

AP 210 – Learning Resources

Background

The purpose of this procedure is to ensure that appropriate learning resources are used in schools to support curricular outcomes and educational programs, and that District processes for the review of learning resources conform to the [School Act](#) and respect the standards of the community.

Procedures

1. Definition
 - 1.1 The term ‘learning resources’ refers to any person(s) or any material with instructional content or function that is used for formal or informal teaching purposes during or outside of instructional time. Learning resources include print and audio-visual materials, digital resources including computer software and digitized pictures and video, computer accessible data, community agencies, organizations and people. (Guest speakers must also comply with AP 301 – Access to Students)
2. Only provincially recommended and/or locally approved resources may be considered for use within the District. All teacher developed resources must meet the provincial and local standards used to evaluate resources within the District. The approval of local learning resources will be coordinated by the District Learning Resources Review Committee under the direction of the Superintendent of Schools (or designate).
3. The District Learning Resources Review Committee (consisting of educators, a trustee representative and parents), will conduct regular reviews and submit lists of locally reviewed resources for approval by the Board of Education. The reviews will cover grade collections and resources in three areas: curriculum, library and digital.
4. It is the responsibility of the school principal to ensure that school level resources are submitted to the District Learning Resources Review Committee for approval. A school level resource should be submitted for approval if it meets any of the following conditions:
 - It is current and will be used on a regular basis.
 - It is used broadly across a grade or department.
 - It is continually used with a majority of students.
 - The relevance/suitability to the curriculum is questionable.

5. Principles Supporting the Selection of Learning Resources
 - 5.1 The selection or use of some learning resources may involve sensitive issues or topics that may solicit conflicting value positions within the school district (e.g. religious and political beliefs, relationships, human sexuality, cultural and family values, substance misuse). The Board is committed to providing direction in such circumstances by adhering to the following principles:
 - 5.1.1 Learning resources should be varied, but must meet Ministry **and/or** Board criteria for selection.
 - 5.1.2 Curricular learning resources must correlate to one or more prescribed learning outcomes.
 - 5.1.3 Learning resources will meet community standards, will be age appropriate, and will be generally supported by parents.
 - 5.1.4 The challenge of a learning resource will result in a thoughtful review of the resource through a consultative process involving parents and professional staff.
 - 5.1.5 Where a learning resource is proposed for approval and does not meet criteria, it will not be used.
6. The primary criteria for learning resource review is relevance to the learning outcomes and content of the course. It is expected that judicious care and consideration will be given to the content of curricular and co-curricular resources available to students. The selection of these learning resources is a professional matter, but is guided by community values, parent concerns and professional wisdom. Selection is an ongoing process that includes the removal of materials that are no longer appropriate according to the selection criteria. Specifically, the following criteria will be applied by the Learning Resources Review Committee:
 - 6.1 The learning resource should be engaging, of high quality and design, and justified in terms of costs and time involved.
 - 6.2 The learning resource should be fair, balanced and free from prejudice, propaganda, discrimination, and stereotyping, except when a teaching or learning situation requires illustrative material to develop critical thinking about such issues.
 - 6.3 The learning resource should be appropriate in terms of the age, maturity, and learning needs of the students for whom it is intended.
 - 6.4 The learning resource should be sensitive to social considerations: age, gender roles, ethnic groups, belief system, socio-economic, violence, ethical and legal considerations, humour, safety, and language.
7. When an educator submits a request for a resource to be evaluated, the District Learning Resources Review Committee will procure copies of the resource. Trained evaluation teams consisting of staff and parents will examine the resource using the above criteria to determine whether the resource meets the approval criteria.

8. The Learning Resource Review teams will submit lists of recommended resources to the Superintendent (or Designate) for formal approval. If the resource is not approved, a written request for reconsideration may be submitted to the Superintendent (or designate). Approval of learning resources is for a period of five years after which time a subsequent review must be held.
9. Challenge Process
 - 9.1 Parent(s)/guardian(s) have a right to excuse their child from access to material which conflicts with their personal values. Parent(s)/guardian(s) also have a responsibility to respectfully discuss these concerns with school staff to arrive at a mutually agreed upon solutions. Irrespective of the challenge process outlined below, if any parent/guardian feels his/her concerns are not satisfactorily addressed, he/she may request that his/her child be excused from a class or portion of a curriculum and/or be provided with alternative learning resources.
 - 9.2 On the basis of appropriateness, any parent or employee of the Abbotsford School District may formally challenge learning resources. Concerns regarding the use of learning resources will first be addressed and resolved, if possible, at the school level with the staff in question, and in turn the principal.
 - 9.3 If the concern cannot be resolved in a timely manner, the request should then be directed to the Superintendent (or designate).
 - 9.4 All challenges of learning resources will be filed using [AP 210-1 Learning Resources Challenge Form](#). The school principal will send a copy of the completed form to the Superintendent (or designate). The Superintendent (or designate) may strike a Reconsideration Committee to review the challenged resource and make a recommendation. The Reconsideration Committee shall be comprised of a balance of educators and non-educators working and/or having children in attendance at a school within the school district.
 - 9.5 The Reconsideration Committee will review the material based on the Ministry and Board approval criteria as well as the concerns expressed by the challenger with respect to relevance and suitability. The Reconsideration Committee:
 - May invite the challenger to attend a Reconsideration Committee meeting.
 - Will examine the challenged resource in its entirety.
 - Will weigh the benefits and shortfalls of the resource and form an opinion based on the material as a whole (rather than on passages or sections taken out of context).
 - Will examine the challenged resource in the context of the educational program, the prescribed learning outcomes for the course, and community standards.
 - Will make a recommendation and forward it to the Superintendent (or designate) to affirm, revise, or overturn the Committee's decision.

- 9.6 If the challenger is not satisfied with the outcome of the challenge process an appeal may be made to the Board of Education through the Secretary-Treasurer's office. If a resource is withdrawn from the Locally Approved Learning Resource list, the reason will be communicated in writing to all schools.

Appendix [AP 210-1 Learning Resources Challenge Form](#)

Reference [School Act](#)
AP 202 – Curriculum Development and Implementation
AP 203 – Board Authority Authorized (BAA) Courses
AP 301 – Access to Students

Last Revised: May 2013

AP 210-1 Learning Resources Challenge Form

Resource Information

Title of Resource: _____

Context of Usage: Classroom Resource _____ Library _____ Other: (please specify) _____

Author(s): _____ Publisher/Year: _____

Contact Information

Role of Person Submitting Inquiry: Teacher _____ Parent _____ Other (please specify) _____

Name: _____ Telephone No.: _____

Address: _____ Email: _____

Concern

1. What are your reasons for objecting to the resource? _____

2. The impact of a resource will vary according to how it is presented and interpreted in the classroom, and we urge you to discuss this material with the appropriate people. Have you discussed the suitability of this resource with SD34 staff?

Principal _____ Teacher _____ Other SD34 Staff _____

Signed: _____

Date: _____

SD34 Personnel Only

Results of Review _____

Action Taken _____

AP 210-1 Learning Resources Challenge Form

Resource Information

Title of Resource: _____

Context of Usage: Classroom Resource _____ Library _____ Other: (please specify) _____

Author(s): _____ Publisher/Year: _____

Contact Information

Role of Person Submitting Inquiry: Teacher _____ Parent _____ Other (please specify) _____

Name: _____ Telephone No.: _____

Address: _____ Email: _____

Concern

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Principal _____ Teacher _____ Other SD34 Staff _____

Signed: _____

Date: _____

SD34 Personnel Only

Results of Review _____

Action Taken _____
