

## AP 210 – Learning Resources

### Background

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The purpose of this administrative procedure is to ensure that appropriate learning resources are used in schools to support curricular learning standards and educational programs, and that district processes for the selection of learning resources conform to the [School Act](#) and district expectations.

### Procedures

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1. Definition

- 1.1 The term 'learning resources' refers to any person(s) or material with instructional content or function that is used for 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

2. Teachers must use the district's Learning Resource Selection Criteria (AP 210-1 Criteria for the Selection of Learning Resources) when developing or selecting classroom resources.

3. Principles Supporting the Selection of Learning Resources

The selection of learning resources is guided by the following principles:

- 3.1 Teachers have a professional responsibility to provide students with a wide range of learning resources that meet provincial curricular standards.
- 3.2 Learning resources will reflect Abbotsford School District's policies and procedures pertaining to safe schools, inclusion and respect.
- 3.3 As partners in education, parents/guardians are encouraged to consult with school staff about resources being used in their child's classroom.
- 3.4 The challenge of a learning resource by any parent will result in a thoughtful review of the resource.

4. Selecting Learning Resources

Teachers are expected to demonstrate judicious care and consideration to the resources made available to students. The selection of learning resources is a professional matter, and is guided by judgment, district and parental expectations. Selection is an ongoing process that includes the removal of materials that are no longer appropriate according to the selection criteria detailed in [AP 210 – 1 Criteria for the Selection of Learning Resources](#):

- 4.1 Curricular Fit: The resource is aligned to one or more big ideas, curricular competencies or content standards in the provincial curriculum for that classroom.

- 4.2 Resource Quality: The resource incorporates accurate, relevant and up-to-date information from authoritative sources.
  - 4.3 Age Appropriateness: The resource is appropriate for the age, grade level and maturity of the students in the class.
  - 4.4 Social Considerations: The resource is appropriately representative of race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability. The resource promotes respect for and understanding of inclusion and diversity in Canadian society.
5. Challenge Process
- 5.1 Where a resource is in use in a classroom, parents/guardians have a responsibility to respectfully discuss any concerns with their child's teacher to arrive at a mutually agreed upon solution.
  - 5.2 On the basis of appropriateness, any parent/guardian may formally challenge learning resources that are in use in a classroom where their child is enrolled. Concerns regarding the use of learning resources must first be addressed and resolved, if possible, at the school level with the staff in question, and in turn the principal.
  - 5.3 If the concern cannot be resolved at the school level, the request should then be directed to the challenge process below:
    - 5.3.1 The parent must file their challenge using AP 210-2 Learning Resources Challenge Form which must be submitted to Director of Instruction who will strike a Reconsideration Committee to review the resource. The Reconsideration Committee shall be comprised of the Director of Instruction, the school's principal and a parent representative (from the District Parent Advisory Council).
    - 5.3.2 The Reconsideration Committee will review the material using the AP 210 -1 District Criteria for the Selection of Learning Resources, as well as the concerns expressed by the questioner. The Reconsideration Committee:
      - Will examine the challenged resource in the context of the educational program, and the provincial learning standards for the course/subject.
      - Will weigh the benefits and shortfalls of the resource and form an opinion based on the material as a whole.
      - May invite the questioner and teacher to attend a Reconsideration Committee meeting.
      - Will make a determination and communicate it to the questioner and classroom teacher.
    - 5.3.3 If the Reconsideration Committee determines that the resource is not appropriate for the classroom in question it will no longer be used for that grade level.
    - 5.3.4 If the Reconsideration Committee determines that the resource is appropriate, and the questioner is not satisfied, an appeal may be filed to the Board of Education by contacting the Secretary-Treasurer's office.

\*Note: The Ministry of Education alternative delivery policy exists only for the Physical and Health Education curriculum, related to sexuality and reproduction. If a parent chooses to exercise their right to remove their child from school, based on their objection to any other curricular resource, the district has no obligation to provide alternative delivery to meet those learning standards.

Appendix      [AP 210-1 Criteria for the Selection of Learning Resources](#)  
                    [AP 210-2 Learning Resources Challenge Form](#)

Reference      [School Act](#)

AP 301 – Access to Students

Define Discrimination & Harassment - <https://www2.gov.bc.ca/gov/content/careers-myhr/all-employees/working-with-others/address-issue/define-discrimination-harassment>

## AP 210-1 Criteria for the Selection of Learning Resources

### Objective

The following criteria for the selection of resources is intended to guide teachers when choosing print, visual or electronic learning resources. All learning resources must align with the District's Resource Selection Criteria.

### Considerations for Classroom Resource Selection

Learning resources should support the BC Curriculum and be consistent with guidelines and criteria as established by the Ministry of Education. Teachers are expected to demonstrate judicious care and consideration to the content of resources made available to students. The selection of learning resources is a professional matter, and is guided by professional judgment, district and parental expectations.

The following criteria is a guideline for teachers to use in selecting learning resources that will enhance student learning. It is also recommended that educators complete the free online ERAC Learning Resources Selection Training course, available at: <http://ocr.openschool.bc.ca/user/policy.php>

### Learning Resource Selection Criteria

	Criteria	Elaboration
<b>Curricular Fit</b>	The resource is aligned to one or more big ideas, curricular competencies or content standard in the provincial curriculum for that classroom.	Promotes or enhances: <ul style="list-style-type: none"> <li>critical and creative thinking skills;</li> <li>communication skills;</li> <li>personal and cultural awareness;</li> <li>social responsibility;</li> <li>digital literacy and citizenship.</li> </ul>
<b>Resource Quality</b>	The resource incorporates accurate, relevant and up-to-date information from authoritative sources.	<ul style="list-style-type: none"> <li>Content is accurate and current;</li> <li>Content is relevant and engaging;</li> <li>The scope of content is appropriate for the cognitive and linguistic levels of the intended audience;</li> <li>The resource contains diverse perspectives on controversial issues.</li> </ul>
<b>Age Appropriateness</b>	The resource is appropriate for the age, grade level and maturity of the students in the class.	The content is appropriate for the subject area, age, emotional development, ability levels, learning styles, social-emotional and intellectual development of the students for whom the materials are selected.

<b>Social Considerations</b>	<p>The resource is representative of gender, appearance, sexual orientation, ability/disability, family structure, race and ethnicity, and socio-economic status. The resource promotes respect for and understanding of inclusion and diversity in Canadian society.</p>	<p>The resource appropriately depicts:</p> <ul style="list-style-type: none"> <li>• race and ethnicity</li> <li>• gender roles</li> <li>• multiculturalism</li> <li>• indigenous perspectives</li> <li>• gender identity and sexual orientation</li> <li>• ability/disability</li> <li>• Socio-economic status</li> </ul> <p>Resource is free of:</p> <ul style="list-style-type: none"> <li>• gratuitous violence</li> <li>• inappropriate humour</li> <li>• unsafe/unhealthy behaviours</li> <li>• inappropriate language</li> <li>• cultural insensitivity</li> </ul>
<b>Other Considerations</b>	<ul style="list-style-type: none"> <li>• Does the resource meet high standards in literary, artistic, and aesthetic quality?</li> <li>• Does the resource meet high standards in technical aspects and/or physical format?</li> <li>• Does the resource earn favorable reviews in standard reviewing sources, such as ERAC?</li> <li>• Does this material keep an existing series up to date?</li> <li>• Does this resource balance cost with need?</li> </ul>	

## AP 210-2 Learning Resource Challenge Form

On the basis of appropriateness, any parent/guardian of a child in a classroom where the resource is in use may formally challenge a learning resource. Concerns regarding the use of learning resources must first be addressed and resolved, if possible, at the school level with the teacher in question, and in turn the principal.

Complaint Initiated by: \_\_\_\_\_

Role of Complainant: \_\_\_\_\_

Telephone #: \_\_\_\_\_ Email Address: \_\_\_\_\_

Address: \_\_\_\_\_

Title of Resource: \_\_\_\_\_

Author(s): \_\_\_\_\_

Publisher: \_\_\_\_\_ Year Published: \_\_\_\_\_

1. Describe how the resource is being used in the classroom:

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2. Have you discussed the resource with the:

Teacher: ☐ Yes ☐ No

Principal: ☐ Yes ☐ No

3. What was the outcome of your discussion:

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4. To what aspect(s) of the resource(s) do you object?

a) Page(s): \_\_\_\_\_

Specific Objection:

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b) Page(s): \_\_\_\_\_

Specific Objection:

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5. What effect do you believe this resource will have on your son/daughter?

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6. What effect do you believe this resource would have on other students?

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7. Have you reviewed the entire resource? ☐Yes ☐No

8. Additional Comments:

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Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_