



# B-115 Policy Learning Resources

School District #62 (Sooke)

## SCHOOL BOARD POLICY

### LEARNING RESOURCES

No.: B-115

Effective: Jan. 23, 1996

Revised:

### A. Selection of Learning Resources

1. The Board recognizes three principles of learning:
  - (a) learning requires the active participation of the learner;
  - (b) people learn in a variety of ways and at different rates;
  - (c) learning is both an individual and a social process.
2. The Board recognizes the importance of providing a broad range of learning resources to support the wide variety of needs of individual learners in its programs.  
Consequently, the Board expects that selected learning resources will provide for a range of teaching and learning styles as well as for the presentation of different points of view to meet the needs of students and teachers.
3. Learning resources used in district programs may be authorized, recommended or supplementary as defined in Ministerial Order M333/99 (3) (Educational Program Guide Order).
4. For the purpose of this policy and related regulations, learning resources are defined as information, represented or stored in a variety of media and formats, which assists student learning as defined by provincial or district approved curricula. Learning resources include, but are not restricted to, print materials, software, video, networked information services, manipulatives, audio or visual media, and simulations.
5. Learning resources will be selected in accordance with the criteria and procedures outlined in Administrative Regulations.

### B. Challenge of Learning Resources

1. The Board recognizes that despite all care taken to select appropriate learning resources for student and teacher use, and despite the qualifications of the persons who select the learning resources an objection may be raised to the use or availability of such a resource.
2. Objections to resources which are given the status of Authorized or Recommended by the Ministry of Education must be pursued through the Learning Resources Branch of the Ministry of Education rather than through district processes.
3. Any student or parent of a student registered in a district educational program or employee of the school district may formally challenge a learning resource other than one that is Authorized or Recommended on the basis of appropriateness. The final decision of any such challenge shall rest with the Board of School Trustees.
4. No parent or group of parents has the right to determine reading, viewing or listening matter for students other than their own.
5. Parents have the right to request that their children not have access to a given item, provided a written request to that effect is made to the school principal.

### C. Access to Online Learning Resources

1. The Board recognizes that as telecommunications and other new technologies shift the ways that information may be accessed, communicated and transferred by members of society, those changes may alter instruction and student learning. The Board supports access by students to information resources along with the development by staff of appropriate skills to analyze and evaluate such resources. The information and interaction available on the worldwide networks far outweigh the possibility that users may, on occasion, procure material that is not consistent with Board policies.
2. In the particular case of online information services whose content and scope is dynamic and where total pre-screening and control is impossible, students may be

able to access resources which have not been screened by educators. Furthermore, this access could be obtained using computers located outside of district programs. The Board expects that staff will take reasonable steps to prevent students from accessing information that does not meet the Board's criteria for the selection of learning resources. In this case, the role of professional staff includes not only selection of resources, but also guiding access to resources.

3. The Board expects students to adhere to standards of good network behaviour just as it expects good behaviour in a school classroom or hallway. The Board expects professional staff to inform students and parents of acceptable standards of behaviour for network use.