
PROCEDURE #8800.1
RECOMMENDED LEARNING RESOURCES FOR CLASSROOM USE AND
LIBRARY LEARNING COMMONS RESOURCES: DEFINITION AND SELECTION

1. DEFINITIONS OF RECOMMENDED CLASSROOM LEARNING RESOURCES AND LIBRARY LEARNING COMMONS RESOURCES

1.1. Learning resources are defined as any materials – print or digital – that support students in their development of big ideas, curricular competencies, and core competencies as outlined in BC curriculum. The district distinguishes between two types of learning resources: Recommended Learning Resources for Classroom Use and Library Learning Commons Resources.

1.2. Recommended Learning Resources for Classroom Use

- a) The Ministry of Education and Child Care Learning Resource Policy (July 1, 2017) specifies that school boards hold the sole responsibility for determining how learning resources are selected for use in their local classrooms.
- b) In the Surrey School District, Recommended Learning Resources for Classroom Use are selected, reviewed, and approved by Surrey educators following the district's approval process using a defined set of district criteria. These recommended resources are typically materials suitable for student use but may also include information primarily intended for teacher use. Criteria used to evaluate resources reflect Ministry of Education and Child Care expectations. This includes ensuring access to learning resources that are inclusive, equitable, age appropriate and improve the school experience for racialized students.
- c) On its list of locally recommended resources, the Board may choose to include resources evaluated by the First Nations Education Steering Committee (FNESC) and Focused Education Resources. In the case of a review of a fiction or non-fiction resource with listed cautions, rather than immediately place the resources on the district's recommended list, the district will conduct its own review.
- d) Although the ministry no longer conducts evaluation processes to recommend learning resources, Boards may continue to use learning resources specified in educational guides published before 2016, as appropriate. For certain courses or grades, the ministry may still recommend the use of specific learning resources from time to time.

PROCEDURE #8800.1
RECOMMENDED LEARNING RESOURCES FOR CLASSROOM USE AND
LIBRARY LEARNING COMMONS RESOURCES: DEFINITION AND SELECTION

1.3. Library Learning Commons Resources

- a) Library Learning Commons resources refer to print and digital resources that support recreational reading, and complement the curriculum.
- b) To ensure equitable access to information, quality reading materials, technology, and learning opportunities for all members of the school community, teacher-librarians select, evaluate and curate resources that are current, comprehensive, culturally relevant, and responsive to the needs of all learners. Relevant, curated collections support student engagement, create valuable learning opportunities, and demonstrate respect for the diversity of the school community.

2. RESPONSIBILITY FOR THE SELECTION OF LEARNING RESOURCES

- 2.1. The responsibility for the selection of learning resources rests with the superintendent of schools, or designate, and other professional staff employed by the Board of Education.
- 2.2. The superintendent, or designate, and principals/vice principals are responsible for ensuring the district's selection process is known and applied.

3. SELECTION OF LEARNING RESOURCES FOR CLASSROOM USE

- 3.1. Surrey School District educators review learning resources in their area of expertise. They work in groups of two or more to evaluate digital or print resource against a set of district criteria appropriate to the particular learning resource (Print Resource – Fiction; Print Resource – Nonfiction; Digital Resource; or Professional Resource). Evaluators use district criteria to think critically about the digital or print resource and evaluate it in detail. The application of the criteria will vary according to the resource type, the nature of the resource, and/or its intended use.
- 3.2. The main criteria groupings include:
 - a) Curriculum Fit

Evaluators examine the resource to determine the extent to which it supports the rationale and goals of the BC curriculum. Considerations

PROCEDURE #8800.1
RECOMMENDED LEARNING RESOURCES FOR CLASSROOM USE AND
LIBRARY LEARNING COMMONS RESOURCES: DEFINITION AND SELECTION

include the degree to which the resource provides students with the opportunity to explore big ideas, curricular competencies, content standards, core competencies, and Indigenous ways of being.

b) Content and Instructional Design

Evaluators examine the resource in relation to current research-based practices, as well as content that is accurate, appropriate for the emotional maturity and cognitive level of the intended audience, and Canadian in nature. Further considerations include suggestions for instructional planning and delivery, including formative and summative assessment opportunities

c) Literary Qualities

Evaluators examine the resource's literary qualities and the response the resource may evoke or provoke in its readers. Considerations include character development, relevance of plot, opportunities to explore rich language, and entry points for analyses, interpretation, and discussion.

d) Visual Qualities

Evaluators examine the resource's use of visual elements (illustrations, photographs, or diagrams). Considerations include their effectiveness and the degree to which the visuals enhance understanding of the text, how the visuals and words work together to tell a story, and the appropriateness of the visuals to students' emotional maturity and cognitive level.

e) Technical Design

Evaluators examine the technical aspects of a resource to determine if it enhances student and teacher accessibility and understanding.

f) Equity

Evaluators account for the wide range of students that could embody any classroom in which the resource is to be used and ensure it is not a barrier that excludes some students from the learning experience. Considerations include accessibility of content; perpetuation of harmful stereotypes and bias; messages and images that are free of tokenism; agency and voice of historically underrepresented and marginalized groups; racial slurs,

PROCEDURE #8800.1
RECOMMENDED LEARNING RESOURCES FOR CLASSROOM USE AND
LIBRARY LEARNING COMMONS RESOURCES: DEFINITION AND SELECTION

homophobic slurs, pervasive profanities; and content that challenges dominant world views and perspectives (colonialism, patriarchy, gender, sexual orientation, homophobia, heteronormativity, and ableism).

g) Social Considerations

Evaluators examine the resource to identify potentially controversial elements and highlight where the resource might support pro-social attitudes and promote diversity and human rights. Factors considered include: language and content appropriate to the emotional maturity and cognitive level of students; opportunities for critical examination of stereotypes, misinformation, and social myths about groups of people; and language, graphic imagery, and references and/or illusions to violence that may be traumatic for students, impact their well-being, or exclude them from engaging in the learning experience.

- 3.3. Learning resources for classroom use should be free from dehumanizing language (racial, homophobic, misogynistic slurs, etc.), pervasive profanity, and gratuitous violence. Where a teaching/learning situation would benefit from illustrative materials (i.e., literature, historical documents, and primary sources) that offer opportunities for critical examination of historical events, stereotypes, and social myths about groups of people, the resource may be approved with cautionary notes.
- 3.4. In situations where cautionary notes have been provided, the decision to include these resources in the curriculum should be approached with great care, taking into consideration several factors, including: the potential impact on students, the age appropriateness of the material, and the curricular objectives. Alternative resources that convey the same theme and/or historical message without using racial slurs should always take priority.
- 3.5. If deemed essential by the educator to use learning resources that include racial slurs, it is critical that these offensive slurs not be heard or spoken aloud in class. Equally important is that learning resources of this nature not be read in isolation, but used to develop an understanding of the cultural, ideological, and sociolinguistic contexts in which they were created and read. It is expected that educators will provide appropriate guidance, context, and support to help students understand the historical and social context in which these slurs were used, the harm caused by racist language, and its impact on marginalized and/or racialized

PROCEDURE #8800.1
RECOMMENDED LEARNING RESOURCES FOR CLASSROOM USE AND
LIBRARY LEARNING COMMONS RESOURCES: DEFINITION AND SELECTION

communities. The focus should be on teaching critical thinking skills; analyzing and challenging the harmful ideas presented in the text; and emphasizing empathy, respect, inclusivity, and the consequences of racism and discrimination. Additionally, alternative texts that address similar themes and messages without racial slurs should be considered and made available to students.

- 3.6. The Board recognizes that from time-to-time teachers may wish to use supplementary teaching resources that are not on the district's list of recommended resources for classroom use. Examples include, but are not limited to, streamed online audio and video files, websites, mobile apps, news reports, magazine articles, unpublished works, demonstrations, simulations, interviews, picture books, and teacher-made materials. To support BC's curriculum, equitable systems, and marginalized populations, it is expected that teachers use sound professional judgment in their own review of supplementary resources ensuring they meet district criteria as outlined in 3.1 – 3.7.
- 3.7. All learning resources (print and digital) must meet the requirements set by copyright and privacy legislation ([Copyright Matters](#)).

4. SELECTION OF LIBRARY LEARNING COMMONS RESOURCES

- 4.1. Library Learning Commons (LLC) resources ensure equitable access to both print and digital information, quality reading materials, and learning opportunities for all members of the school community. The LLC collection meets the needs of a broad range of diverse readers across various age groups and levels.
- 4.2. The collection consists of a variety of resources that inspire curiosity, foster creativity, encourage exploration, and enable students to delve into different topics and disciplines. The LLC collection reflects diverse perspectives, cultures, and experiences. It promotes inclusivity, helps create an environment of respect for diversity, and broadens students' worldview.
- 4.3. By offering a range of reading options, students are able to make choices and self-select resources that are reflective of their identities, interests, and needs. Self-selection promotes exploration and curiosity, and it encourages students to make informed choices. Students learn to

PROCEDURE #8800.1

RECOMMENDED LEARNING RESOURCES FOR CLASSROOM USE AND LIBRARY LEARNING COMMONS RESOURCES: DEFINITION AND SELECTION

assess their interests, preferences, and needs, which in turn fosters critical thinking and decision-making skills.

- 4.4. Diverse student needs and the different purposes for which the Library Learning Commons is used impact resource selection.

a) Curriculum Support

Teacher librarians select resources that are aligned with BC curriculum. They ensure the availability of books, databases, digital resources, scholarly journals, and reference materials that support the learning standards outlined in the curriculum, as well as in-depth research and information gathering across various subject areas. Teacher librarians know their collection and use their knowledge of the LLC collection to assist students and teachers in making informed decisions during the book selection process.

When utilizing learning resources during class visits, projects, or assignments directed by a teacher, collaboration between classroom teachers and teacher librarians aims to ensure that the provision of supplementary resources align with district criteria as outlined in 3.6. Teacher librarians and educators across all grades and subject areas know their learners and make informed decisions about the use of LLC resources based on their knowledge and understanding of their students.

b) Self-Directed Learning and Personal Interests

For students engaging in self-selected reading or pursuing personal interests, LLCs offer a broad range of resources covering various genres, topics, and formats. This may include fiction, non-fiction, graphic novels, magazines, and resources that cater to diverse interests, encouraging exploration and fostering a love for reading.

Offering a variety of resources, including those with mature content, upholds the principle of intellectual freedom (Canadian Library Association) and the right to access information and materials that allow students to express their views, seek information, and explore their interests (United Nations Convention on the Rights of the Child). Diverse collections allow students the freedom to choose materials that align with their interests, curiosity, and individual

PROCEDURE #8800.1
RECOMMENDED LEARNING RESOURCES FOR CLASSROOM USE AND
LIBRARY LEARNING COMMONS RESOURCES: DEFINITION AND SELECTION

reading preferences, supporting their right to access information and diverse viewpoints.

LLC resources with graphic, mature content may be self-selected for voluntary reading purposes only. If these resources are not on the district's recommend list for classroom use, they will not be integrated into curriculum assigned reading, nor attached to assignments or class work.

- 4.5. Teacher librarians are trained professionals. They have experience and training in resource evaluation and in the selection and development of the LLC collection – ensuring that the collection represents diverse cultures, perspectives, identities, and experiences in order to promote inclusivity, empathy, and understanding among students. When developing their collection, they use a range of selection tools, including collaborating with other educators, administrators, and district staff to ensure that resources are available to meet all students' needs.
- 4.6. Teacher librarians use various criteria when selecting resources for the library learning commons. The main criteria groupings include:
 - a) Curriculum Fit
 - i) Resources support the Big Ideas, Curricular and Core Competencies, and Content in the B.C. curriculum.
 - b) Content
 - i. Content considers the range of emotional maturity, cognitive level, varied interests, abilities, and lived experiences of students in each school.
 - ii. Content authentically represents varied perspectives, voices, and communities including Indigenous and other cultural world views.
 - iii. Content adds to the breadth and currency of resources currently available in the LLC.
 - iv. Content is engaging, accurate and current.

PROCEDURE #8800.1
RECOMMENDED LEARNING RESOURCES FOR CLASSROOM USE AND
LIBRARY LEARNING COMMONS RESOURCES: DEFINITION AND SELECTION

c) Social Considerations

- i. Resources include a diverse representation of experiences and perspectives of individuals from diverse backgrounds, lifestyles, sexual orientations and gender identities or expressions, and people of varying abilities.
- ii. Resources reflect opportunities to gain respectful awareness of our diverse and pluralistic society.
- iii. Resources include themes that motivate students to examine their own responsibilities, rights, and privileges as participating citizens in our society who make informed judgments in their daily lives.

d) Design

- i. Resources engage with a high degree of potential appeal.
- ii. Considerations are made for quality, format, layout, ease of use, and command of language.

e) Personal Considerations

- i. Selection should be free from personal biases or prejudices.
- ii. Resources are selected with diverse writing styles, characters, themes, and perspectives.

4.7. Teacher-Librarians use the outlined criteria to think critically about each resource and may use selection tools, such as reputable book lists, to inform decisions. The application of the criteria will vary depending on the nature of the resource and/or its intended use.

5. SPECIALIZED SOFTWARE APPROVAL

5.1. It is recognized that some specialized resources not specific to Ministry curriculum (e.g. statistical programs required by the Research and Evaluation Department) require “small scale” deployment of software related resources which fall outside the purview of the learning resources review formal process.

PROCEDURE #8800.1
RECOMMENDED LEARNING RESOURCES FOR CLASSROOM USE AND
LIBRARY LEARNING COMMONS RESOURCES: DEFINITION AND SELECTION

In such unique circumstances, approval of software resources is the responsibility of the appropriate Director of Instruction or designate. Software that is forwarded for approval under this provision will undergo a technical evaluation by Information Management Services, as well as a Privacy Impact Assessment. When approved, the software will be placed on the district approved software list.

6. RESOURCE EVALUATION PROCESS FOR CLASSROOM LEARNING RESOURCES

- 6.1. Submission - an educator or supplier submits a request for a resource to be evaluated.
- 6.2. Initial Review – an initial assessment/review of the evaluation request is conducted by the Review/Selection Coordinator in consultation with the appropriate Helping Teacher.
- 6.3. For digital resources, a Privacy Impact Assessment (PIA) is conducted.
- 6.4. Technical Review – for digital resources. All digital resources must be reviewed by the IMS department to ensure compatibility with district computer systems.
- 6.5. Educational Evaluation – district educators with expertise related to the resource being reviewed complete their evaluation using the appropriate evaluation criteria.
- 6.6. Recommended/Not Recommended – the Director of Instruction approves or denies requests for district Local Approval status and the submitter is advised by the Review/Selection Coordinator.

7. REFERENCES AND RELATED DOCUMENTS

- 7.1. [Policy #8800 - Learning Resources](#)
- 7.2. [8800-1 Appendix – Appendix I: Definitions of Classroom Learning Resources & Library Learning Commons Resources](#)
- 7.3. [8800.1-1 Appendix – Appendix I: Evaluation Process for Learning Resource for Classroom use.](#)
- 7.4. [Copyright Matters](#)

PROCEDURE #8800.1
RECOMMENDED LEARNING RESOURCES FOR CLASSROOM USE AND
LIBRARY LEARNING COMMONS RESOURCES: DEFINITION AND SELECTION

8. AUTHORITY & RESPONSIBILITY

- 8.1. Superintendent of Schools
- 8.2. Director of Instruction
Education Services: Priority Practices

9. HISTORY

Revised: 2023-12-13
 2013-04-12
 2012-04-24
 2007-06-28
 1996-01-12
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