

SELECTION OF LEARNING RESOURCES

Background

Learning and curriculum resources need to reflect and value the diversity of School District 72. The district recognizes that a variety of learning resources are required to address diversity in the classroom. Students should see themselves, their lives and the lives of their families positively reflected in the curriculum through resources. Students learn best when they are actively involved in their own learning, and when instruction is adapted to their individual needs, learning styles and interests. The purpose of this procedure is to ensure that appropriate learning resources are used in schools to support curricular learning standards and educational programs, and that district process for the selection of learning resources conform to the School Act and district expectations.

Definitions

Learning Resources

Materials that promote learning and thinking, which is represented, accessible, or stored in a variety of media and formats, which assists student learning as defined by the learning outcomes of the provincial curriculum.

Provincially Recommended Learning Resources

Print and non-print materials that have been selected, reviewed and approved by BC educators in collaboration with the BC Ministry of Education and Child Care according to a defined set of criteria. They are typically materials suitable for student use but may also include information primarily intended for teacher use.

FocusEd

An association of BC public school districts overseen by an executive committee and working together on software, video and learning resource acquisition and evaluation. All FocusEd evaluated resources are considered to be board authorized resources.

Procedures

1. **Responsibility of District and School Staff in the Selection of Learning Resources**

- 1.1 Teachers must use the district's learning resource selection criteria when developing or selecting classroom resources.
- 1.2 The superintendent of schools, or designate, and principals/vice-principals are responsible for ensuring this selection process is known and applied.

2. **Principles Supporting the Selection of Learning Resources**

The selection of learning resources is guided by the following principles:

- 2.1 Teachers have a professional responsibility to provide students with a wide range of learning resources that meet provincial curricular standards.

- 2.2 Learning resources will reflect the school district's policies and procedures pertaining to safe schools, inclusion, and respect.
- 2.3 As partners in education, parents/guardians are encouraged to consult with school staff about resources being used in their child's classroom.
- 2.4 The challenge of a learning resource by any parent will result in a thoughtful review of the resource.

3. **Criteria for the Selection of Learning Resources**

Teachers are expected to demonstrate judicious care and consideration for the resources made available to students. The selection of learning resources is a professional matter, and is guided by judgement, and district and parental expectations. Resource selection is an ongoing process that includes the removal of materials that are no longer appropriate according to the selection criteria.

Curricular Fit	The resource is aligned with one or more big ideas, curricular competencies, or content standards in the provincial curriculum for that classroom.
Resource Quality	The resource incorporates accurate, relevant, and up-to-date information from authoritative sources.
Age Appropriateness	The resource is appropriate for the age, grade level and maturity of the students in the class.
Copyright & Privacy	The resource meets the requirements set out by copyright and privacy legislation.
Equity and Inclusiveness	The resource fulfills the following social consideration principles by promoting diversity, appropriately representing the status areas of the BC Human Rights Code of race, colour, ancestry, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, and disability; incorporates diverse racial backgrounds and lived experiences, demonstrates equity, and reflects Black, Indigenous and People of Colour (BIPOC) voices; promotes respect for and understanding of inclusion and diversity in Canadian society; provides appropriate context for complex issues and demonstrates awareness of personal bias; emphasizes opportunities for critical thinking; and ensures that resources are current and do not contain offensive or stereotypical content.

- 3.1 Donated materials will be judged by the same criteria as new resources.

4. **Request for District Recommendation of a Learning Resource**

The associate superintendents of schools will consider and review requests for resource recommendations.

5. **Challenge of a Learning Resource**

- 5.1 Where a resource is used in a classroom, parents/guardians should respectfully discuss any concerns they have with their child's teacher first, to try to reach a mutually agreed upon solution.

- 5.2 On the basis of appropriateness, any parent/guardian can formally challenge learning resources that are in use in a classroom where their child is enrolled. Concerns regarding the use of a learning resource must first be addressed and resolved, if possible, at the school level with the staff in question, and/or the principal.
- 5.3 If the concern cannot be resolved at the school level, the challenge should be directed through the following process:
- 5.3.1 The parent/guardian must file their challenge using Form 215-1 Learning Resource Challenge Form and submit it to the school's associate superintendent. The learning resources challenge form is to be used by any individual or group that wishes to challenge a resource authorized or recommended by the Ministry of Education, by the district, or by a principal. If the applicant wishes to have multiple learning resources reconsidered, a separate application form must be completed for each item.
- 5.3.2 The school's associate superintendent will form a reconsideration committee to review the resource. The reconsideration committee shall be comprised of the associate superintendent, a school principal, a teacher, a member of the parent advisory council, a trustee, and a student, where appropriate.
- 5.3.3 The reconsideration committee will review the material using the criteria for the selection of learning resources, as well as the concerns expressed by the challenger.
- 5.3.4 The reconsideration committee:
- Will examine the challenged resource in the context of the educational program, and the provincial learning standards for the course/subject.
 - Will weigh the benefits and shortfalls of the resource and form an opinion based on the material as a whole.
 - May invite the challenger and the classroom teacher to attend a reconsideration committee meeting.
 - Will make a determination and communicate it to the challenger and the classroom teacher.
- 5.4 A learning resource that is being challenged can continue to be used during the reconsideration process.
- 5.5 If the reconsideration committee determines that the learning resource is not appropriate for the classroom in question, it will no longer be used and the decision will be communicated to all teachers of the same subject, grade and level of school.
- 5.6 The determination of the committee shall be final except for the right to request an appeal to the board.
- 5.7 When the reconsideration process has been completed, one (1) copy of the challenge and reconsideration committee decision is to be retained by the associate superintendent, and one given to the principal, with the original being retained by the person submitting the application.

Reference: Sections 7, 8, 17, 20, 22, 65, 85 School Act

Related Forms: [SD72 Form 215-1 Learning Resources Challenge Form](#)

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