



6004: SELECTION OF LEARNING RESOURCES (AP)

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1.0 OBJECTIVES OF SELECTION

- 1.1** Learning resources are defined as any materials – print or digital – that support students in their development of big ideas, curricular competencies, and core competencies as outlined in the BC curriculum.
- 1.2** The primary objective of learning resources is to support, enrich and help to implement an educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of the 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 Pacific Rim School District affirms that it is the responsibility of its professional staff to select quality learning resources that:
 - a) Reduce barriers of learning
 - b) Take into consideration the interests of all students
 - c) Foster inclusivity
 - d) Consider diverse cultural perspectives and identities
 - e) Account for different points of view
 - f) Deepen knowledge and understanding of Indigenous history, traditions, and culture.
 - g) Respond to the impacts of trauma and do not further traumatize students from marginalized and /or racialized communities.
 - h) Convey narratives, histories, and perspectives related to race, gender, class, diverse abilities, and other markers of identity.

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 district.
- 2.2** While selection of learning resources involved many people (administrators, teachers, students, community persons) the responsibility of 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. Curriculum Fit

- Learning Resources support the big ideas, curricular and core competencies, and content in the B.C. curriculum.

ii. Content

- Content considers the range of emotional maturity, cognitive level, varied interests, abilities and lived experiences of students in each school.
- Content authentically represents varied perspectives, voices, and communities including Indigenous and other cultural world views.
- Content is engaging, accurate and current.

iii. Social Considerations

- Resources include a diverse representation of experiences and perspectives of individuals from diverse backgrounds, lifestyles, sexual orientations and gender identities or expressions, and people of varying abilities.
- Resources reflect opportunities to gain respectful awareness of our diverse and pluralistic society.
- Resources include themes that motivate students to examine their own responsibilities, rights and privileges as participating citizens in our society and to make informed judgements in their daily lives.

iv. Design

- Resources engage with high degree of potential appeal.
- Considerations are made for quality, format, layout, ease of use, and command of language.

v. Personal Considerations

- Selection should be free from personal biases or prejudices.
- Resources are selected with diverse writing styles, characters, themes, and perspectives.

vi. Copyright and Privacy

- The resources meet the requirements set out by copyright and privacy legislation.

- 3.2** The selection of learning resources on controversial issues will be directed towards maintaining a balanced collection representing various views.



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 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.
- 4.5** For more information on selecting and evaluating learning resources educators are encouraged to reference the K-12 Evaluated Resource Collection and the resource selection model and tools available through Focused Education (formerly ERAC).

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.

Use of the resource must meet the requirements set out by copyright and privacy legislation.

Educators are encouraged to reference the *Publication Copyright Matters!: Some Key Questions & Answers for Teachers* for further guidance.

6.0 RE-USE AND DISPOSAL OF LEARNING RESOURCES

- 6.1** Pacific Rim School District has need to dispose of learning and library – learning commons materials when these resources are damaged, redundant, or no longer of instruction value. This includes, but is not limited to, print and non-print materials, videos, audio, and other materials defined in **1.1**.
- 6.2** The Director of Instruction is responsible for learning resources and will decide the final disposition of the learning resources. The Manager of Service Operations will arrange for disposal.



7.0 PROCESS FOR REUSE AND DISPOSAL OF LEARNING RESOURCES

7.1 Weeding/Retention

- a) Learning resource collections should be regularly weeded to maintain the value and relevancy of materials and to ensure space and equipment are used effectively and efficiently. Weeding/Retention is the responsibility of the Principal, Vice-Principal, Teacher-Librarian and/or designates.
- b) Criteria includes, but is not limited to the following:
- i. Does the learning resource reflect our diverse population?
 - ii. Does it represent the perspectives and worldviews of racialized and historically marginalized groups of people in positions of strength, power and/or resiliency?
 - iii. Does it challenge colonialism, dominant or patriarchal world views?
 - iv. Does it contain racial or homophobic slurs that may be traumatic for students, impact their wellbeing, or deter them from engaging in learning experiences?
 - v. Is the resource relevant and accessible to learners?
 - vi. Is the information still current? Is there a newer edition available?
 - vii. Is the item still in good physical condition?
 - viii. Has the item circulated in the past two or three years?
 - ix. Are more suitable media formats available?
 - x. Is there a copyright violation (e.g. expired public performance or reproduction rights, illegal photocopies, and pirated software)?
 - xi. Should the item be retained as archival material and identified accordingly?
 - xii. Should the item be retained as it is locally developed material with historical significance?
- c) Learning resources are the property of the school district and may not be sold or exchanged without the prior approval of the school principal/vice-principal. Learning resources must only be sold using a district preferred reseller. All recoveries should be remitted to Learning Resources Services.

7.2 Redundant and Damaged Resources

Redundant and damaged resources should be disposed of on site on a regular basis as non-recyclable materials.

7.3 Re-use

- a) Materials not required by a school, but still relevant to others, may be made available to Pacific Rim teachers, students, other schools, and external groups or businesses provided it is economically feasible and does not violate copyright laws.



- b) Resources made available are offered on the condition that they are not identified as current Pacific Rim schools' property and staff are not in a conflict giving to the receiving group. Priority will be given to local organizations.

7.4 Sell

Learning resources that cannot be reused by Pacific Rim schools may be offered for sale using district preferred resellers.

7.5 Disposal

Learning resources that cannot be re-used by Pacific Rim schools for non-profit groups, or be sold through an approved reseller, shall be disposed of following cost effective and environmentally responsible procedures.

8.0 CHALLENGE OF A LEARNING RESOURCE

Opportunities to challenge the use of a learning resource are provided through 6005 AP – Challenging Controversial Material.

RESOURCES AND REFERENCES

Province of BC Learning Resources Policy

School Regulation, B.C. School Regulation 168 (2): School Regulation (PDF)

Ministerial Order 333/99, the Educational Program Guide Order; section 5.

Surrey Schools Policies & Procedures for Learning Resources

Copyright Matters!: Some Key Questions & Answers for Teachers

Focused Education Evaluation Reference Tools for Teachers