

404.9AP – Selection of Learning Resources

Purpose

This Administration Procedure 223 - Learning Resources, is to:

- Select learning resources that align with the curriculum and meet the selection criteria below for use in schools.
- Identify the process for withdrawing learning materials that do not align with the curriculum.
- Identify the process for the selection of resources for the Library Learning Commons
- Identify the process for challenging the use of learning resource used in the district educational system.

Definition

Learning Resources are any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources may include, but are not limited to, print and non-print materials; audio, visual, electronic, and digital hardware/software resources; and guests (e.g. visiting authors).

Part A. Selection of Learning Resources

Guiding Principals

- The Board recognizes three principles of learning:
 - learning requires the active participation of the learner;
 - people learn in a variety of ways and at different rates;
 - learning is both an individual and a social process.
- The Board recognizes the importance of providing a broad range of learning resources to support the wide variety of needs of individual learners in its programs. Consequently, the Board expects that selected learning resources will provide for a range of teaching and learning styles as well as for the presentation of different points of view to meet the needs of students and teachers.
- Learning resources used in district programs are used in accordance with Ministerial Order M333/99(3) (Educational Program Guide Order).
- All students should be reflected in learning resources by ensuring that selected resources are representative of gender, appearance, sexual orientation, ability/disability, belief system, family structure, race and ethnicity, and socio-economic status

Responsibility for Selection of Learning Resources

- The Board delegates the responsibility for the selection of learning resources to the professional staff employed by the School District.
- The selection of learning resources may involve many people (administrators, teachers, students, and District staff).
- The responsibility for coordinating the selection of learning resources and making the recommendation for purchases rests with the district, principal and professional staff.

General Guidelines for the Selection of Learning Resources

- According to the BC School Act, educators must use either Ministry of Education recommended resources or ones that have been evaluated through a local, board approved process. NLPS provides “Locally Approved” status to all Focussed Education Resources (FocusED. formerly ERAC) evaluated and selected learning resources. (ERAC, 2017)
- For FocusED approved resources, educators must read the full evaluation summary written by teacher evaluators to determine if the resource is appropriate for that particular classroom (ERAC, 2017)
- Resources that have not been evaluated by FocusED, must be evaluated by a recognized source such as a learning leader, teacher librarian, district Indigenous or Inclusion Support teacher, subject area specialist, or recognized professional association using the selection criteria in Appendix A: Selection of Learning Resources.
- Donated materials will be judged by the criteria outlined in Appendix A and will be accepted or rejected in accordance with those criteria.
- The use of technology must meet the regulations in accordance with NLPS’s Administrative Procedure 210 – Appropriate Use of School District Information Technology.

Part B: Use of Streaming Services Commercial Feature Film Videos and Audio Files:

The selection and use of digital material must be in accordance with established criteria.

- Feature film videos, streaming services and audio files must be previewed prior to use and be used in accordance with copyright legislation.
- Movie videos and music selection must be limited to the following categories as outlined in Appendix B: Video and Film Classifications
- All digital resources, including online tools, software, and cloud-based platforms, must align with curriculum objectives, respect privacy and security standards, and comply with applicable laws, including the Freedom of Information and Protection of Privacy Act (FIPPA).

Part C: Withdrawal and Disposal of Learning Resources

Learning materials that are no longer relevant to the needs of a school or the school’s Library Learning Commons will be withdrawn from use. Environmentally sound procedures will be given priority for the disposal of learning materials.

Procedure

Materials in good condition but no longer useful in a school may be:

- traded with other schools
- given to other schools
- given to teachers in the school for professional use

Materials which do not meet the criteria above may be:

- given to local service clubs to support literacy programs
- donated to students or members of the community
- appropriately recycled

Part D: Library Learning Commons (LLC)

The Library Learning Commons (LLC) provides a diverse, inclusive, and information-rich collection that supports the educational and intellectual development of students and promotes voluntary reading and lifelong learning. The selection of library resources is a professional responsibility and is guided by the selection criteria in Appendix A: Selection Criteria.

Teen Collections

Elementary schools will include resources that have mature content as part of their LLC collections. The teacher-librarian will follow the established district process to determine the appropriateness of a resource. Resources will be stored in a clearly labelled location in the library and identified as “Teen” materials on the spine. A Content Warning will be placed within the inside cover of the book to indicate that some readers may be triggered by the content of the resource. These materials will be available for students who demonstrate a developmental understanding of their content.

In the context of signing out library books, students who demonstrate they are able to comprehend and appropriately interact with the content of a text will be given permission to borrow the materials. This will most typically be students in grade 7. Where a student younger than grade 7 wishes to sign out “Teen” content, the teacher librarian will confer with the school principal or vice principal, as well as other relevant staff (e.g. classroom teacher or school counsellor) in making this determination prior to the student signing out the resource.

Mature Resources in Secondary Schools

Secondary schools will include resources that have mature content as part of their LLC collections. The teacher-librarian will follow the established district process to determine the appropriateness of a resource. A Content Warning will be placed within the inside cover of the book to indicate that some readers may be triggered by the content of the resource.

Part E: Reconsideration of Learning and Library Learning Commons Resources

While it is recognized that any parent/guardian or employee of the school district may raise objection to learning resources used in a school's education program, the following principles must be respected:

- No parent has the right to determine reading, viewing, or listening matter for students other than his or her own children.
- Although it is the learning resource that is challenged, the principles of the freedom to read/listen/view must be defended as well.
- Access to challenged materials shall not be restricted during the reconsideration process.
- The major criterion for the final decision is the appropriateness of the material for its intended educational use.
- A decision to sustain a challenge shall not necessarily be interpreted as a judgement of irresponsibility on the part of the professionals involved in the original selection and/or use of the material.
- Material should be judged in its entirety and not on a passage or passages taken out of context

A parent and/or guardian of a student in the school district may formally challenge learning resource material used in the district educational system. Individuals shall be invited to complete a form requesting reconsideration of the use of material, and shall, if the matter is not resolved through regular administrative channels, have a personal interview with the Curriculum Advisory Body.

If the matter is not resolved by the Curriculum Advisory Body, the matter together with the report of the Curriculum Advisory Body will be referred to the Board whose decision will be final and binding.

Procedure

The following procedure will be followed with respect to challenges of Learning and Library Learning Commons resources:

- 1) The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.
- 2) Each school, under the direction of the principal, will develop a procedure for attempting to resolve such inquiries within the school.
- 3) At the school level, every attempt will be made to explain the school selection procedure and will share information regarding the use of resource material.
- 4) If the questioner wishes to file a formal challenge, the questioner will complete Appendix C: Request for Reconsideration of a Learning Resource. The completed form will be returned to the school and distributed to both the principal and teacher(s) of the school concerned.
- 5) Upon receipt of a formal request for reconsideration of learning resource material, the principal will again attempt to resolve the complaint at the school level.
- 6) If it is still unresolved, the matter shall be referred to the Superintendent. Trustees will be notified of the request for reconsideration.
- 7) If necessary, the Curriculum Advisory Committee will hold a meeting with the complainant to hear their concerns. The complainant will be notified of the final decision via email after the Committee has an opportunity to review.

Cross Reference: (MPSD Learning Resources Evaluation form, Generic Film Consent Form, other policies, procedures, legislation etc.)

Legal References:

Monitoring Method:	<i>Board of Education / Superintendent</i>
Monitoring Frequency:	
Previous Policy Number:	<i>AP223</i>
Amalgamated Policies:	<i>AP244 & AP515</i>
Adopted:	<i>1978.12.13</i>
Amended:	<i>1993.06.23; 1996.01.31; 2020.04.23; 2025.01.17; 2025.04.09</i>

Appendix A: Selection Criteria

Selection Criteria	Considerations
Curriculum Fit	<ul style="list-style-type: none"> Does the resource support the curricular competencies of the intended curriculum? Are the concepts in the learning resource discussed at the appropriate depth of the curriculum for the grade level being taught? Does the resource support the Core Competencies such as critical thinking, personal and social responsibility, and communication? Does the resource support flexible instructional strategies that align with the intentions of our competency-based curriculum?
Content	<ul style="list-style-type: none"> Is the content appropriate for the emotional maturity and cognitive level of students? Is the content engaging, accurate, and current for the intended curriculum and grade? Does the resource assist students in making connections between what they learn in school and real life applications? Is this resource more current than what is being used currently? Could this resource replace another that is outdated? (Source: ERAC, 2017) <p>Note:</p> <ol style="list-style-type: none"> Not every resource will address each content consideration, but educators should be mindful to be as inclusive and representative as possible in the range of resources that are used (ERAC, 2017) Where teacher-librarians are considering the inclusion of resources that have mature content, the teacher-librarian will follow the established internal procedure to determine the appropriateness of a resource.
Consideration of Indigenous Peoples	<ul style="list-style-type: none"> Is there authentic representation of Indigenous Peoples? Authentic representation for Indigenous resources means that the resource is authored or co-authored by Indigenous authors/illustrators. The Indigenous community and culture of these authors/illustrators is acknowledged. When unsure, check the author/illustrator's biography. Whenever possible, we should choose resources that have been created by Indigenous authors.

Additional Social Considerations	<ul style="list-style-type: none"> • Belief System: are religion, philosophy and/or political ideologies presented with a clear purpose and one belief system is not advocated over another? Is the representation respectful and free from generalization and prejudice? Does the content of the resource allow for multiple perspectives? Over the course of the year, do the sum of the resources present more than one belief system? • Violence: Does the 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? • Language: Is the resource free from disrespectful or defamatory language that detracts from audience engagement? • Sustainability: Does the story reflect an awareness of issues and promote a culture of conservation? <p>Note: Not every resource will address each social consideration, but over the course of the year, educators should be mindful to be as inclusive and representative as possible in the range of resources that are used. (ERAC, 2017)</p>
Privacy and Copyright Legislation	<ul style="list-style-type: none"> • Digital Resources: In British Columbia, educators are subject to the <i>Freedom of Information and Protection of Privacy Act</i> (“Act”). In accordance with this Act, the teacher, school and district must at all times protect the privacy of students under our care. Personal and identifiable information of a student, including student work, requires yearly written consent of the student’s parent/guardian and is strictly regulated by the Act. If the information is stored outside of Canada, it may be subjected to the laws of foreign jurisdictions including, but not limited to, the United States and the USA Patriot Act. Consent is required for the current school year in order to use these programs or applications (Source: SD68 Consent Form) • Educators are required to respect copyright legislation and should refer to <i>the Council of Ministers of Education, Canada (CMEC)</i> for current copyright guidelines for K-12 institutions.

Appendix B: Video and Film Classifications

BC Rating (Source: Consumer Protection BC)	SD68 Requirements
General May contain occasional violence, swearing and coarse language, and the most innocent of sexually suggestive scenes and nudity. Suitable for viewers of all ages.	No Restrictions
Parental Guidance May contain less subtle sexually suggestive scenes and nudity and a more realistic portrayal of violence than in the General category; coarse language may occur more often than in the General category. Theme or content may not be suitable for all children though there is no age restriction. Parental discretion is advised.	Teachers should screen and edit-age sensitive material. This will normally apply to elementary, middle and secondary situations. An information letter and parental consent form, particularly for younger children, is necessary.
14A May contain violence, coarse language or sexually suggestive scenes, or any combination of them. Suitable for views 14 years of age or older. Viewers under 14 years of age must be accompanied by an adult.	Teachers must screen and edit/delete inappropriate or age sensitive material and receive approval from the Principal and individual parents. Parental consent forms should include the rationale (connection to learning standards) for the use of a movie, the nature of the movie, and a commentary on edited/deleted material (if any).
18A Will contain horror, explicit violence, frequent coarse language or scenes that are more sexually suggestive than in the 14A category, or any combination of them. Suitable for viewers 18 years of age or older. Views under 18 years of age must be accompanied by an adult.	<u>EXPRESSLY FORBIDDEN WITHOUT CONSENT</u> In exceptional circumstances where a movie classified as 18A or Restricted, is deemed to be the most suitable material for a course the following requirements must be follows if it is to be used: <ol style="list-style-type: none"> 1. The movie may only be used for senior courses. Pre-film classroom conversation and preparation is required prior to viewing. 2. Only senior students with parental/guardian consent forms may attend the showing of such movie.
Restricted There are “adult motion pictures” and may contain explicit sex scenes, violence or scenes referred to in section 5(3) of the <u>Motion Picture</u> <u>t</u> , or any combination of them. The director assigns this category to motion pictures if the director considers that the theme, subject matter or plot of the adult motion picture is artistic, historical, political, educational or scientific. Restricted viewers of 18 years of	

<p>age and over. Personals under 18 years of age are not permitted to attend under any circumstances.</p>	
<p>Foreign Movies – no BC classification</p>	<p>K-7 – General Audiences only – appropriate content to age group.</p>

Appendix C: Request for Reconsideration of a Learning Resource

Nanaimo-Ladysmith Public Schools strives to select Learning Resources that:

- provide learners with access to materials that allow them to engage with and explore the big ideas and curricular competencies of a particular course;
- recognize and reflect the diverse lives and experiences of our learners and the broader society;
- include various perspectives on controversial issues, encouraging opportunities to practice critical thinking. In some cases, biased resources may be intentionally chosen to meet specific learning objectives.

Keeping the above criteria in mind, if you have a concern with a learning resource used in our school district, please first discuss the resource with the appropriate teacher (where relevant). If your concerns about the resource remain unresolved after this discussion, please complete this form, and submit it to the school principal who will set a meeting to discuss solutions. If a satisfactory resolution is not attainable, the principal will forward this application and a summary of the school-based meeting to the Superintendent for further consideration by the Curriculum Advisory Body.

Section I – Applicant Contact Information

Name: _____ Date: _____
 Address: _____ City: _____
 Postal Code: _____ Contact Phone #: _____
 Email: _____

Section II – Resource Details

Resource Name: _____
 Resource Type: _____ (i.e., website, novel, textbook)
 Author or Producer: _____ Date of Publication: _____

Section III – Resource Details

What brought this resource to your attention?

Have you discussed this resource with any teachers or school administrators? If so, please specify who and when.

Have you examined the entire resource? If not, which sections did you review?

Please list your specific concerns about the resource along with location information (i.e. page number, link, chapter).

Do you see any value in the resource? If so, please describe.

Have you read any reviews of this resource? If yes, please provide location information (i.e. journal title and date or website address)

What positive and negative effects do you believe this resource would have on your child (if relevant)?

For what age group would you recommend this resource?

Finally, what action are you specifically requesting regarding this resource?
