LEARNING RESOURCES

School District #43 (the District) recognizes the important role of thoughtfully selected learning resources in providing a quality learning experience for students. This Administrative Procedure outlines responsibilities and processes for the selection and challenge of learning resources in the District.

For the purpose of this administrative procedure, a learning resource is defined as print, web, software, video and other similar materials used to assist students to meet curricular expectations.

1. Selection of Learning Resources

    1.1   *Objectives of the Selection Process*
    The primary objective of learning resources is to support and enrich the delivery of educational experiences in schools.

    It is the responsibility of educators to select high quality resources that:
    1.1.1   support and enrich curriculum.
    1.1.2   reflect a wide variety of formats, difficulty and diversity of appeal.
    1.1.3   represent diverse communities and present diverse perspectives.
    1.1.4   meet regulatory requirements.

    1.2   *Selection Process*
    In accordance with British Columbia Ministry of Education Learning Resource Policy (July 1, 2017), it is expected educators consider the following when evaluating all materials as possible learning resources. The selected resource:
    1.2.1   supports the learning standards or learning outcomes of the curriculum.
    1.2.2   assists students in making connections between what they learn in school and real-life applications.
    1.2.3   is developmentally and age appropriate.
    1.2.4   has effective instructional and technical design.
    1.2.5   meets the requirements set by copyright and privacy legislation.
    1.2.6   is suitable based on social considerations.

    See *Appendix A* for more information on strategies for selecting learning resources.

    1.3   Sources for Resources, Reviews and Recommendations
    The district assists in the selection process by providing the following sources of evaluated resources and resource reviews. The district will have an ongoing review process that includes teachers in the maintenance of approved lists.

    1.3.1   Approved resource lists (**See Appendix A – Approved Resource Sources)** include resources that are reviewed and approved for use by schools. Educators are encouraged to further review resources for appropriateness in their own context.

1.3.1.1 The District will maintain Approved Software and Approved Cloud Tool lists which identify digital resources approved for school use. The lists are to include privacy information, technical and consent requirements for use.

1.3.2 Resource Reviews (**See Appendix B – Resource Review Sources)** provide educators with detailed information that can be used to assist in resource evaluation.

1.4 *Digital Resources*
Digital resources such as software applications, websites and apps are subject to the selection process identified in section 1.2. However, additional process is required to ensure information privacy requirements are met in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA).

1.4.1 Educators are encouraged to select digital resources from the District Approved Software and Approved Cloud Tool lists (Section 1.3.1.1). Consent forms must be used when a resource is identified as requiring consent.

1.4.2 Staff selecting resources outside a District approved list must review the privacy policy and storage practice of the resource to determine compliance with FIPPA.

1.4.2.1 Form 265-1 (Consent for Data Storage Outside Canada) must be used to obtain consent whenever a digital resource stores personal data outside of Canada.

1.4.2.2 Only cloud tools storing data in Canada can be considered for managing personal information required for classroom operations, such as gradebook and mandatory classroom communications.

1.4.2.3 Software requiring installation on district computers must be reviewed by Information Services for security and network considerations.

1.4.3 Staff must not export data from the district information systems into 3rd party applications or websites until such import processes have been reviewed for FIPPA compliance by the Director of Instruction or designate.

1.4.4 Schools are required to document digital subscriptions to track payment method, start and end dates and access allocation information.

2. Challenge of Learning Resources
The District acknowledges the right of any member of the school community to question the use of locally selected resource materials. The Superintendent has the responsibility for establishing procedures for persons to challenge the appropriateness of resource materials selected by the District's professional staff. Notwithstanding any procedures so established by this administrative procedure, the questioner and/or Principal shall have the right to appeal a decision to the Board.

The District procedure for challenging learning resources begins with an informal reconsideration procedure. If no informal resolution is possible, a school-based formal reconsideration procedure may be initiated. Finally, if resolution is not achieved, an individual may apply for a District level appeal.

2.1 *Request for Informal Reconsideration*

The school receiving a complaint from a questioner regarding a learning resource will work to resolve the issue informally, following this procedure:

2.1.1 The questioner requests an appointment to meet with the staff member using the learning resource.

2.1.2 The staff member may decide to invite an additional staff member to the meeting (recommended).

2.1.3 The staff member explains the learning resource selection procedure to the questioner.

2.1.4 The staff member explains role of the resource in the educational program.

2.1.5 The staff member and the questioner attempt to come to an informal resolution to the challenge.

2.1.6 If there is no informal resolution, and the questioner wishes to file a formal challenge, the *Request for Reconsideration of Learning Resources* form (Form 265-B) is to be provided.

2.1.7 The questioner begins the formal reconsideration process, detailed below.

2.2 *Request for Formal Reconsideration*

The school receiving a formal complaint from a questioner regarding a learning resource will work to resolve the issue, following this procedure:

2.2.1 The questioner completes and signs the *Request for Reconsideration of Learning Resources* form (Form 265-2) and presents it to the school principal.

2.2.2 The Principal shares the form with the staff member using the resource.

2.2.3 The Principal informs the appropriate Assistant Superintendent for the school and the Director of Instruction responsible for Learning Resources that a formal complaint has been received.

2.2.4 A school-based Reconsideration Committee – made up of a staff member using the resource, an administrator and one other educator from that school – is formed.

2.2.5 The Reconsideration Committee reviews the challenged resource, using the following guidelines:

2.2.5.1 Examine the challenged resource.

2.2.5.2 Consider the Form 265-2 submission.

2.2.5.3 Consider general professional acceptance of the resource.

2.2.5.4 Discuss the challenged resource, and weigh values and faults.

2.2.5.5 Discuss the challenged resource with the questioner if appropriate.

2.2.5.6 Determine whether the challenged resource conforms to the selection guidelines outlined in this Administrative Procedure.

2.2.5.7 Determine a final recommendation in-camera.

2.2.6 The Reconsideration Committee provides the Principal with a written report that includes:

2.2.6.1 The procedures followed.

2.2.6.2 The minutes of meetings.

2.2.6.3 The rationale for the decision made.

2.2.7 The Principal considers the Reconsideration Committee report and rules on the appropriateness of the resource. In the event the Principal's decision varies from the committee recommendations, the Principal shall provide the committee with a written rationale for the decision.

2.2.8 The Principal discusses the decision and rationale with the questioner.

2.2.9 The Principal retains the written report and sends a copy to the Director of Instruction responsible for Learning Resources.

Note: The decision is limited to the individual school and context considered.

2.3 *Appeal to the District*
The questioner shall have the right to appeal to the Assistant Superintendent any decision of the Reconsideration Committee.

Appendix A – Approved Resource Sources

FOCUSED K-12 Resource Collection
The BC Focused Education Resources (formerly ERAC) provides a list of evaluated print and digital resources.
http://bcerac.ca

SD43 Cloud Tools List
SD43 provides lists of evaluated apps and cloud tools including supporting documents informing terms for use and required permission forms.
http://www.sd43.bc.ca/Resources/DigitalCitizenship/Pages/CloudTools.aspx#/=

SD43 Approved Software List
SD43 provides lists of evaluated desktop software reviewed for functionality on district systems, security and privacy.
https://my432016.sd43.bc.ca/LIT/Pages/EdTech/SupportedSoftware.aspx

Appendix B – Resource Review Sources

Fiction and Non-fiction Review Tools
SD43 provides a subscription to the review databases NoveList K-8 Plus and NoveList Plus (8-12).
http://www.sd43.bc.ca/Resources/StudentResources/Pages/default.aspx

Movies, Books, Apps and Websites Review Site
Common Sense Media provides reviews on a variety of K-12 resources
https://www.commonsensemedia.org/

BCTF Teach BC
The go-to site for BC teaching resources (K-12)
https://teachbc.bctf.ca/

FNESC Classroom Resources
Teacher resources to support English Language Arts, Science, Social Studies and Mathematics (K-12)
http://www.fnesc.ca/learningfirstpeoples/

Appendix C – Strategies for Resource Selection

To assist with resource selection, it is recommended that educators complete the free online **ERAC Learning Resources Selection Training** module (approximately 1-hour):
http://training.bcerac.ca/moodle/course/view.php?id=12

The following checklist is provided as a guide to assist with the selection of learning resources:

1. Does the resource support the learning standards or learning outcomes of the curriculum?
   https://curriculum.gov.bc.ca/curriculum
   Considerations:

   - Does the resource address both the content and the curricular competencies?
   - Did you ensure that the resource aligns with the curriculum you are teaching?

2. Does the resource assist the educator in helping students make connections between what they learn and how it connects to life outside of school?
   Considerations:

   - Does the resource include real-life examples, extensions and/or connections students can relate to?
   - It is not necessary for any one resource to make explicit connections to real-life, however educators should be able to explain how the resource fits into a planned series of experiences that ensure such connections are part of the learning.

3. Is the resource developmentally and age appropriate?
   Considerations:

   - Is the content appropriate for your student's emotional maturity level, including:
     i. Nature of language being used.
     ii. Graphic nature of imagery.
     iii. Emotions evoked.
   - Is the content appropriate for your student's cognitive ability level, including:
     i. Student specific learning challenges.
     ii. Dependence on expected background experiences.
     iii. Complexity of ideas.

4. Does the resource include effective instructional and technical design? Considerations:

Authenticity

- Does the resource incorporate accurate and authentic, factual content from authoritative sources?
- Is it engaging and current?
- Are translations and retellings faithful to the original?
- Is Indigenous content authentic? (Contact the SD43 Indigenous Education Department for assistance with learning how to determine the authenticity of Indigenous resources).

Appropriateness and Quality of Content

- Does the content enhance a student's understanding and perspective?
- Does the content represent differing viewpoints on controversial issues?
- Does this material meet the needs and varied interests of the student population?
- Is the length of the material suitable?
- Is there any commercialization in the resource? If so, is it appropriate?

Organization of Content

- Is the content presented logically and clearly?
- Is the content sufficiently comprehensive to be useful?
- Is there extraneous or unnecessary material?
- Are any graphics and/or media appropriate to support the learning?

Technical Design

- For strategies on evaluating technical design, see ERAC's Visual I

5. Meet the requirements set by copyright and privacy legislation

Copyright:

- Was the resource legally acquired and licensed for the appropriate number of students in your classroom?
- Did you follow the Fair Dealing Guidelines to procure this resource? http://www.fairdealingdecisiontool.ca/fdg/default.aspx
- Did you use the Copyright Decision Tool to ensure you can use this resource legally? http://www.fairdealingdecisiontool.ca/DecisionTool/

Privacy

- Did you select your digital resources off an Approved District Resource list (See Appendix A)?
- Did you review the resource's privacy policy to see how it uses information collected?
- Did you check that the tool you selected stores student's private information in Canada?
- Are you using a consent form (see form 265-A) for resources where data is stored outside of Canada?

6. Are suitable based on social considerations?

   A. Controversial topics

   Consider:

   - If there are controversial or potentially offensive elements in the resource, do they add to or detract from the educational value of the resource given your learning intentions?
   - How will your teaching address these elements with students to ensure the objectives of using the resource are positively achieved?
   - How will you communicate with parents/guardians about the use of this resource in your classroom?

   B. Diversity

   Consider:

   - Age: Is there representation of individuals at various ages?
   - Gender Roles: Are individuals represented in diverse roles and relationships?
   - Culture: Is there authentic representation of cultural diversity, including Aboriginal Peoples?
   - Gender Identity and Sexual Orientation: Is there representation of individuals and groups across the full range of gender identity and sexual orientation?
   - Ability/Disability: Is there representation of individuals and groups along the continuum of ability?
   - Beliefs: Are religious, philosophical and/or political ideologies presented with a clear purpose, and one belief system is not advocated over another?
   - Socio-Economic: Does it reflect a broad range of social-economic realities?

   C. Social Values

   - Violence: Does the depicted violence, tension or graphic imagery have a clear purpose and provide opportunities for modeling effective problem-solving and conflict resolution strategies?
   - Ethical and Legal: Are issues subject to legal or ethical debate presented with a clear purpose and opportunity for critical thinking?
   - Humour: Is humour used in a positive, effective manner to engage student interest?
   - Safety: Does the resource model safe practices and common sense?
   - Language: Is there disrespectful or defamatory language or concepts used that detract from audience engagement?
   - Sustainability: Does the resource reflect an awareness of issues and promote a culture of conservation?