

ADMIN PROCEDURES MANUAL
Administrative Procedure 251

LEARNING RESOURCES**SCOPE**

This Administrative Procedure pertains to the selection and use of appropriate learning resources in schools.

BACKGROUND

Learning resources include print, visual or digital materials used to support students to engage fully in the required Learning Standards and Core Competencies of the BC Curriculum. In alignment with the [BC Human Rights Code](#) and guided by the principles of truth and reconciliation, diversity, equity, inclusion, and anti-racism, the District will support educators with the selection of appropriate learning resources.

RESPONSIBILITIES**1. Staff****Educators:**

Educators are best suited to determine the resources that are most appropriate for use in their classrooms and libraries. Educators must review the Focused Education [Learning Resource Selection Model](#) criteria and apply their sound professional judgement when using currently available resources and when selecting new resources.

- 1.1. The Director of Instruction, Learning and Innovation will provide annual training for Teacher Librarians and Principals using the Focused Education [Learning Resource Selection Model](#) (Appendix 1).
- 1.2. Teacher Librarians will annually review the Learning Resource Selection Model with their school staff to ensure that all educators apply the model when using current resources or selecting new resources.
- 1.3. Educators will ensure that learning resources are compliant with Federal policies regarding copyright usage for schools, provincial policies such as the BC Freedom of Information and Protection of Privacy Act, or the BC School Act, as well as District and School policies.
- 1.4. Educators will ensure that classroom and Library Learning Commons collections include a balance of resources that reflect and celebrate all students, specifically in the areas of culture, race, gender identity, Indigeneity, and diverse family structures.
- 1.5. Teacher Librarians will review the appropriateness of Library Learning Commons resources through yearly inventory and “weeding” processes.

Principals:

- 1.6. The Principal is responsible for coordinating the selection and purchase of school learning resources, based on identified school priorities and available budgets.
- 1.7. The Principal will support classroom teachers and Teacher Librarians as needed with resource selection.

District:

- 1.8. The *District Learning Resource Selection and Review Team*, (made up of Directors of Instruction, District Vice-Principal of Diversity, Equity, Inclusion and Anti-Racism, District Vice-Principal of Indigenous Education, Curriculum Facilitators and the District Teacher Librarian) will consult as needed with Principals regarding specific resource selection concerns.

PROCEDURES**2. Selection Process for Learning Resources****Core Learning Resources:**

Learning resources that are used as core components of instruction (e.g., textbooks, novels, learning kits, picture book sets, non-fiction texts etc.) are subject to the process outlined below.

- 2.1. Determine if the resource is specified in a Ministry of Education curriculum guide or policy, recommended by the [First Nations Education Steering Committee \(FNESC\)](#) or [SOGI 123](#), reviewed through [ShareEdBC](#), or evaluated by [Focused Education Resources](#).
- 2.2. If a resource **meets** the criteria in 2.1, educators are required to review the [Focused Education Learning Resource Selection Model](#) and use their sound professional judgement to determine the appropriateness of the resource for their students.
- 2.3. If the resource **does not meet** the criteria in 2.1, educators must use the [Focused Education Learning Resource Selection Model](#), complete the [New Westminster Schools Learning Resource Review Form](#) (Appendix 2), and submit it to the *District Learning Resource Selection and Review Team*.
- 2.4. The *District Learning Resource Selection and Review Team* will review the submission, and if the resource is deemed appropriate, will provide interim approval for use.
- 2.5. The *District Learning Resource and Selection Team* will submit the resource to Focused Education for evaluation.

Supplemental Learning Resources:

The District recognizes that educators also use occasional supplementary learning resources that are not recommended or reviewed through the Ministry, Focused Education, ShareEdBC, SOGI 123, or FNESC. Examples include newspaper/magazine articles, unpublished works, teacher-made materials, online tools, audio/visual resources, selected guest speakers and field trips.

- 2.6. Supplementary learning resources may be used if the educator has reviewed the [Learning Resource Selection Model](#) and applied their sound professional judgement to determine the appropriateness of the resource for their students.

Digital Learning Resources:

- 2.7. Digital learning resources such as online programs, software applications or websites are subject to the selection process outlined in [Administrative Procedure 140: Acceptable Use of Digital Technology](#).

3. Strategies When Using Sensitive Learning Resources

When appropriate, educators may choose to select learning resources that explore sensitive or controversial topics in order to support students to develop important critical thinking skills.

- 3.1. Educators will inform their Principal if they plan to use sensitive learning resources.
- 3.2. Educators will communicate with parents/caregivers about upcoming units of study that may contain sensitive topics and resources.
- 3.3. Educators using resources that contain race-based derogatory language should not say or use these words with students. Replacement words must be used in class discussions or when reading aloud.

4. Concerns Arising from the Use of Specific Learning Resources

- 4.1. If the appropriateness of any particular learning resource is questioned by a student/parent/guardian or staff member, they will first be directed to the educator using the resource.
- 4.2. If the concern is not resolved, they will be directed to the Principal, who will consult with the *District Learning Resource Selection and Review Team* as needed.
- 4.3. A student/parent/guardian or staff member who is unhappy with the resolution provided by the Principal may complete a [Reconsideration of Learning Resources Form](#) (Appendix 3) and submit to the *District Learning Resource Selection and Review Team*.
- 4.4. The *District Learning Resource Selection and Review Team* will review the identified concern and make a final decision on the appropriate use of the resource.

References: *Sections 7, 8, 11, 17, 20, 22, 65, 85 School Act*
 [Learning Resources Policy](#)
 [Focused Education Resources](#)
 [First Nations Education Steering Committee](#)
 [BC Human Rights Code](#)
 [Admin Procedure 140 Acceptable Use of](#)
 [Digital Technology](#)

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