# BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

# ADMINISTRATIVE PROCEDURE: AP-LEA-2.5-01

| **Selection and Challenge of Learning Resources** | |
|---|---|
| Approval Date: | June 19, 2026 |
| Last Revised Date: | |
| References: | Learning Resources Policy Clarification, Guidance on Learning Resources Selection, Learning Resources Policy, Ministry of Education and Child Care Guidelines , BC Curriculum, Professional Standards for BC Educators |

## 1 Purpose

The purpose of this procedure is to ensure that all learning resources selected for use within School District 22 (SD22) support the educational goals of the district, reflect the diversity and values of our community, and foster critical thinking, creativity, and respect among students. This procedure also provides a transparent, equitable, and respectful process for addressing challenges to learning resources, safeguarding the freedom to read, view, and listen, while upholding professional standards and legal requirements.

## 2 Scope

This administrative procedure outlines the Selection and Challenge of Learning Resources for staff to carry out the selection of materials and steps for dealing with challenged materials.

## 3 Guiding Principles

- **Equity and Inclusion:** Learning resources must reflect the diversity of students, including but not limited to gender, appearance, sexual orientation, ability/disability, belief system, family structure, race, ethnicity, and socio-economic status.
- **Freedom to Read/View/Listen:** The right to access diverse resources is protected; challenges must not restrict access during the review process.
- **Transparency and Fairness:** All challenges are addressed objectively, respectfully, and in a timely manner, with opportunities for all parties to be heard.
- **Professional Judgment:** Selection and challenge of resources are guided by Professional Standards for BC Educators, Learning Resources Policy, and Ministry of Education and Child Care guidelines, Guidance on Learning Resources Selection.

## 4 Procedure

### 4.1 Selection of Materials for Use with Students

1. There are various collections of media throughout SD22 that are the responsibility of designated staff members who are accountable to the Principal of the school in carrying out that responsibility.
    - The Teacher-Librarian is responsible for resources that are acquired for a school's library learning commons collection.
    - The Department Head is responsible for resources acquired for a department-level collection.
    - The Classroom Teacher is responsible for resources acquired for a classroom collection.
    - Resources acquired for use in the District Resource Centre or throughout the district are the responsibility of the department that purchased or approved the resource.

2. The selection and use of learning resources is an important component of effective teaching and learning. The staff member selecting the resource should review the Learning Resources Policy Clarification guidelines and use their professional judgement to consider the wants and needs of the community that their collection serves. Collections should contain resources that are evaluated and reevaluated from time to time on the following criteria:
    - aligned with the BC Curriculum by supporting core competencies, big ideas, curricular competencies and content standards and have effective instructional and technical design;
    - aligned with District core values: Personal Growth, Equity, Inclusive, Community & Collaboration, and Trust & Respect and support students in making connections with what they are learning and real-life application;
    - take into consideration the varied interests, abilities and maturity levels of the student's served;
    - are accurate, current and provide students with background knowledge, literary appreciation, aesthetic values and ethical standards;
    - provide authentic Indigenous representation, ideally authored/co-authored by Indigenous creators as well as concentrated on the local Syilx culture;
    - represent diverse perspectives, so students have an opportunity to develop critical thinking;
    - are anti-racist and include representations of many religious, ethnic and cultural groups and their contribution to our national heritage;
    - meet copyright and Freedom of Information and Protection of Privacy Act (FIPPA) requirements.

3. The selection of materials on controversial topics should be based on the merits of the material as per the criteria above and its value to the collection.
4. During the process of selection, staff members should:

    a. Evaluate the existing collection, assess curricular and recreational needs, and use reputable professionally prepared selection tools and other appropriate sources;

    b. Only accept a gift into the collection with the understanding that only those materials which meet the selection criteria will be added to the collection.

4.2 Challenged Materials

Despite the care taken in selecting materials for use with students, it can be expected that objections will be made occasionally to an item in a collection. If an objection is brought forward, the steps as outlined in *Schedule "A" – Challenged Materials Flowchart* should be followed.

Step 1: Informal Resolution

If a community member has a concern regarding a resource, the following steps should be taken to resolve the concern at the school level:

a. The complainant discusses concerns with the relevant teacher/staff member and/or principal.

b. The school principal and/or staff member explains the selection process, criteria, and educational purpose of the resource.

c. The complainant, school principal and/or staff member involved work towards an amicable resolution.

    i. If the complaint is unresolved at the school level, the principal will provide the complainant with a copy of the SD22 Selection and Challenge of Learning Resources Administrative Procedure and an invitation to the complainant to submit a formal challenge in writing using the Request for Reconsideration of Learning Resource form to the office of the Director of Instruction for Learning.

Step 2: Formal Challenge

If a written complaint is filed to the office of the Director of Instruction for Learning, the Director will bring together a review committee at the earliest opportunity to review the challenge and provide recommendations.

a. Review Committee

    i. The committee will include where possible:

    - A nominee of the complainant other than themself
    - A parent/guardian (PAC member or principal nominee)
    - A principal and teacher-librarian from another school selected by the Director of Instruction for Learning

- District curriculum specialists (e.g., learning coordinator) selected by the Director of Instruction for Learning
- The Director of Instruction for Learning

ii. The committee will:

- Review the entire resource, not just isolated passages.
- Consult published reviews and professional sources.
- Judge the resource against district selection criteria and educational goals using the Learning Resource Selection Criteria Matrix.
- Complete the Resource Challenge Committee Report Template to inform the Director of Instruction's decision.

Step 3: Decision and Appeal

The Director of Instruction for Learning's decision is binding. They will report back to the principal, and the staff member associated with the challenge and complainant as well as provide a report to the Board on the decision and rationale to assist the Board's monitoring of the application of policy No: 2.4.

Additional Safeguards and Considerations

- Access: Challenged resources remain available during the review process.
- Preclusion: A resource cannot be challenged if the same resource has already been through the challenge process within the past five years from the date of the newly submitted challenge.
- Documentation: All forms, correspondence, meeting minutes and decisions will be retained by the Director of Instruction for Learning for a minimum of 5 years for future reference.
- Advocacy: Complainants may be accompanied by an advocate at any meeting held at the school.
- Withdrawal/Disposal: Outdated or inappropriate resources will be withdrawn using environmentally sound procedures.
- Digital Resources: Resources directly provided to students by a staff member must comply with FIPPA and copyright laws and where appropriate be approved through a Privacy Impact Assessment (PIA).
- Content Restriction: Systems are put in place by teacher-librarians to ensure that students will only have access to resources appropriate for their developmental level.

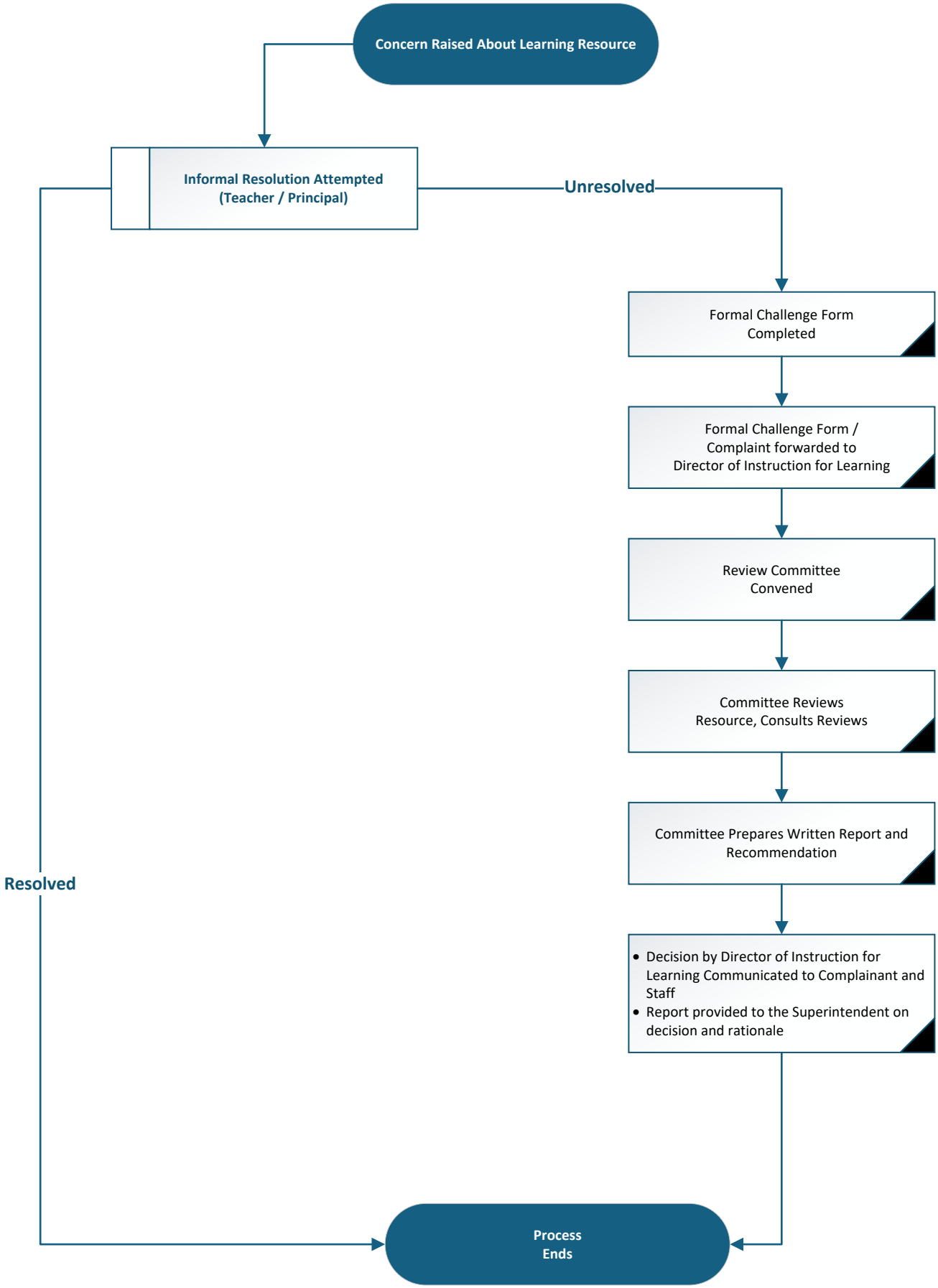
4.3 Forms and Templates

- Schedule "A" – Challenged Materials Flowchart
- Schedule "B" – Request for Reconsideration of Learning Resource: Standardized form capturing complainant details, resource information, specific concerns, and desired action.

- Schedule "C" – Resource Challenge Committee Report Template: Records review committee findings to report decision to the complainant and staff.
- Schedule "D" – Learning Resource Selection Criteria Matrix: A working document used by the review committee to ensure the challenged material is evaluated appropriately. It will be attached to Schedule "C" to support the review committee findings.

# Flowchart – Challenged Materials

SCHEDULE 'A'



SCHEDULE 'B'

# SCHOOL DISTRICT NO. 22 (VERNON)

Request for Reconsideration of Learning Resource

## Section I – Applicant Contact Information

Name: _____

Address: _____

City: _____

Postal Code: _____

Contact Phone No.: _____

Email: _____

## Section II – Resource Details

Resource Name: _____

Resource Type
(e.g., website, novel, textbook): _____

Author/Producer: _____

Date of Publication: _____

## Section III – Reason for Challenge

| |
|---|
| 1. What brought this resource to your attention? |
| |
| 2. Have you discussed this resource with any teachers or school administrators? YES ☐ NO ☐<br>If **yes**, please indicate who and when below? |
| |

| |
|---|
| 3. Have you examined the entire resource? YES ☐ NO ☐<br>• If **no**, which sections did you review? |
| |
| 4. Please list your specific concerns about the resource (include page numbers, chapters, or links) |
| |
| 5. Do you see any value in the resource? YES ☐ NO ☐ If **yes**, please describe. |
| |
| 6. Have you read any reviews of this resource? YES ☐ NO ☐<br>• If **yes**, please provide source information in the space provided. |
| |
| 7. What positive and negative effects do you believe this resource would have on students? |
| |
| 8. For what age group would you recommend this resource? |
| |
| 9. What action are you specifically requesting regarding this resource? |
| |

**Signature:** **Date:**

_____ _____

# SCHOOL DISTRICT NO. 22 (VERNON)

Resource Challenge Committee Report Template

**Committee Membership:**

Chairperson (Director of Instruction): _____

Complainant's Nominee: _____

Parent/PAC Member: _____

Principal (other school): _____

Teacher-Librarian (other school): _____

District Specialists (if applicable): _____

Meeting Dates: _____

**Summary of Resource Review:**

Resources examined in full? YES ◯ NO ◯

Reviews Consulted:

**Committee Discussion:**

Educational Value:

Concerns Raised:

Completed Learning Resource Selection Criteria Matrix: YES ◯ NO ◯

**Recommendation from Committee:**

Rationale:

Minority Report (if any):

**Decision from Director of Instruction for Learning:**

**Signatures:**

| | |
|---|---|
| Chairperson (Director of Instruction) | Complainant's Nominee |
| Principal (other school) | Teacher-Librarian (other school) |
| District Specialists (if applicable) | Parent/PAC Member |

Date

*Attach the Learning Resource Selection Criteria Matrix

# SCHOOL DISTRICT NO. 22 (VERNON)

Learning Resource Selection Criteria Matrix

**How to Use the Matrix**

- For each resource, review each criterion and mark “Yes”, “No.” or “N/A” (if not applicable).
- Use the “Notes/Comments” column for observations, concerns, or evidence (e.g., review sources, privacy compliance).
- Digital materials must have a Privacy Impact Assessment (PIA).

| Criteria | Description | Yes / No / N/A | Notes / Comments |
|---|---|---|---|
| **Curriculum Alignment** | Aligns with BC Curriculum:<br>• Core Competencies<br>• Big ideas, Curricular Competencies, and content standards for the intended grade | | |
| **District Values Alignment** | Aligns with the Core Values:<br>• Personal Growth<br>• Equity<br>• Inclusive<br>• Community & Collaboration<br>• Trust & Respect | | |
| **Resource Quality** | Information from authoritative sources:<br>• Accurate<br>• Current<br>• Relevant | | |

| Criteria | Description | Yes / No / N/A | Notes / Comments |
|---|---|---|---|
| **Content Restriction (Safety & Sensitivity)** | Systems are put in place to ensure that students will only have access to this resource appropriate for their developmental level.<br><br>• Age/Grade<br>• Maturity<br>• Social/emotional development | | |
| **Diverse Perspectives** | Provides a particular viewpoint to foster critical thinking | | |
| **Social Considerations** | Promotes anti-racist/inclusive viewpoints and respect by representing race, ethnicity, gender, appearance, sexual orientation, ability/disability, family structure, and socio-economic status | | |
| **Indigenous Representation** | Authentically represents Indigenous Peoples; ideally authored/co-authored by Indigenous creators. | | |

| Criteria | Description | Yes / No / N/A | Notes / Comments |
|---|---|---|---|
| **Literary/Artistic Quality** | High standards in:<br><br>• Literary<br>• Artistic<br>• Aesthetic quality | | |
| **Favourable Reviews** | Receives positive reviews from professional sources (e.g., FocusedEd, ERAC, Common Sense Media) | | |
| **Current** | More current than existing resources; replaces outdated materials | | |
| **Digital Materials** | Has been approved through the district PIA process.<br><br>Complies with privacy and data protection laws (e.g., FIPPA, PIPA) | | |