

<b>Section:</b>	<b>Students &amp; Instruction</b>	
<b>Title:</b>	<b>Selection of Learning Resource Materials</b>	<b>4.1.1</b>

## Purpose

The Board established a Policy outlining the responsibility of approving learning resources. This procedure outlines the process for choosing and approving learning resources for use in schools.

## General Guidelines

1. In accordance with the *BC School Act*, educators must use resources the Ministry of Education recommended or resources that have been evaluated and approved for use through a local, board-approved process. Mission Public School District provides "Locally Approved" status to all Focused Education Resources-evaluated and selected learning resources.
2. For Focused Education Resources approved resources, educators must read the full evaluation summary written by teacher evaluators to determine if the resource is appropriate for that particular classroom.
3. Educators may consider using resources that have not been evaluated by Focused Education Resources, however, they must apply the following selection criteria and approval process and complete the Learning Resource Evaluation Form **OR** consult a recognized source prior to using or purchasing the learning resource. *A recognized source could be a teacher librarian, district Indigenous or Inclusion mentor teacher, subject area specialist, professional association (i.e. [FNESC](#), [BCAMT](#), [ISTE](#)), or selection aids such as [NoveList](#), [Canadian Review of Materials](#), [Association of Book Publishers of British Columbia](#), [School Library Journal](#), [American Indians in Children's Literature](#), [YALSA](#), [AASL](#) etc.*
4. Donated materials must be evaluated using the selection criteria outlined and submitted for approval prior to using the materials.
5. Internet resources must also meet the regulations in accordance with the Internet Access for Students & Staff - Safe Practices Administrative Procedure #107.

## 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.

## Procedures

1. All learning resources must be read and/or reviewed prior to teaching use.
2. If the learning resource is not Focused Education Resources approved, educators must apply the following selection criteria by completing and submitting the Learning Resource Evaluation Form to a Principal for approval. Alternately they must consult a recognized source prior to using or purchasing the learning resource (see General Guidelines).
3. Where possible, educators will provide choice in reading materials to promote student interest and personalization as mandated by the BC redesigned curriculum. Social considerations are some of the most challenging criteria with which to evaluate a learning resource. Ideally, BC students should see themselves and their life experiences, as well as their community and society at large, reflected and validated in the learning materials in their classroom. (Source: Focused Education Resources)
4. Emphasis will be placed on the selection of Canadian learning resources where appropriate.

5. Learning resources should be fair, objective, and free from inappropriate images, bias, propaganda, discrimination and stereo-typing, except where a teaching/learning situation requires illustrative material to develop critical thinking.
6. Where the classroom use of learning resources is judged to be controversial, students will be given alternate learning resource choices and/or families will be notified of the intended use. However, the ability to 'opt out' or challenge materials due to personal values is not sufficient; the resource must fail to fulfill other aspects of this procedure and /or Policy #220.
7. All resources must be evaluated considering the supplemental information criteria within this procedure.

## Supplemental Information

### A. Selection Criteria:

	Considerations
<b>Curriculum Fit</b>	<ul style="list-style-type: none"> <li>• Does the resource support the learning standards or learning outcomes of the curriculum?</li> <li>• Are the concepts in the learning resource discussed at the appropriate depth of the curriculum for the grade level being taught?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Is the content appropriate for the emotional maturity and cognitive level of students?</li> <li>• Is the content engaging, accurate, and current for the intended curriculum and grade?</li> <li>• Does the resource assist students in making connections between what they learn in school and real-life applications?</li> <li>• How does this resource represent different perspectives (Indigenous, diverse cultures, BC-context)?</li> <li>• Do the multiple perspectives represent balanced views on the issue?</li> <li>• How will this resource add to the breadth of resources that are being used in the classroom? How does this resource add to the mix?</li> <li>• Is this resource more current than what is being used currently? Could this resource replace another that is outdated? (Source: <a href="#">Focused Education Resources</a>)</li> </ul>
<b>Social Considerations</b>	<ul style="list-style-type: none"> <li>• <b>Indigenous Peoples:</b> Is there authentic representation of Indigenous Peoples? Authentic representation for Indigenous resources means 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 specific Indigenous communities? Has/have the Indigenous community/communities contributed to this work? If so, in what way?</li> <li>• <b>Multiculturalism:</b> Is there authentic representation of cultural diversity?</li> <li>• <b>Gender Roles:</b> Are gender identities represented in diverse roles and relationships that avoid stereotypes?</li> <li>• <b>Gender Identity and Sexual Orientation:</b> Is there representation of individuals and groups across the full range of gender identity and sexual orientation?</li> <li>• <b>Ability/Disability:</b> Is there representation of individuals and groups along the continuum of ability-disability?</li> <li>• <b>Age:</b> Is there representation of individuals at various ages that avoid stereotypes?</li> <li>• <b>Belief System:</b> Are religion, philosophy and/or political ideologies presented with a clear purpose and one belief system is not advocated over another?</li> <li>• <b>Socio-Economic:</b> Is the full range of the social-economic realities of BC represented?</li> <li>• <b>Violence:</b> Does the violence, tension or graphic imagery have a clear purpose and provide opportunities for modeling effective problem-solving and conflict resolution strategies?</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Ethical and Legal:</b> Are issues subject to legal or ethical debate presented with a clear purpose and opportunity for critical thinking?</li> <li>• <b>Humour:</b> Is humour used in a positive, effective manner to engage student interest?</li> <li>• <b>Safety:</b> Does the story model safe practices and common sense?</li> <li>• <b>Language:</b> Is there disrespectful or defamatory language used that detracts from audience engagement?</li> <li>• <b>Sustainability:</b> Does the story reflect an awareness of issues and promote a culture of conservation?</li> </ul> <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. (<a href="#">Focused Education Resources</a>)**</p>
<p><b>Privacy and Copyright Legislation</b></p>	<ul style="list-style-type: none"> <li>• 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 or guardian and is strictly regulated by the Act. If information is stored outside of Canada, it may be subject 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: SD75 Consent form)</li> <li>• Educators are required to respect copyright legislation and should refer to the <a href="#">Council of Ministers of Education, Canada (CMEC)</a> for current copyright guidelines for K-12 institutions.</li> </ul>
<p><b>Instructional and/or Technical Design</b></p>	<ul style="list-style-type: none"> <li>• Does the resource promote the active engagement of the learner by visual and/or auditory stimulus?</li> <li>• Does the resource make effective use of the medium?</li> <li>• Does the resource contain overt advertising or promotional information?</li> <li>• For digital content delivery, is it responsive to a variety of devices and easily navigable?</li> <li>• Do instructional suggestions and assessment tools add value to the resource? (Source: <a href="#">Focused Education Resources</a>)</li> </ul>

**B. Use of Streaming Services, Commercial Feature Film Videos and Audio files:**

Selection and use of feature films 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: (see Film Consent form for required information)

BC Rating ( <a href="#">Source: Consumer Protection BC</a> )	SD 75 Requirements
<p><b>General</b> 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><b>No Restrictions</b></p>

<p><b>Parental Guidance</b> 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><b>Teachers should screen and edit-age sensitive material.</b> 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><b>14A</b> May contain violence, coarse language or sexually suggestive scenes, or any combination of them. Suitable for viewers 14 years of age or older. Viewers under 14 years of age must be accompanied by an adult.</p>	<p><b>Teachers must screen and edit/delete inappropriate or age-sensitive material and receive approval from the Principal and individual parents.</b> 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><b>18A</b> 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. Viewers under 18 years of age must be accompanied by an adult.</p> <p><b>RESTRICTED</b> These are “adult motion pictures” and may contain explicit sex scenes, violence or scenes referred to in section 5(3) of the <i>Motion Picture Act</i>, 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 to viewers 18 years of age and over. Persons under 18 years of age are not permitted to attend under any circumstances.</p> <p><b>FOREIGN MOVIES</b> – no BC classification</p>	<p><b><u>EXPRESSLY CONTROLLED</u></b></p> <p>In exceptional circumstances where a movie classified as 18A, Restricted, or Foreign is deemed to be the most suitable material for a course for educational purposes, segments or portions of the film will be shown when appropriate. The following requirements must be followed if segments of the film are to be used:</p> <ol style="list-style-type: none"> <li>1. The movie may only be used for Gr. 10-12 senior courses. Pre-film classroom conversation and preparation is required.</li> <li>2. Only senior students with parental/guardian consent forms may attend the showing of such a movie.</li> </ol>

**Date Adopted: November 2001 (AP 212)**  
**Date Amended: September 2019**

Cross Reference: [Learning Resource Evaluation Form Consent Form for Films](#)  
[Copyright Act and Cancopy License Administrative Procedure #304](#)  
[Internet Access for Students & Staff - Safe Practices Administrative Procedure #107](#)  
[Internet & E-mail Access for All Users Administrative Procedure #210](#)