



AP 223 – Selection of Learning Resources

Purpose

The Administration Procedure - Selection of Learning Resources, is to select learning resources that align with the curriculum and meet the selection criteria below for use in schools.

Definitions

Learning Resources means information which is represented, accessible, or stored in a variety of media and formats, which assists student learning as defined by the learning standards of the provincial curriculum.

Responsibility for Selection of Learning Resources

- The Board delegates the responsibility for the selection of learning resources to the professional staff employed by the School District.
- The selection of learning resources may involve many people (administrators, teachers, students, and District staff).
- The responsibility for coordinating the selection of learning resources and making the recommendation for purchases rests with the district, principal and professional staff.

General Guidelines

1. According to the BC School Act, educators must use either Ministry of Education recommended resources or ones that have been evaluated through a local, board-approved process. NLPS provides “Locally Approved” status to all Focussed Education - evaluated (formerly ERAC) and selected learning resources. (ERAC, 2017)
2. For Focussed Education approved resources, educators must read the full evaluation summary written by teacher evaluators to determine if the resource is appropriate for that particular classroom (ERAC, 2017)
3. Educators may consider using resources that have not been evaluated by Focussed Education, however, the following selection criteria must be applied by a recognized source such as a learning leader, teacher librarian, district Indigenous or Inclusion teacher, subject area specialist, or recognized professional association.
4. Donated materials will be judged by the criteria outlined below and will be accepted or rejected in accordance with those criteria.

5. The use of technology must meet the regulations in accordance with NLPS’s Administrative Procedure 210 – Appropriate Use of School District Information Technology.

Selection Criteria:

Selection Criteria	Considerations
Curriculum Fit	<ul style="list-style-type: none"> • Does the resource support the curricular competencies of the intended curriculum? • Are the concepts in the learning resource discussed at the appropriate depth of the curriculum for the grade level being taught? • Does the resource support the Core Competencies such as critical thinking, personal and social responsibility, and communication? • Does the resource support flexible instructional strategies that align with the intentions of our competency-based curriculum?
Content	<ul style="list-style-type: none"> • Is the content appropriate for the emotional maturity and cognitive level of students? • Is the content engaging, accurate, and current for the intended curriculum and grade? • Does the resource assist students in making connections between what they learn in school and real life applications? • Is this resource more current than what is being used currently? Could this resource replace another that is outdated? (Source: ERAC, 2017) <p>Note: Not every resource will address each content consideration, but, educators should be mindful to be as inclusive and representative as possible in the range of resources that are used (ERAC, 2017)</p>
Social Considerations	<p>Ensure that the resource reflects the principles of respect, acceptance, safety and equity as outlined in NLPS Board Inclusion Policy 2.10 and also consider the following:</p> <ul style="list-style-type: none"> • Indigenous Peoples: Is there authentic representation of Indigenous Peoples? Authentic representation for Indigenous resources means that the resource is authored or co-authored by Indigenous authors/illustrators. The Indigenous community and culture of these authors/illustrators is acknowledged. When unsure, check the author/illustrator’s biography. If the author/illustrator is non-Indigenous, check their biography using questions such as: What are the author’s qualifications as a voice for/with Indigenous peoples? What is their connection to

	<p>specific Indigenous communities? Has/have the Indigenous community(ies) contributed to this work? If so, in what way?</p> <ul style="list-style-type: none"> • Belief System: are religion, philosophy and/or political ideologies presented with a clear purpose and one belief system is not advocated over another? Is the representation respectful and free from generalization and prejudice? Does the content of the resource allow for multiple perspectives? Over the course of the year, do the sum of the resources present more than one belief system? • Violence: Does the violence, tension or graphic imagery have a clear purpose and provide opportunities for modeling effective problem-solving and conflict resolution strategies? • Ethical and Legal: Are issues subject to legal or ethical debate presented with a clear purpose and opportunity for critical thinking? • Humour: Is humour used in a positive, effective manner to engage student interest? • Language: Is the resource free from disrespectful or defamatory language that detracts from audience engagement? • Sustainability: Does the story reflect an awareness of issues and promote a culture of conservation? <p>Note: Not every resource will address each social consideration, but over the course of the year, educators should be mindful to be as inclusive and representative as possible in the range of resources that are used. (ERAC, 2017)</p>
<p>Privacy and Copyright Legislation</p>	<ul style="list-style-type: none"> • Digital Resources: In British Columbia, educators are subject to the <i>Freedom of Information and Protection of Privacy Act</i> (“Act”). In accordance with this Act, the teacher, school and district must at all times protect the privacy of students under our care. Personal and identifiable information of a student, including student work, requires yearly written consent of the student’s parent/guardian and is strictly regulated by the Act. If the information is stored outside of Canada, it may be subjected to the laws of foreign jurisdictions including, but not limited to, the United States and the USA Patriot Act. Consent is required for the current school year in order to use these programs or applications (Source: SD68 Consent Form) • Educators are required to respect copyright legislation and should refer to <i>the Council of Ministers of Education, Canada (CMEC)</i> for current copyright guidelines for K-12 institutions.

Use of Streaming Services Commercial Feature Film Videos and Audio Files:

Selection and use of digital material must be in accordance with the criteria established in this procedure.

- Feature film videos, streaming services and audio files must be previewed prior to use and be used in accordance with copyright legislation.
- Movie videos and music selection must be limited to the following categories of Video and Film Classifications:

BC Rating (Source: Consumer Protection BC)	SD68 Requirements
<p>General May contain occasional violence, swearing and coarse language, and the most innocent of sexually suggestive scenes and nudity. Suitable for viewers of all ages.</p>	<p>No Restrictions</p>
<p>Parental Guidance May contain less subtle sexually suggestive scenes and nudity and a more realistic portrayal of violence than in the General category; coarse language may occur more often than in the General category. Theme or content may not be suitable for all children though there is no age restriction. Parental discretion is advised.</p>	<p>Teachers should screen and edit-age sensitive material. This will normally apply to elementary, middle and secondary situations. An information letter and parental consent form, particularly for younger children, is necessary.</p>
<p>14A May contain violence, coarse language or sexually suggestive scenes, or any combination of them. Suitable for views 14 years of age or older. Viewers under 14 years of age must be accompanied by an adult.</p>	<p>Teachers must screen and edit/delete inappropriate or age-sensitive material and receive approval from the Principal and individual parents. Parental consent forms should include the rationale (connection to learning standards) for the use of a movie, the nature of the movie, and a commentary on edited/deleted material (if any).</p>
<p>18A Will contain horror, explicit violence, frequent coarse language or scenes that are more sexually suggestive than in the 14A category, or any combination of them. Suitable for viewers 18 years of age or older. Views under 18 years of age must be accompanied by an adult.</p> <p>Restricted There are “adult motion pictures” and may contain explicit sex scenes, violence or scenes referred to in section 5(3) of the <i>Motion Picture</i></p>	<p><u>EXPRESSLY FORBIDDEN WITHOUT CONSENT</u></p> <p>In exceptional circumstances where a movie classified as 18A or Restricted, is deemed to be the most suitable material for a course the following requirements must be follows if it is to be used:</p> <ol style="list-style-type: none"> 1. The movie may only be used for senior courses. Pre-film

AP 223 – Selection of Learning Resources

<p><u>Act</u>, or any combination of them. The director assigns this category to motion pictures if the director considers that the theme, subject matter or plot of the adult motion picture is artistic, historical, political, educational or scientific. Restricted viewers of 18 years of age and over. Personals under 18 years of age are not permitted to attend under any circumstances.</p>	<p>classroom conversation and preparation is required prior to viewing.</p> <p>2. Only senior students with parental/guardian consent forms may attend the showing of such movie.</p>
<p>Foreign Movies – no BC classification</p>	<p>K-7 – General Audiences only – appropriate content to age group.</p>

Cross Reference: (MPSD Learning Resources Evaluation form, Generic Film Consent Form, other policies, procedures, legislation etc.)

Adopted: December 13, 1978

Amended: June 23, 1993; January 31, 1996; April 23, 2020