

SELECTION OF LEARNING RESOURCES

PREAMBLE

The Board appreciates that if the educational needs of students and the professional needs of teachers are to be met; and if the goals of schools, the District, and the Ministry are to be fulfilled, a wide range of learning resources is required. For the purpose of this policy statement, the term “learning resources” will include textbooks, other books, supplementary reading and informational materials, charts, dioramas, films, filmstrips, games, globes, kits, machine readable data files, maps, slides, sound recordings, transparencies, and video records. The duty of professional staff is to provide students with learning resources appropriate for their levels of interest and competence and for their learning styles.

POLICY

THE BOARD CONSIDERS THAT THE FUNCTIONS OF LEARNING RESOURCES ARE TO SUPPORT, ENRICH, AND ASSIST IN IMPLEMENTING THE SCHOOL'S EDUCATIONAL PROGRAM. IT WILL PROVIDE FUNDS FOR A WIDE RANGE OF THESE MATERIALS APPROPRIATE BOTH FOR THE DISTRICT AS A WHOLE AND FOR EACH SCHOOL. TO MEET THE DEMANDS OF VARIETY IN LEARNING STYLES, IN INTEREST, AND IN LEVELS OF DIFFICULTY , THE MATERIALS WILL BE DIVERSE IN NATURE. THEY WILL ALSO BE SELECTED SO AS TO EXPRESS A RANGE IN POINTS OF VIEW. OPPORTUNITIES FOR CHALLENGE AND REVIEW OF ALL LEARNING RESOURCE MATERIALS WILL BE PROVIDED.

OBJECTIVES

1. To support and enrich the curriculum in consideration of the varied interests, abilities, learning styles, and maturity levels of students.
2. To stimulate an interest in acquiring, testing, and applying knowledge.
3. To present various aspects of controversial issues so that students may have an opportunity to develop, under guidance, the skills of critical analysis as a basis for making informed judgements.
4. To present fairly the many religious, ethnic, and cultural groups and their contributions to the national heritage and the world community.

5. To develop a comprehensive collection of learning resources appropriate for each school and for the District.
6. To address challenges to selected resource materials with sensitivity to the values of the person making the challenge.

REGULATIONS

1. Responsibility for the Selection of Learning Resources
 - a. This Ministerial regulation must be observed: that “no course may replace a prescribed course of studies and no text may replace a prescribed textbook”, unless approval for replacement has been given by the Lieutenant-Governor-in-Council.
 - b. The principal and staff of each school shall establish the general and specific curriculum objectives for the selection of materials.
 - c. Materials shall be selected to meet the requirements of the various curriculum areas for both group and independent study.
 - d. Recommendations from curriculum specialists shall be sought where possible.
 - e. The process of selection shall be sufficiently flexible to accommodate changing trends and developments.
 - f. Provision shall be made for the continuous evaluation of resource materials.
 - g. An adequate record shall be kept of materials purchased.
 - h. The responsibility for selection of learning resources shall be delegated to the District’s professional staff in accordance with the following criteria.
2. Criteria for Selection of Learning Resources
 - a. They shall support and be consistent with the general educational goals for the Province and the District and with the aims and objectives of individual schools and specific courses.
 - b. They shall meet high standards in terms of their substantive content and general presentation, having aesthetic, literary, and / or social value

3. Challenged Material In the event that any learning resource used in a school's educational program is challenged as being inappropriate, the following procedures shall be followed:
- a. The principal receiving the complaint shall attempt to resolve the issue informally with the complainant.
 - b. If resolution is not achieved, the principal shall provide the complainant with the form, "Request for Review of Appropriateness of Learning Resources" (RRALR). It should be completed and submitted to the Superintendent.
 - c. Following receipt of the RRALR form, the Superintendent, or designate, shall establish a committee comprised of the principal of the school receiving the initial complaint, a representative of the District professional staff, and representatives from the community at large.
 - d. The committee shall review the item to judge if it meets the criteria for selection of learning resources outlined in this policy statement. The committee shall then confer with the complainant and any other persons it deems appropriate so as to convey its findings.
 - e. If resolution is reached, the matter will be considered closed; but if agreement is not reached, the committee's recommendation will be forwarded to the Superintendent for presentation to the Board.
 - f. The Board is the final authority to whom an appeal can be made for resolution of the issue.

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Date Adopted: 1979-09
Date(s) Revised:

Cross References:
Statutory: