

|   |   |
|---|---|
| <b>POLICY NUMBER AND NAME:</b><br><b>04.19 LEARNING RESOURCES</b> | <b>SECTION: 04 – STUDENT ENROLLMENT AND EDUCATION</b> |
|   | <b>VERSION: 2.0</b>                                   |
|   | <b>LAST REVISION DATE: SEPTEMBER 8, 2025</b>          |
| <b>ADOPTED: MAY 27, 2019</b>                                      | <b>REVIEW FREQUENCY: EVERY 5 YEARS</b>                |

### PREAMBLE

As of July 1, 2016, independent school authorities are required to have policies and procedures on how learning resources are chosen for use in schools. The learning resources requirement is authorized under the authority of the Independent School Act, s 4(1) (b) which states:

On application by an authority, the inspector must issue or renew a certificate classifying an independent school into one or more of the groups set out in the Schedule if the inspector is satisfied that the authority and the independent school meet (b) the educational standards established by the minister, and Section 4 of the Ministerial Order 41/91, the Education Standards Order.

The Ministry of Education no longer conducts evaluation processes to recommend learning resources, leaving the responsibility to the school authority. This policy sets out the procedures that determine how learning resources are chosen, as well as how concerns or challenges will be addressed by Richmond Christian School (RCS), and as outlined in RCS's Learning Resources Policy.

| REVIEW HISTORY    |         |  |
|-------------------|---------|--|
| DATE              | VERSION | CHANGES  |
| SEPTEMBER 8, 2025 | 2.0     | REVISIONS TO POINT ASSIGNMENTS / CHANGE TO SECTION 2 & 5 |
|                   |         |  |
|                   |         |  |
|                   |         |  |
|                   |         |  |



## 1. DEFINITION OF LEARNING RESOURCES

Learning Resources are texts, videos, software, and instructional materials that teachers use to assist students to meet the expectations for learning defined by provincial and local curricula. This policy is specific to learning resources which form the core program collection of resources. Learning resources used in the classroom will be evaluated and approved by RCS with consideration given to alignment with the school's Mission, Vision, and Core Values, curriculum fit, pedagogy, social considerations, age and developmental appropriateness, as well as the school's philosophical, cultural and religious values.

## 2. LEARNING RESOURCES APPROVAL PROCESS:

### Curriculum

- a. The scope of professional learning resources for review will primarily be clustered into the following grade-level groupings: Primary (Gr K-3), Intermediate (Gr 4-5), Middle (Gr 6-8), and Secondary (Gr 9-12).
- b. The evaluation criteria used in determining appropriate learning resources for the school will include, but not be limited to whether the resources:
  - i. align with the school's Mission, Vision, and Core Values
  - ii. support the learning standards and outcomes of the revised competency-based BC curriculum,
  - iii. assist students in making connections between what they learn in school and its practical application in their lives and/or in service of others,
  - iv. address developmental and age-appropriate needs,
  - v. have effective instructional and technical design,
  - vi. meet the requirements set by copyright and privacy (PIPA) legislation, and
  - vii. suitably support the pedagogical, social, philosophical, cultural and religious values of Richmond Christian School.
- c. Evaluating resources from the perspective of pedagogical, social, philosophical, cultural and/or religious values will:
  - i. encourage understanding and promote positive social attitudes and respect for diversity and individual differences,
  - ii. ensure that BC students will see themselves and their life experiences, within a free, pluralistic, and democratic society and evidenced in the learning materials they use in their classroom, and

- iii. identify potential controversial or offensive elements that may exist in the content or presentation, and highlight where resources might support positive social attitudes, diversity, and demonstrate tolerance and respect for individual differences.
- d. Diversity of Resources
  - i. At the Elementary Campus (K-3), there will be no use of books/resources that explicitly speak to sexual and gender diversity.
  - ii. In the context of a diversity unit in upper elementary (Gr. 4-5), classes may use resources, upon approval from their Campus Principal, that allow the diversity of all families in their class to see themselves.
  - iii. Middle/Secondary students have increased opportunities to experience sexual and gender diversity in social groups and teams outside of school, in their peer groups, and in their family. In order to walk the journey with them at their appropriate developmental level, resources that have increased diversity may be used/provided.

### 3. RECONSIDERATION OF A RECOMMENDED LEARNING RESOURCE

- a. RCS values partnering with families. Open dialogue ensures that diverse perspectives are heard and respected, while maintaining a commitment to the educational integrity of the school. Reconsiderations of a recommended learning resource must be made in writing to the principal, identifying the learning resource and stating the reason why the resource(s) may not be suitable on the form provided. Reconsiderations will only be accepted from individuals in the school community whose children are directly engaged with the learning resource(s), and/or educators who use the resource(s).

The process for a reconsideration is as follows:

- i. Read/view the entire resource.
- ii. Read the RCS Learning Resources Policy, specifically focusing on the curriculum and resource evaluation sections.
- iii. Meet with the Teacher that is utilizing the resource to discuss the resource, including possible alternatives for their child. If the matter is not resolved informally, continue the process.
- iv. Complete the “Request for Reconsideration of a Resource” form and submit to the campus principal.
- v. The Principal will establish a review committee comprised of an administrator and at least two other campus educators. The resource in question will continue to be used while under review. Accommodations may include an alternative plan for an individual student that would still be aligned with learning expectations.
- vi. The review committee will evaluate the resource against the curriculum and resource evaluation sections outlined in this policy. The committee’s decision will be communicated.



RICHMOND CHRISTIAN SCHOOL  
EST. 1957

- vii. An appeal may be made to the Superintendent within 14 days of the decision.
- viii. Once a resource has been reviewed, it will not be reviewed again for five years.

APPENDIX:

PARENT REQUEST FOR RECONSIDERATION OF A RESOURCE

Date: \_\_\_\_\_

Title of book/resource: \_\_\_\_\_

Author/Artist: \_\_\_\_\_

Publisher/Produced by: \_\_\_\_\_ Publication Year: \_\_\_\_\_

Request made by: \_\_\_\_\_

Phone #: \_\_\_\_\_ Contact Email: \_\_\_\_\_

Which campus has the resource: Please circle one.      Elementary      Middle      Secondary

Which class, grade level, and/or course uses the resource: \_\_\_\_\_

(Please note that reconsiderations will only be accepted from individuals in the school community whose children are directly engaged with the learning resource(s), educators who use the resource(s) or Ministry of Education staff.)

1.      Have you read or viewed the entire resource?      YES / NO      (please circle one)  
  
          (If "NO", please read/view the entire resource so that you are fully informed of the content before completing this form.)
2.      Please identify the main ideas, theme, concepts, or message of this book/resource:
  
  
  
  
  
3.      Please list below any reviews or other sources that you have accessed concerning this material:
  
  
  
  
  
4.      To what in the resource do you object? Please refer to the curriculum and evaluation sections found in the Learning Resources Policy in order to identify how this resource does not meet criteria within the policy. Please be specific, citing page numbers/sections and/or scenes/events and/or time stamps.
  
  
  
  
  
5.      Please explain what potential effect(s) you feel that this resource might have on your child or other students: