



School District No. 27 (Cariboo-Chilcotin)

SELECTION OF LEARNING RESOURCES

Policy No. 6163.1

Effective: April 2006

Initial Adoption: November 1995

Preamble

The Board believes that the primary objective of learning resources is to support, enrich and help to implement the educational program of the school. The selection of these resources is a professional matter but is guided by community values, parent concerns and professional wisdom.

Policy

The Board will provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers. Selection of these resources will be guided by the accompanying Regulations.

Regulations

A. Objectives of Selection

1. For the purposes of this statement of policy, the term "learning resources" will refer to any person(s) or any materials (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources include textbooks, other books, supplementary reading and informational materials, charts, community resource people, agencies and organizations, dioramas, filmstrips, flash cards, games, globes, kits, machine readable data files, CD's, CD-ROMs, DVD's, Web Sites, maps, microfilms, models, motion pictures, periodicals, pictures, realia, slides, sound recordings, transparencies video-records and computer software.
2. The primary objective of learning resources is to support, enrich and help to implement the educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of professional staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal and the presentation of different points of view.
3. To this end, the Board affirms that it is the responsibility of its professional staff:
 - a. to provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served;
 - b. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and societal

standards;

- c. to provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop under guidance the practice of critical analysis and to make informed judgments in their daily lives;
- d. to provide materials representative of the many religious, ethnic and cultural groups and their contributions to our national heritage and the world community;
- e. to place principle above personal opinion, and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community;
- f. to ensure that the use or showing of videos, movies, DVD's, print, or other non print materials is legally permitted. (The showing of rented videos is a violation of Copyright and is not to be done without a specific license to do so. Staff should make themselves aware of the contents in the public performance licenses purchased by the District.);
- g. to ensure that the use of print materials is legally permitted. Photocopying of materials is to be in compliance with the CanCopy license provided by the Ministry of Education.

B. Responsibility for Selection of Learning Resources

- 1. The Board delegates the responsibility for the selection of learning resources to the professional staff employed by the school system.
- 2. While the majority of resources are selected from the Ministry of Education or ERAC (Educational Resources Acquisitions Consortium) lists of recommended resources, the selection of other learning resources may involve many people (principal and vice-principals, teachers, students, parents, community persons, resource centre personnel). The responsibility for coordinating the selection of school learning resources and making the recommendation for purchase rests with the principal and professional personnel.

C. Criteria for Selection of Learning Resources

- 1. The following criteria will be used to the extent that they apply to the selection of specific learning resources:
 - a. Learning resources shall reflect the general educational goals of the province and district and the aims and objectives of individual schools and specific courses.

- b. Learning resources shall meet high standards of quality in factual content and presentation.
 - c. The language, content, and subject matter of learning resources shall be appropriate to the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.
 - d. Learning resources shall have aesthetic, literary, and/or social values.
 - e. The physical format and appearance of learning resources shall be suitable for the intended use.
 - f. Learning resources shall be developed by authoritative/credible authors and producers.
 - g. Learning resources shall be designed to help students gain an awareness of our pluralistic society, as well as an understanding of the many important contributions made to our civilization by women and minority and ethnic groups.
 - h. Learning resources shall be designed to motivate students and staff to examine their own attitudes and behaviour and to comprehend their own duties, responsibilities, rights, and privileges as participating citizens in our society.
 - i. Biased or slanted learning resources may only be provided to meet specific curriculum objectives; for example, to recognize propaganda and its purpose in a given context or to balance an argument.
2. The selection of learning resources on controversial issues must be directed towards maintaining a balanced collection representing various views. Learning resources shall clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.
3. In the case of learning materials dealing with sensitive or controversial matters, the Board expects that good professional judgment will be exercised and that there will be consultation with others, including parents and other professional colleagues where deemed appropriate.

4. Emphasis will be placed on the selection of Canadian learning resources where appropriate. These resources include book and non-book learning materials by or about a Canadian person, about a region or event, and/or published or produced in Canada.
5. Learning resources will be selected for their strengths rather than rejected for their weaknesses.

D. Procedures for Selection of Learning Resources

1. In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources. The actual resource will be examined whenever possible.
2. Recommendations for purchase may involve principals and vice-principals, teachers, parents, students, district personnel and community persons, as appropriate.
3. Donated materials shall be judged by the criteria outlined and shall be accepted or rejected according to those criteria. Once accepted, these materials become the property of the School District.
4. Selection is an ongoing process which should include the removal of materials no longer appropriate according to the criteria for the selection of learning resources.

E. Procedures for Selection of Locally Approved Learning Resources

1. In approving learning resources, professional personnel will evaluate the resources and curriculum needs and will consult professionally prepared selection aids and/or other appropriate sources.
2. Library resources selected by those professional teacher librarians who are versed in the art of selection are considered to be approved resources but will not be included in a locally approved list.
3. Web site resources selected using established evaluation procedures by professional staff are considered to be approved resources.
4. Selection of learning resources, other than library and web site resources, for locally approved status may include recommendations from principals and vice-principals, teachers, parents, students, district personnel and community persons, as appropriate.
5. Written recommendations for learning resources by professional staff to attain locally recommended status should meet the criteria laid out in this policy and be submitted to the Superintendent. The Board

shall approve those learning resources that the Superintendent recommends as having met the criteria.

6. Written recommendations for learning resources by special interest groups to attain locally recommended status shall be accompanied by a presentation to the Education Committee who will evaluate the learning resource against the criteria in this policy and submit any recommendation for approval to the Board.
7. All learning resources that have been previously Recommended by the Ministry of Education or ERAC automatically become Locally Approved Learning Resources as they are removed from the Ministry or ERAC lists due to time expiry.
8. These regulations also apply to all learning resources that are already in use and have neither Ministry nor Locally Approved status.
9. Resources approved under 5 .and 6. above will be listed on a Locally approved Learning Resources List that will be maintained at the Resource Centre and circulated to all schools.

F. Showing of Movies, Videos and DVD's

1. Movies/videos/DVD's that may be shown to elementary students are those movies or videos classified by the Motion Picture Act Regulations as "General" and meet the Criteria for Selection of Learning Resources.
2. The principal must seek parental consent utilizing a district consent form to allow intermediate students to view movies/videos/DVD's with a "PG" rating that meet the Criteria for Selection of Learning Resources.
3. Movies, videos or DVD's classified by the Motion Picture Act Regulations as "Parental Guidance", "14A" or "18A" may be shown to secondary students when the video or movie meets the Criteria for Selection of Learning Resources. If movies/videos/DVD's classified as "14A" or "18A" are shown to students, the movies must have some special significance related to the particular subject or topic being studied. If there is any doubt about the nature of the video or movie, the principal must give his/her approval and must ensure that parents have given their permission for students to watch the video or movie.
4. Movies, videos or DVD's classified by the Motion Picture Act Regulations as "Restricted" or "Adult", may not under any circumstances be shown to students.

Regulation Attachments

A. SELECTION OF LEARNING RESOURCES: Novels, Storybooks and Plays	
Reading Level:	Genre or Theme:
Materials available for use with this resource: <input type="checkbox"/> Teachers' Guide <input type="checkbox"/> Audio Tape <input type="checkbox"/> Video <input type="checkbox"/> Other (specify)	
Attach two reviews or descriptions of the work from selection aids.	
General Considerations	
The following checklist includes the main considerations for selecting novels, storybooks, and plays for the classroom, although it is not an exhaustive list.	
Content	Social Considerations
Materials support the curriculum outcomes	Respect for classroom, school and community culture and sensitivities
Works are from a variety of BC, Canadian, and International writers and producers	Culturally authentic material which avoids cultural appropriation
Balance of classical and contemporary works	Respect for Aboriginal people and perspectives
Relevance to students' lives and interests	Respect for multiculturalism
Balanced portrayal of differing points of view	Respect for gender equity
Accuracy of factual or historical information	Sensitive portrayal of controversial topics
Audience	Consideration of health, safety, and legal issues
Intended use, whether individual, group, or whole class reading	Appropriate use of language and terminology
Considerations for students with special needs and ESL students	Technical Design
Age and grade appropriateness	Availability of teacher support materials
Linguistic level, according to instructional program	Quality and durability of paper, binding, and cover
Works that appeal to male and female students	Legibility of print, visuals, and layout
	Aesthetic quality of print, visuals, cover and layout

This list of considerations is from *Evaluating, Selecting and Managing Learning Resources*, Ministry of Education, 2000. This publication is in all schools and those individuals wanting more detailed information on the evaluation and selection of learning resources should consult it.

B. SELECTION OF LEARNING RESOURCES: Request Form for Locally Approved Status of a Learning Resource										
								Resource ID: (office use only)		
Title						Format				
Authors(s)						Series				
Publisher						Distributor				
ISBN:				Copyright Date:				Edition/Version:		
Grade range and audience										
K-1	2-3	4	5	6	7	8	9	10	11	12
<input type="checkbox"/> General <input type="checkbox"/> Special Needs <input type="checkbox"/> ESL <input type="checkbox"/> First Nations <input type="checkbox"/> Distance Learners <input type="checkbox"/> Other (specify)										
Has the criteria for the Selection of Learning Resources as laid out in Policy 6163.1 in recommending this resource(s) for Locally Approved status been followed? <input type="checkbox"/> Yes <input type="checkbox"/> No										
List other selection criteria used:										
IRP's supported by this resource						PLO's supported by this resource				
Major reasons for the recommendation of this resource(s) for Locally Approved status:										
Name of Submitter						School				
Submit completed form to the Superintendent of Schools for Board Approval										
Board Office Use Only:										
<input type="checkbox"/> Resource Approved <input type="checkbox"/> Resource Not Approved										
Superintendent Signature						Date				

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Major reasons for the recommendation of this resource(s) for Locally Approved status:										
Name of Submitter					School					
Submit completed form to the Superintendent of Schools for Board Approval										
Board Office Use Only:										
<input type="checkbox"/> Resource Approved <input type="checkbox"/> Resource Not Approved										
Superintendent Signature					Date					