the criteria for selection of educational resources outlined in this Policy. The review committee will confer with the complainant and any other persons it deems necessary to make its decision.
- (d) The review committee's decision will be final, provided that a complainant or teacher may appeal the decision to the board of directors of the School.
- (e) If a review committee's decision is appealed, the board of directors of the School will review the decision and the educational resource to judge if it meets the criteria for selection of educational resources outlined in this Policy. The board of directors of the School will confer with the complainant, the review committee, and any other persons it deems necessary to make its decision.
- (f) The decision of the board of directors of the School will be final.