

## **POLICY 380 LEARNING RESOURCES**

The Board of Education promotes the development of a resource-rich learning environment by providing a wide range of learning resources to support the educational needs of all students and a variety of teaching and learning styles in the school district.

The primary objective of learning resources is to support, enrich and help implement the educational programs of the school.

The Board supports that, in order to meet the needs of students and teachers, it is the responsibility of the professional staff to select and deselect learning resources that support the curriculum, provide a balance on differing points of view and are consistent with the current curriculum and the educational goals of the province, the District and the school.

The Board recognizes that professional staff are also responsible for curating a wide array of materials for students' personal research and recreational reading purposes, and that these materials can also be considered learning resources.

The Chilliwack School District fully supports the Ministry's Policy statement that "Educators are best suited for determining the resources that are most appropriate for use in their classrooms." This extends to resources available throughout the school including the Library Learning Commons.

The Board further acknowledges that learning materials and recreational reading materials may include sensitive content and understands that professional judgment is exercised in evaluating and purchasing these learning materials.

Boards may use resources that are recommended by the BC Ministry of Education or may choose to use the Focused Education Resources Services (FERS). FERS maintains a collection of evaluated K-12 resources recommended for school district use. FERS resources used at the recommended grade levels are generally considered to be exempt from formal challenges as they have already been thoroughly vetted for educational use.

Educators will also need to make use of resources that have not been evaluated by FERS. The Board acknowledges that professional staff will consult a variety of recognized educational, critical, evaluative sources prior to using or purchasing these resources.

### **Selection of Learning Resources:**

1. Learning Resources selected fulfill the following social consideration principles:
  - a. Promotes diversity, appropriately representing the status areas of the BC Human Rights Code: race, colour, ancestry, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, and disability

- b. Incorporates diverse racial backgrounds and lived experiences, demonstrates equity, and reflects Black, Indigenous and People of Colour (BIPOC) voices
  - c. Promotes respect for and understanding of inclusion and diversity in Canadian society
  - d. Provides appropriate context for complex issues and demonstrates an awareness of personal bias
  - e. Emphasizes opportunities for critical thinking
  - f. Ensures resources are current and do not contain discriminatory or stereotypical content, acknowledging that some resources may be used to provide historical context and critical thinking regarding changes in societal norms.
2. Learning resources use appropriate content and language for the intended audience in terms of the developmental age, maturity, and diverse learning needs of the students for whom the resource is intended.
3. Teacher-Librarians and other teachers will use professional judgment, skills and knowledge in selecting content for curriculum learning resources and recreational reading available to students in a school Library Learning Commons.
4. School resources will reflect the Chilliwack School District policies pertaining to values, safe schools, inclusion and respect.
5. Learning resources shall be designed to motivate students and staff to examine their own attitudes and behaviours and to comprehend their own responsibilities, rights, and privileges as participating citizens in our society.
6. Learning resources shall present various sides of controversial issues so that young citizens may have an opportunity to develop, under guidance, the practice of critical analysis and make informed judgements in their daily lives.
7. Learning resource selection is an ongoing process that should include removing materials that are no longer appropriate according to the selection criteria to ensure the maintenance of a relevant and respectful collection that meets current scientific or social consideration standards.
8. Learning resources shall be purchased and used in compliance with current copyright and privacy legislation.
9. Parents/Guardians/Caregivers are Partners in Learning and are encouraged to consult with school staff should they have questions about resources being used.
10. The principles of freedom to read/listen/view must be protected for students. Teacher-Librarians (TLs) will support reading choice for students. Families who wish students not to read certain topics can have those discussions at home, but it is not the role of the TL to censor choices at the circulation desk.
11. Teacher-Librarians support reading choice. Students should not be limited in the Library Learning Commons to only books “at their reading level” (such as PM Benchmark/Lexile, etc.). Reading level considerations are best suited to guided reading instruction in the classroom.

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**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 professionals who select the learning resources, an objection may be raised to the use and availability of such a resource.
2. No parent/guardian/caregiver or group of parents/guardians/caregivers has the right to determine reading, viewing or listening materials for students other than their own.
3. Parent/Guardians/Caregivers have the right to request that their children not have access to a given item, provided a written request is made to the school principal.
4. Any parent/guardian/caregiver may formally challenge learning resources used where their child is enrolled. The final decision regarding any such challenge shall rest with a Reconsideration Committee. Concerns regarding the use of learning resources must first be addressed and resolved, if possible, at the school level with the staff in question, and in turn the principal. Please refer to the Procedures for Dealing with Challenged Materials for further information regarding the process.