

LEARNING RESOURCES

Background

The District is committed to providing a wide range of learning resources in support of curriculum implementation and student learning, taking into consideration the varied interests, abilities and maturity levels of students. Additionally, the District promotes the development of a resource rich learning environment in each of its schools. Teachers are encouraged to access supplementary instructional resources, which are relevant, and enhance, broaden or enrich provincially prescribed or locally approved curricula.

The Board has the responsibility for determining how learning resources are chosen for use in schools. The Ministry of Education no longer conducts evaluation processes to recommend learning resources. This responsibility now rests with the Board. The Board may continue to use learning resources specified in educational program guides published before 2016, as appropriate. Any concerns or challenges to the use of a learning resource are to be handled as outlined in Administrative Procedure 252. Challenge of a Learning Resource.

Definitions

Approved learning resources are locally approved, and Ministry prescribed, authorized or recommended by [Focused Education Resources](#).

Learning resources are texts, videos, software, and other materials that teachers use to assist students to meet the expectations for learning defined by provincial or local curricula.

Supplementary learning resources include materials, persons and places (field trips) used to enhance, broaden or enrich provincial or local curricula.

Procedures

1. The Superintendent will ensure that Principals and District staff are aware of the relevant sections of the School Act, Regulations and Ministers' Orders, Board policy, administrative Procedures.
2. Principals shall review the learning resources directives with education staff annually.
3. Approved Learning Resources
 - 3.1. For the identification and selection of learning resources, educators are encouraged to refer to collections of resources, which have been evaluated and/or licensed at the District and provincial levels for use in the B.C educational setting. These may include:
 - 3.1.1. The [K-12 Resource Collection](#), which is a continuously updated collection of peer-evaluated learning resource reviews which are linked to the BC curriculum.

The collection is hosted by the [Focused Education Resources](#) and is searchable in the [Focused Education Resources](#) app or online.

- 3.1.2. The District is located on the Homelands of the Ktunaxa people and as stated in the Moving Forward: Worldviews in the Classroom document, when referencing Aboriginal content, learners are to be given the chance to work with locally developed resources (including local knowledge keepers) whenever possible. In the Southeast Kootenay, those trusted local contacts are the Elders in Residence, representatives from both the Ktunaxa Nation Council and the two local bands, Aq?am and Tobacco Plains (Akink?um?asnuq?i?it), as well as the school district's Aboriginal Education Support Workers.
- 3.1.3. [Authentic First Peoples Resources](#) (K-9) from [First Nations Education Steering Committee](#) (FNESC)
- 3.1.4. District approved resources: [District Resource Centre](#), District digital licensed resources found on the portal and/or approved digital apps.

4. Supplementary Learning Resources

4.1. Selection Criteria

- 4.1.1. Evaluating resources from the perspective of social considerations can be one of the most challenging aspects of the evaluation process. It must take into account many considerations within a context of community, societal values and standards, to determine the suitability of the resource for instructional use in BC schools. Factors to consider may include First Nations learning, approaches to multiculturalism, gender and gender identity, among others.
- 4.1.2. Evaluation procedures for selecting learning resources are to involve practicing teachers. In selecting supplementary resource materials, teachers and principals shall be subject to the following criteria:
 - 4.1.2.1. supports the learning standards and are the best suited for advancing curricula
 - 4.1.2.2. assists students in making connections between what they learn in school and real-life applications
 - 4.1.2.3. are to be appropriate in content and presentation not only to the subject area but also to the emotional development, ability level, learning style, social development and chronological age of the student
 - 4.1.2.4. has effective instructional and technical design
 - 4.1.2.5. meets the requirements set by copyright and privacy legislation
 - 4.1.2.6. are suitable based on social considerations
 - 4.1.2.7. Other factors equal, priorities should be given to learning resources developed and produced in Canada.

4.2. Procedures for Use

- 4.2.1. Where a resource is not readily classified according to the above criteria, or judged potentially controversial by the teacher, the following process must be ensured. The Principal must:

- 4.2.1.1. approve each potentially controversial resource and provide recommendations
- 4.2.1.2. if necessary, including the requirement of notification to parents of the intended use of a resource, or
- 4.2.1.3. forward it for a further review to Focused Education Resources, or
- 4.2.1.4. reject it.

4.3. Where a Principal has not approved a resource, the decision shall be deemed final.

Reference: Sections 7, 8, 17, 20, 22, 65, 85, 168 School Act
Copyright Act
Ministerial Order 333/99 Education Program Guide Order
B.C. Ministry of Education Learning Resources Policy July 1, 2017
ERAC Evaluating, Selecting and Acquiring Learning Resources: A Guide

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