

**School District #62 (Sooke)**

<b>LEARNING RESOURCES</b>	No.: B-115
	Effective: Jan. 23, 1996 Revised: Feb. 26/19 Reviewed: May 11/15; Nov. 6/18; Jan. 8/19; Jan. 22/19; Feb. 26/19

**SCHOOL BOARD POLICY**

**The Board’s vision for powerful learning in relation to selecting resources.**

Students are at the centre of learning and engagement; they are self aware; curiosity furthers competence.

Creating choice and diversity enhances powerful learning.

Education involves access to different learning environments in order to inspire and engage all learners.

**A. Selection of Learning Resources**

1. The Board recognizes the following principles:
  - (a) Personalizing learning is the tailoring of curriculum, methods and approaches, and learning environments to meet the interests and questions, learning needs and aspirations of learners. Personalization lends itself to assessment as learning, student involvement in setting criteria and design of inquiries, and to self- and peer-assessment.
  - (b) Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deeper learning. The core competencies of thinking, communication and social and personal competencies support lifelong learning.  
<https://curriculum.gov.bc.ca/competencies>
  - (c) Literacy and numeracy foundations — text literacy (reading and writing), number and financial literacy, visual literacy, and digital literacy  
[http://www.bced.gov.bc.ca/dist\\_learning/docs/digital-literacy-framework.pdf](http://www.bced.gov.bc.ca/dist_learning/docs/digital-literacy-framework.pdf)  
are fundamental requirements for full participation in the social and economic life in today’s world.
  - (d) Those concepts and content that are critical for deeper learning are identified in each area of learning. Deeper learning is the acquisition and use of key disciplinary concepts, principles, and generalizations that enable students to make decisions, solve problems, and communicate their ideas.
  - (e) The First Peoples Principles of Learning are embedded throughout all parts of the curriculum in a meaningful and authentic manner.  
<http://www.fnesc.ca/wordpress/wp-content/uploads/2011/03/PIPEL-6342c-FNESC-Learning-First-Peoples-poster-11x17.pdf>

- (f) Assessment for learning will be central within the redesigned curriculum and assessment framework. Assessment is ongoing and inseparable from the instructional, assessment and learning cycle.
2. The Board expects that the selection of learning resources reflects and supports the aforementioned principles.
  3. Learning resources used in district programs may be authorized, recommended or supplementary as defined in Ministerial Order M333/99 (3) (Educational Program Guide Order).
  4. For the purpose of this policy and related regulations, learning resources are defined as information, represented, accessible or stored in a variety of media and formats, which assists student learning as defined by provincial or district approved curricula.
  5. Learning resources will be selected in accordance with the criteria and procedures outlined in Administrative Regulations.

**B. Challenge of Learning Resources**

1. The Board recognizes that despite all care taken to select appropriate learning resources for student and teacher use, and despite the qualifications of the persons who select the learning resources an objection may be raised to the use or availability of such a resource.
2. The Ministry of Education is responsible for dealing with formal complaints about the use of recommended learning resources. Concerns regarding the use of district approved resources are resolved at the district level.
3. Any student or parent of a student registered in a district educational program or employee of the school district may formally challenge a learning resource other than one that is Authorized or Recommended on the basis of appropriateness. The final decision of any such challenge shall rest with the Board of Education.
4. No parent/guardian or group of parents/guardians has the right to determine reading, viewing or listening matter for students other than their own.
5. Parents/guardians have the right to request that their children not have access to a given item, provided a written request to that effect is made to the school principal.