

## **POLICY 380 LEARNING RESOURCES**

### **Purpose**

The Board of Education (the “Board”) supports schools that provide a variety of Learning Resources. These resources help all students learn in ways that work best for them.

Learning Resources will:

- Meet the needs of students in the Chilliwack School District (the “District”).
- Support different ways of learning and teaching.
- Foster the love of reading.

### **Background**

Learning Resources support and strengthen the school's educational programs. They help teachers deliver lessons and help students engage with what they are learning.

Learning Resources must:

- Support the BC Curriculum.
- Provide a balance on differing points of view.
- Align with the educational goals of the Ministry of Education and Child Care, the District, and the school.

The BC Ministry of Education and Child Care’s Learning Resources Policy states, “Educators are best suited for determining the resources that are most appropriate for use in their classrooms.” This applies to all Learning Resources available throughout the school, including in the Library Learning Commons.

The Board believes that Educators (Teachers and Teacher-Librarians) have the professional responsibility to choose and, when necessary, remove Learning Resources.

### **Guidelines**

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

- When choosing Learning Resources, Educators will ensure that materials:
  - Reflect diversity, including those listed in the [BC Human Rights Code](#).

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- Include authentic Indigenous Learning Resources that support the [Truth and Reconciliation Commission of Canada's Calls to Action](#).
- Include different racial backgrounds and lived experiences, demonstrate equity, and reflect the voices of Black, Indigenous, and People of Colour (BIPOC). Equity means ensuring that all students see themselves represented in Learning Resources.
- Align with District policies. Specifically, those that address values, safe schools, inclusion, and respect.
- Provide context when addressing difficult or complex topics.
- Support critical thinking.
- Ensure the content is current and free from stereotypes or discrimination. Older materials may be used to help students learn about history and social change.
- Use appropriate content and language for the students they are intended for. This includes considering students' developmental age, maturity, and diverse learning needs.
- Schools may use Learning Resources recommended by the BC Ministry of Education and Child Care or by the [Focused Education Resource Society](#) (Focused Education).
  - Focused Education maintains a collection of evaluated K-12 resources recommended for District use.
  - Resources approved by Focused Education and used at the recommended grade levels are generally considered to be exempt from formal challenges. These resources have already been thoroughly reviewed.
  - If Educators choose resources not evaluated by Focused Education, they will review recognized educational, critical, and evaluative sources before using or purchasing the resources.
- Educators:
  - Use their professional judgment, skills, and knowledge when selecting Learning Resources.
  - Are responsible for providing a range of materials.
  - Will use their professional judgment when evaluating and selecting Learning Resources that contain sensitive content.

- The selection of Learning Resources is an ongoing process.
  - Materials that no longer meet the selection criteria will be removed. This helps keep the collection current, respectful, and relevant to students.
- The purchase and use of Learning Resources will adhere to the [Copyright Act](#) and [Freedom of Information and Protection of Privacy Act](#).
- Parents, guardians, and caregivers are encouraged to speak with school staff if they have questions about Learning Resources.

### Use of Learning Resources

- Learning Resources will help students and staff:
  - Consider their actions and attitudes.
  - Understand their responsibilities, rights, and privileges.
  - Explore different perspectives on controversial issues, so students can form their own informed opinions.
- Students have the freedom to read, listen to, and view a wide range of materials.
- Teacher-Librarians support student choice.
  - Teacher-Librarians do not restrict or censor student choices.
  - Families can guide their students' reading choices through discussions at home.
  - Students are not limited to books at a specific reading level in the Library Learning Commons. Reading levels are used to guide classroom resources.

### Challenge of Learning Resources:

- The Board recognizes that concerns about some Learning Resources may arise.
- Parents, guardians, or caregivers:
  - Cannot decide which Learning Resources are available to other students, only to their own child.
  - Can request in writing to the school principal that their student not have access to a specific item.

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- May formally challenge the Learning Resources used at their student's school. ([Administrative Procedure 343](#): Procedures for Dealing with Challenged Materials)
- As outlined in [Policy 390](#): Resolving Concerns, parents, guardians, and caregivers must first address concerns with the staff involved. If the concern is not resolved, they can then contact the school principal.

## **Definitions**

- Educators – for the context of this policy, Educators refer to Teachers and Teacher-Librarians.
- Learning Resources – include:
  - Any materials that support students in meeting learning expectations set out in the BC Curriculum and District policy.
  - Curriculum and recreational resources used in the classroom and the Library Learning Commons.
  - Materials for students' personal research and independent or recreational reading purposes.
  - Print resources such as magazine articles, novels, picture books, graphic novels, plays, poetry, and non-fiction.
  - Digital resources such as any text, images, video, sound, and graphics delivered through a digital interface. Examples include e-books, PDFs, simulations, apps (including social media), games, online tutorials/courses, and video streaming.
  - Reference resources such as periodicals, journals, biographies, encyclopedias, and online video collections.
- Library Learning Commons - Refers to shared school learning spaces, both physical and online. Students and staff use these spaces to explore ideas, work on projects, and develop thinking, creativity, and communication skills.

## **References:**

- [Policy 382](#): Library Learning Commons
- [Administrative Procedure 343](#): Procedures for Dealing with Challenged Materials