

AP 3.17 LEARNING RESOURCES – APPROVAL, USE, AND RECONSIDERATION

RATIONALE

The Board holds sole responsibility for determining how learning resources are chosen for use in District classrooms as per the Ministry of Education and Child Care's July 2017 [Policy](#). The Ministry no longer conducts evaluation on, or recommends, Learning Resources.

The term "Learning Resource" refers to any materials, print or digital, selected by teachers to support curricular objectives and student learning.

Evaluating resources requires professional judgment and awareness of community context and societal standards. The Haida Gwaii 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."*

PROCEDURES

Learning Resources Selection Criteria

Educators may select any resources that meet the criteria below to support the BC Curriculum and Board-approved programs. Selections should be previewed with professional judgement, especially where social considerations may arise.

Selection criteria (apply as relevant to the intended context of use):

- (i) **Curricular alignment:** Clearly supports the targeted learning standards, competencies, and assessment.
- (ii) **Learner suitability:** Appropriate for the age, maturity, background knowledge, and learning needs of students; supports accessibility and Universal Design for Learning.
- (iii) **Supports student choice:** Nothing about the resource prevents students from choosing alternate approaches to demonstrate the same learning intention.
- (iv) **Community and cultural relevance:** Respectful of the local community and, where First Peoples content is included, consistent with local protocols and appropriate consultation.
- (v) **Accuracy and quality:** Current, evidence-based, and pedagogically sound; authoritative sources; clear organization and design.
- (vi) **Representation and inclusion:** Reflects diverse identities and perspectives; avoids bias and stereotypes or, when used, is framed to develop critical thinking.
- (vii) **Readability and engagement:** Clear, interesting, and manageable within the teaching/learning context (print, digital, or multimedia).
- (viii) **Safety and wellbeing:** Anticipates sensitive content and provides guidance for safe, trauma-informed, and developmentally appropriate use.
- (ix) **Practicality and value:** Reasonable in cost, licensing, durability, and technical requirements relative to instructional benefit.
- (x) **Legal compliance:** Meets requirements set by copyright and privacy legislation, including appropriate licensing and protection of personal information.

When options are otherwise comparable, priority is given to resources developed and produced in Canada.

Learning Resources Selection Responsibilities

The Board delegates day-to-day selection of classroom learning resources to the district's professional staff. Teachers and teacher-librarians exercise professional judgment and apply district selection criteria. The principal ensures a consistent school process by:

- coordinating school procedures for selecting and documenting classroom resources;
- supporting teachers with preview/review of materials, especially where social considerations may arise; and
- managing acquisition within budgets allocated by the District.

At the district level, the Superintendent (or designate) oversees implementation of this procedure, provides guidance and professional learning, and maintains required forms and records.

1. Locally Evaluated Learning Resources Challenge

Only district staff, current students, or parents/guardians of currently enrolled students may request reconsideration of a learning resource. Requests from others (e.g., general public, media, advocacy groups) will not proceed under this procedure.

When a concern is raised about the appropriateness of a selected learning resource, the district will follow the procedures set out below.

Stage 1 — Informal Resolution (School Level)

1. Within 10 school days of initial contact, the principal seeks to resolve the concern informally with the questioner and the teacher, explaining the curricular purpose, selection criteria, and context of use.
2. If appropriate and available, an alternative resource may be arranged for the questioner's child.
3. The school documents the concern and outcome.

Stage 2: School Review Committee (If unresolved at Stage 1)

Within 15 school days, the principal will convene a School Review Committee to review the challenged resource in full and its instructional context against the district's selection criteria.

Committee Composition: The principal forms a representative committee that, where feasible, includes: an administrator (chair), a teacher or teacher-librarian, a parent/guardian, a student (when age-appropriate), and an Indigenous Education representative (as appropriate to the context). If one or more roles cannot reasonably be filled at the school, the principal may invite members from another school or the district office.

Decision: Within 10 school days after the committee meeting, the principal issues a written decision with reasons and shares it with the questioner and the teacher.

Stage 3 — District Reconsideration (Appeal)

1. If unresolved, the questioner may appeal the Stage 2 decision to the Superintendent within 15 school days of receipt.
2. The District Reconsideration Committee (administrator, teacher/teacher-librarian, parent/guardian, student where appropriate, Indigenous Education representative as appropriate, and subject specialist) reviews the full record and may invite additional input.
3. The Superintendent issues a written decision within 15 school days of the district meeting. As per the Appeals bylaw, the decision may be appealed to the Board, whose decision is final within the district.

References

[Public School Policy – Learning Resources – July 1, 2017](#)

[Educational Program Guide Order – Section 5](#)

[School Act – Section 168\(2\)\(e\)](#)

[Copyright Act \(Canada\), R.S.C. 1985, c. C-42 — incl. ss. 29–30.04 \(fair dealing & educational exceptions\)](#)

[Freedom of Information and Protection of Privacy Act \(FIPPA\) \(BC\), R.S.B.C. 1996, c. 165](#)