

ADMINISTRATIVE PROCEDURE #400

SELECTION OF LEARNING RESOURCES

BACKGROUND

The Administrative Procedure for the Selection of Learning Resources aims to select learning resources that support the educational goals and curriculum of the Burnaby School District. This procedure ensures that selected resources meet the criteria listed below.

The [Ministry of Education and Child Care's July 1, 2017 Policy](#) on Learning Resources specifies that school boards now hold the sole responsibility for determining how learning resources are chosen for use in their local classrooms. The Burnaby School District fully supports the Ministry's policy statement that "educators are best suited for determining the resources that are most appropriate for use in their classrooms."

Definitions

"Learning Resource" refers to any materials, print or digital, used across a variety of educational contexts, including classrooms, library learning commons, and school-wide learning environments to support curricular objectives and student learning. The principles and criteria outlined in this Administrative Procedure apply consistently to all learning resources used within these contexts.

PROCEDURES

Primary Objectives of Selecting Learning Resources

1. To provide learners with access to materials that will allow them to engage with and explore the big ideas, as well as core and curricular competencies of a particular curricular area.
2. To recognize and reflect the diverse lives and experiences of our learners and the broader society.
3. To seek out and include various perspectives on issues to encourage opportunities to practice critical thinking.

Responsibility for Selection

1. Educators are responsible for using the [Focused Education Learning Resource Selection Model](#) criteria and applying their professional judgement when using

currently available resources and when selecting new resources.

2. Teacher Librarians will annually review the [Focused Education Learning Resource Selection Model](#) with their school staff to ensure that all educators apply the model when using current resources or selecting new resources.
3. Educators will ensure that the learning resources are compliant with Federal policies regarding copyright usage in schools, provincial policies such as the BC Freedom of Information and Protection of Privacy Act and the BC School Act, as well as District policies.
4. Teacher Librarians will review the appropriateness of Focused Education Learning Library Commons resources through yearly inventory and collection management processes.
5. The principal is responsible for coordinating the selection and purchase of school learning resources based on identified school priorities and available budgets.
6. An adequate record shall be kept of materials purchased.

Criteria for Selection of Resources

Criteria for selection of resources follows the [Focused Education Learning Resource Selection Model](#):

1. Curriculum fit – aligned with big ideas, curricular and core competencies and content in the BC Curriculum.
2. Content - fits with emotional maturity, cognitive level and lived experience of the students.
3. Social considerations – reflective of the diverse experiences and perspectives of the students and the broader community.
4. Design - promotes engagement of the student.
5. Personal bias – personal opinions and bias are considered in the decision-making around learning resource selection.

Selection Process for Learning Resources

1. [Core Learning Resources](#) - Learning resources that are used as core components of instruction (i.e. Picture book sets, non-fiction text sets, novels, textbooks, etc.) are subject to the process outlined below:
 - a. Determine if the resource is specified in Ministry of Education curriculum guide or policy recommended by FNESC or SOGI 123, or evaluated by Focused Ed Resources.
 - b. If yes, then educators use their professional judgment to determine the

appropriateness of the resource for their students based upon their emotional maturity, cognitive level and lived experience.

- c. If no, then educators use the [Focused Education Learning Resource Selection Model](#) and consult with their Teacher Librarian and principal. Educators may also submit the resource to Focused Education for evaluation.

2. Supplemental Learning Resources - The District recognizes that educators also use occasional supplementary learning resources that may not be recommended or reviewed through the Ministry, Focused Education, SOGI123 or FNEESC. Examples include newspaper/magazine articles, unpublished works, teacher-made materials, AI generated content, online tools and websites, audio-visual resources, selected guest speakers and field trips.

Supplementary learning resources may be used if the educator has reviewed the Focused Education Learning Resource Selection Model and applied their professional judgement to determine the appropriateness of the resource for their students.

3. Digital Learning Resources - Selection of digital learning resources follows the same process as for print resources with additional considerations for collection and use of Personally Identifiable Information (PII) of students. If a learning resource requires account creation or collection of PII in order to access or use the resource, then a Privacy Impact Assessment (PIA) must be completed. Staff can review a list of digital learning resources that have already been approved through the PIA process on the District Resources SharePoint site: [District Resources - Home](#). If a learning resource is not already included in the approved list a school administrator may request approval through the Digital Tool Request Process.

This process involves:

- a. School based review of the digital learning resource using the Focused Education Criteria.
 - b. District review of the digital learning resource by the District Privacy Assessment Committee.
 - c. Resource is added to the list of approved digital learning resources and a Privacy Impact Assessment is completed.
4. Ongoing Review of Learning Resources – The selection of learning resources is an ongoing, reflective process. Educators are encouraged to periodically review learning resources already in use to ensure continued alignment with curriculum, student needs, and the criteria outlined in the Administrative Procedure.
 5. Professional Learning and Support – Teacher-Librarians and administrators will support ongoing professional learning related to learning resource selection, including engagement with Ministry of Education and Child Care guidance documents and District-approved selection models.

6. Challenged Materials

- a. If the appropriateness of any particular learning resource is questioned by a student, parent or guardian, or staff member, they will first be directed to the educator using the resource.
- b. If the concern is not resolved, then they will be directed to the principal who will consult with district staff.
- c. If the concern is not resolved, then the principal will provide the form "Request for Review of Appropriateness of Learning Resources". It should be completed and submitted to the Superintendent or designate.
- d. The Superintendent or designate will form a committee consisting of two teacher representatives with relevant experience, two administrators and two district staff to review the resource.
- e. This team will review the form and the resource to determine if it meets criteria for selection. They will make a final decision on the appropriate use of the resource and communicate with the educator, principal and person raising the concern.
- f. The Board will be informed of any challenge to a learning resource that reaches step c. above.

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Date Adopted:	1979-09
Converted from Policy 6.55:	2025-03
Date(s) Revised:	2026-06

Cross References:

[Ministry of Education and Child Care's July 1, 2017 Policy Focused Education Learning Resource Selection Model](#)
[Ministry of Education and Child Care's Guidance on Learning Resource Selection](#)