

## **4130 Learning Resources**

Policy 4130

STATUS: ADOPTED

---

### *Learning Resources*

Board Approved: October 23, 1978

Last Revised: June 19, 2013

---

#### Description:

The Board of Education believes it is the duty of the Board to provide a wide range of learning resources to meet the educational requirements of the students in the District.

*Learning Resources*

Board Approved: October 23, 1978

Last Revised: June 19, 2013

---

Description:

**Part I SCHOOL-BASED LEARNING RESOURCES****I. SELECTION OF RESOURCES**

A. For the purposes of this statement of regulation, the term "learning resources" will refer to any material (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 such as but not limited to charts, community resource people, agencies and organizations, games, kits, maps, models, periodicals, pictures, computer software DVDs online resources and so on.

B. The primary objective of learning resources is to support, enrich and help to implement the educational program of the school through the collaboration 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.

C. To this end, the Board of Education affirms that it is the responsibility of its professional staff:

1. 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.
2. To provide relevant materials that will stimulate curiosity and learning through inquiry and research, literacy appreciation, aesthetic values, and societal standards.
3. To provide materials on various sides of controversial issues so students may to develop the practice of critical analysis and to make balanced judgments in their daily lives.
4. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and the world community.
5. To assure a comprehensive collection appropriate to the school community.

**II. RESPONSIBILITY FOR SELECTION OF LEARNING RESOURCES**

A. The Board of Education delegates the responsibility for the selection of learning resources to the professional staff employed within the school district.

B. While selection of learning resources involves 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 principal and professional personnel.

### **III. CRITERIA FOR SELECTION OF LEARNING RESOURCES**

A. The following criteria will be used as they apply:

1. 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.
2. Learning resources shall meet high standards of quality in factual content and presentation.
3. Learning resources shall be appropriate for the subject area and for the student's emotional development, ability level, learning styles and social development of the students for whom the materials are selected.
4. Learning resources shall have aesthetic, literary, and/or social values.
5. Physical format and appearance of learning resources shall be suitable for their intended use.
6. Learning resources chosen shall be relevant using current authors and producers.
7. 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.
8. 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.
9. 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.
10. The selection of learning resources on controversial issues will 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.

11. Emphasis will be placed on the selection of Canadian learning resources where appropriate. These resources include book and electronic learning materials by or about a Canadian person, about a region or event, and/or published or produced in Canada.

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

- A. 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.
- B. Recommendations for purchase involve administrators, teachers, students, district personnel and community persons, as appropriate.
- C. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.
- D. 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.

## **Part 2 MINISTRY RECOMMENDED LEARNING RESOURCES**

### **I. SELECTION OF MINISTRY RECOMMENDED RESOURCES**

- A. For the purposes of this statement of policy, the term "Ministry Recommended Resources" will refer to those resources identified in the Catalog of Learning Resources published by the Ministry of Education.
- B. To attain an entry in the Catalog of Learning Resources, resources have undergone rigorous examination and have been classified as appropriate for use in all schools in B.C.
- C. It is the responsibility of the Principal and the District Resources Centre Coordinator to recommend selection and purchase of resources to enable educational programs to be delivered utilizing resources recommended by the Ministry of Education.

### **II. RESPONSIBILITY FOR SELECTION OF MINISTRY RECOMMENDED RESOURCES**

- A. The responsibility for the selection of Ministry Recommended Learning Resources rests with the Superintendent of Schools or designate.
- B. While selection of Ministry Recommended resources will involve many people, the responsibility for making the recommendations for purchase rests with the Principal and the District Resources Centre Coordinator.

### **III. CRITERIA FOR SELECTION OF MINISTRY RECOMMENDED RESOURCES**

- A. Resources will be selected from the Catalog of Learning Resources.

B. Resources may be selected to form a part of school-based collections or to form part of the Resource Centre collection.

#### **IV. PROCEDURES FOR SELECTION OF RECOMMENDED LEARNING RESOURCES**

A. The District Resources Centre Coordinator will consider recommendations from secondary departments and from individuals or groups who have experience in using the resource(s) under discussion.

#### **Part 3: LOCALLY DETERMINED BASIC INSTRUCTION LEARNING RESOURCES**

##### **I. SELECTION OF RESOURCES**

A. For the purposes of this statement of policy, the term "locally determined basic instruction learning resource" will refer to any resource which is used as a principal means of instruction.

B. Resources which fall into this category will be identified by professional staff as being superior to similar resources identified in the Catalog of Learning Resources

- required for BAA Courses
- required to meet a need which is not addressed otherwise.

C. The Board of Education for S.D.#59 affirms that it is the responsibility of its professional staff to provide materials which will meet instructional requirements unique to local conditions.

##### **II. RESPONSIBILITY FOR SELECTION OF RESOURCES**

A. The Board of Education through the recommendation of a senior administrator/designate is responsible for the selection of this category of learning resource.

B. The District Resources Centre Coordinator is responsible for making recommendations for approval of resources which fall within this category to the senior manager, who will bring the recommendations to the Board of Education.

C. Professional staff are responsible for recommending a resource to the District Resources Centre Coordinator by completing the Request for Consideration and for providing full documentation to support the selection of the resource.

##### **III. CRITERIA FOR SELECTION OF RESOURCES**

A. All criteria identified in Part 1-IIA will be met.

B. Funding for resources may come from Recommended Resources funding or from school funds, the District Resources Centre Coordinator to decide.

C. The resource is demonstrably superior to similar resources in the Catalog of Learning Resources.

D. The resource meets a need which is not met by the range of resources in the Catalog of Learning Resources.

E. The resource has been evaluated within the guidelines in the Ministry document "Selection and Challenge of Learning Resources".

#### **IV. PROCEDURES FOR SELECTION OF RESOURCES**

A. A Request for Consideration will be completed and submitted to the District Resources Centre Coordinator.

B. District Resources Centre Coordinator will make recommendations to the Senior manager, who will, as necessary bring the recommendation to the Board for approval. Any materials that are of a sensitive or potentially controversial nature, will be brought to the Board for approval.

C. Notwithstanding any procedure outlined in this policy, a questioner shall have the right to appeal any decision of the District Resources Centre Coordinator to the Board of Education as the final review panel.