



Chilliwack School District  
*"Partners In Learning"*

## **ADMINISTRATIVE REGULATION 604.1**

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### **SELECTION OF LEARNING RESOURCES**

#### **OBJECTIVES**

The Board affirms that it is the responsibility of its professional staff:

1. To provide materials that will support the learning outcomes and enrich the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and societal standards.
3. To provide a range of materials on issues so that young citizens may have an opportunity to develop and practice critical analysis in order to make informed judgements in their daily lives.
4. To provide materials representative of the many religious, ethnic and cultural groups and their contributions to both our local and national heritage and the world community.
5. 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.

#### **RESPONSIBILITY**

While selection of learning resources may involve many people (administrators, teachers, students, parents, community persons, resource staff), the responsibility for the selection of school-based learning resources rests with the principal and teaching staff.

## **CRITERIA**

1. The following criteria will be used as they apply:
  - a) Learning resources shall support and be consistent with the policy directives of the Ministry of Education and with the provincially prescribed curriculum.
  - a) Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.
  - a) Biased or slanted learning resources should not be used except to meet specific prescribed learning outcomes; for example, to recognize propaganda and its purpose in a given context or to balance an argument.
2. The selection of learning resources on controversial issues will be directed toward 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.
2. Emphasis will be placed on the selection of Canadian learning resources where appropriate. These resources include learning materials from a variety of media by or about a Canadian person, about a region or event, and/or published or produced in Canada.
2. Learning Resources should be current, interesting, engaging and meet high standards of quality in factual content and presentation.

## **PROCEDURES**

1. In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared sources. The actual resource will be examined first-hand whenever possible.
2. Recommendations for purchase may involve administrators, teachers, students, parents, district personnel and community members.
3. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.

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4. Selection is an on-going process that should include the removal of materials no longer appropriate according to the criteria for the selection of learning

Cross Refs: Evaluating, Selecting and Managing Learning Resources A Guide (Ministry of Education)

Adopted: March 23, 1988

Reviewed:

Revised: December, 1994, January 2005