POLICY #8800
LEARNING RESOURCES

1. PURPOSE

The Ministry of Education and Child Care requires school districts to use educational resource materials (i.e., learning resources) that the Board of Education considers appropriate, specified in an educational program guide, or are recommended by the Minister of Education from time to time. The purpose of this policy is to clarify roles and responsibilities and explain how learning resources are selected and recommended for school use in the Surrey School District, as well as outline the challenge process, allowable uses of school-based learning resource funds, care of learning resources, and reuse and disposal of learning resources.

2. DEFINITIONS

2.1. 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 the BC curriculum. See 8800 Appendix I: Definitions of Classroom Learning Resources & Library Learning Commons Resources for additional information.

3. POLICY

3.1. Surrey Schools is committed to providing educators and students with access to a variety of learning resources that support educators in their delivery of curriculum and students in their development of curricular knowledge, competencies, and understandings. The district values the uniqueness of each learner and embraces diverse ways of knowing, being, and learning. We value student choice and equity of access to all learning resources.

Learning resources play a significant role in supporting and enriching curricula. They nurture the skills and competencies necessary to succeed in school and beyond, as well as help students understand themselves, others, and the world. Overall, quality learning resources

a)   reduce barriers to learning

b)   take into consideration the interest of all students

c)   foster inclusivity

d)   consider diverse cultural perspectives and identities

e)   account for different points of view

f) deepen knowledge and understanding of Indigenous history, traditions, and culture

g) respond to the impacts of trauma and do not further traumatize students from marginalized and/or racialized communities

h) convey narratives, histories, and perspectives related to race, gender, class, diverse abilities, and other markers of identity.

Digital and print resources that reflect the voices, choices, experiences, and perspectives of all students promote inclusion, foster belonging, advance equity, and empower individuals to define themselves and understand their own identity, culture, and learning strengths. As such, district resources portray diversity, respect, and dignity for all people. They consider the varied interests, abilities, learning styles, and maturity levels of its intended learners.

3.2. With educator guidance and instruction, students access quality learning resources to develop critical thinking skills. This includes learning to ask effective questions for the purpose of interpreting information; detecting bias in sources; determining why a source might express a particular bias; examining the opinions, perspectives, and values of various groups and individuals; looking for implied meaning; and using the information gathered to form a personal opinion or plan of action. Access to resource-rich environments that engage learners in open-ended inquiry supports critical and creative thinking, increases motivation, and empowers students to take ownership of their learning.

3.3. The Board believes the responsibility for the selection of learning resources belongs to practicing educators who have the skills, knowledge, and experience to assess and evaluate given resources using district criteria. Opportunities to challenge the use of a learning resource will be provided.

4. REFERENCES AND RELATED DOCUMENTS

4.1. [8800-1 Appendix – Appendix I: Definitions of Recommended Classroom Learning Resources & Library Learning Commons Resources](#)

4.2. [Procedure #8800.1 - Recommended Learning Resources for Classroom Use and Library Learning Commons Resources: Definition and Selection](#)

4.3. [8800.1-1 Appendix - Appendix I: Evaluation Process for Learning Resource for Classroom Use](#)

4.4.   Ministry of Education and Child Care Learning Resource Policy

4.5.   Copyright Matters 5th Edition FINAL EN.pdf (cmec.ca)

4.6.   Procedure #8800.2 - Learning Resources: Challenge

4.7.   [8800.2-1 Appendix – Appendix I: Request for Reconsideration of a District Recommended Learning Resource for Classroom Use or Library Learning Commons Resource Form](8800.2-1 Appendix)

4.8.   [8800.2-2 Appendix - Appendix II: Process for Requesting Reconsideration of a Learning Resource for Classroom Use or Library Learning Commons Resource](8800.2-2 Appendix)

4.9.   [Request for Reconsideration of a District Recommended Learning Resource or Library Learning Commons Resource (Fillable Form)](Request for Reconsideration)

4.10. [Procedure #8800.3 - Allowable Uses of School Based Learning Resource / Library-Learning Commons Funds](Procedure #8800.3)

4.11. Procedure #8800.4 - Care of Learning Resources

4.12. Procedure #8800.5 - Reuse & Disposal of Learning Resources

5.   **AUTHORITY & RESPONSIBILITY**

5.1.   Surrey Board of Education

5.2.   Superintendent of Schools

5.3.   Director of Instruction
Education Services: Priority Practices

6.   **HISTORY**

6.1.   *Revised:*   *2023-12-13*
              2007-06-28
              1994-05-26

       Approved: *1987-04-09*