

## 6004: SELECTION OF LEARNING RESOURCES (AP)

Approved: 86 11 04

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### **POLICY**

**The Board of Education recognizes that a wide range of learning resources is required to implement and support the educational goals of the District.**

**Learning resources shall be selected without prejudice or bias so that:**

- **The curriculum may be enriched with full consideration for the varied interests, abilities, socio-economic backgrounds, and maturity levels of all students.**
- **The acquisition of factual knowledge, literary appreciation, and knowledge of differing values may be stimulated.**
- **Critical analysis and intelligent decision making may be fostered.**
- **The multicultural contributions to the Canadian and world communities may be appreciated.**

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### **ADMINISTRATIVE PROCEDURES**

#### **1.0 OBJECTIVES OF SELECTION**

- 1.1 For the purposes of this statement of policy, the term “learning resources” will refer to any person(s) or any instructional content of 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 file, maps, microfilms, models, motion pictures, periodicals, pictures, regalia, slides, sound recordings, transparencies and video recordings.
- 1.2 The primary objective of learning resources is to support, enrich and help to implement and 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.

1.3 To this end, the Board of Education of School District 70 (Alberni) affirms that it is the responsibility of its professional staff:

- i) 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;
- ii) To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
- iii) 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;
- iv) To provide materials representative of the many religious ethnic, and cultural groups and their contributions to our national heritage and the world community;
- v) 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.

## **2.0 RESPONSIBILITY FOR SELECTION OF LEARNING RESOURCES**

2.1 The Board of Education delegates the responsibility for the selection of learning resources to the professional staff employed by the school system.

2.2 While selection of learning resources involved many people (administrators, teachers, students, 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.

## **3.0 CRITERIA FOR SELECTION OF LEARNING RESOURCES**

3.1 The following criteria will be used as they apply:

- i) Learning resources shall support and be consistent with the general educational goals of the province and district and the aims and objectives of individual schools and specific courses.
- ii) Learning resources shall meet high standards of quality in factual content and presentation.
- iii) Learning resources shall be appropriate for the subject area and the age, emotional development, ability level, learning styles and social development of the students for whom the materials are selected.
- iv) Learning resources shall have aesthetic, literary, and/or social values.

- v) Physical format and appearance of learning resources shall be suitable for their intended use.
  - vi) Learning resources chosen shall be developed by competent authors and producers.
  - vii) 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.
  - viii) Learning resources shall be designed to motivate students and staff to examine their own attitudes and behaviours and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in our society.
  - ix) Learning resources shall be selected for their strengths rather than rejected for their weaknesses.
  - x) Biased or slanted learning resources may be provided to meet specific curriculum objectives; for example, to recognize propaganda and its purpose in a given context or to balance an argument.
- 3.2 The selection of learning resources on controversial issues will be directed towards maintaining a balanced collection representing various views.
- 3.3 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.

#### **4.0 PROCEDURES FOR SELECTION OF LEARNING RESOURCES**

- 4.1 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.
- 4.2 Recommendations for purchase involve administrators, teachers, students, district personnel and community persons, as appropriate.
- 4.3 Gifted materials shall be judged by the criteria outlined and shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.
- 4.4 Selection is an ongoing process which should include the removal of materials which are no longer appropriate according to the criteria for the selection of learning resources.

## **5.0 COPYRIGHT INFORMATION**

Copyright protection applies to all formats of materials including print, audio, video, and computer software. Responsibility for appropriate safeguards rests with the user of materials. Modification or duplication of materials without permission of the copyright holder infringes copyright.

As a general rule, copyright lasts for an author's lifetime plus 50 years. After that time, works fall into the public domain and may be duplicated.

In British Columbia, rights for all videos provincially recommended are purchased by the province for use in British Columbia schools. For old titles, some contractual agreements require erasure after expiry date of rights. This information is communicated to districts by the Learning Resources Branch. Newly acquired titles will not need to be erased as contracts now include a "non-erasure" clause.

Computer software, like print, is protected for the life of the author plus 50 years. A school or teacher may negotiate a single copy purchase (single backup copy may be made or a site license which allows for a number of users to access a program. For further details on site licensing, contact the Learning Resources Branch.

### **Advisory Note:**

For examples of evaluation forms, in-depth explanations and definitions, see:

British Columbia Ministry of Education. Selection and Challenge of Learning Resources FCG 155. Victoria: Ministry of Education, 1991