



# Regina Roman Catholic Separate School Division # 81

<b>Curriculum &amp; Instruction 8400</b> <hr/> <b>Instructional &amp; Learning Resources: Selection Guidelines</b>	<b>Administrative Application</b>	
	<b>Effective:</b>	January 27, 2015
	<b>References:</b>	The Education Regulations, 1986, E-0.1 REG 1, 37(1)(b) ER-1 Treatment of Students and Parents/Guardians
	<b>Status:</b>	Operational

## Preamble

The Regina Catholic School Division believes that all students should have access to a range of resources at varying levels of difficulty, in several different formats. The school division authorizes the purchase of instructional and learning resources to meet curricular learning outcomes, including locally determined options that support the vision, mission, shared values, and goals of the school division.

## Definitions

### 1. Instructional Resource

*This term refers to all teacher references and materials for use in the classroom that require the direct guidance of the classroom teacher.*

### 2. Learning Resource

*This term refers to an item or collection of items in any format or combination of formats. Learning resources may be used by a pupil independently or under teacher guidance, and would normally be included in a library collection, a classroom collection, an electronic collection or be available for classroom use. Classroom resources may include textbooks, workbooks, anthologies, and other print and non-print resources that are provided by the Board for classroom use, as well as materials selected by individual teachers.*

### 3. Network

*This term refers to all school division hardware, software, files, and peripheral equipment connected to or residing on the network infrastructure maintained by the school division.*

### 4. Network Resource

*This term refers to all resources unique to the school division network, not accessible from outside the network.*

### 5. Web-Based Resource

*This term refers to resources available through the Internet.*

## Application

### 1. Selection of Instructional and Learning Resources

The selection of instructional and learning resources is a shared responsibility amongst staff.



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These shared responsibilities are:

- a. **School-Based**  
While the selection of instructional and learning resources at the school level is a collaborative responsibility among the school community members which may include administrators, teachers, Catholic Education Centre staff, non-teaching staff, and students, the final responsibility rests with the teacher-librarian and the principal.
- b. **Information and Library Services-Based**  
While the selection of instructional and learning resources at the Information and Library Services level is a collaborative responsibility shared with superintendents, coordinators, and consultants, the main responsibility for coordinating selection and recommending purchase of materials rests with the Coordinator of Information and Library Services.
- c. **System-Based**  
While the selection of instructional and learning resources at the system level is a collaborative responsibility, the main responsibility for coordinating selection and recommending purchase of materials rests with the designated superintendent. This is a shared responsibility with consultants, coordinators, school-based administrators, and teachers.
- d. **Network-Based**  
While the selection of instructional and learning resources for the school division network is a collaborative responsibility, the main responsibility for coordinating selection and recommending purchase of materials rests with the designated superintendent.

Selection of network resources involves school division staff on two levels:

- i. **Curricular Level**  
At this level, the responsibility for selection of network-based instructional and learning resources is shared with designated superintendents, consultants, coordinators, school-based administrators, and teachers.
- ii. **Technical Level**  
At this level, the responsibility for selection of network-based instructional and learning resources is shared with the designated superintendent, supervisor, and technology department.

Network-based learning and instructional resources are determined on a system-wide or locally approved special program basis in order to ensure equitable access of network resources for all pupils and staff.

- e. **Web-Based**  
While the selection of web-based instructional and learning resources involves many people, the main responsibility for this selection rests with instructional staff and the technology department. From an instructional viewpoint, it is the responsibility of instructional staff to guide and supervise pupils in their selection of freely available web-based resources. From a technical viewpoint, it is the responsibility of the technology department to provide instructional staff with guidelines governing acceptable web-based resources.



## 2. **Criteria for Selection of Instructional and Learning Resources**

The following criteria shall guide the selection of instructional and learning resources in the Regina Catholic School Division.

- a. Resources support and enrich the curriculum which includes recreational reading, taking into consideration the varied interests, abilities, and maturity levels of pupils.
- b. Resources nurture a commitment to faith as members of the Catholic community.
- c. Resources are selected for their strengths, rather than rejected for their weaknesses.
- d. Resources meet high standards of quality in factual content and accuracy, currency, and appropriateness of material.
- e. Resources adhere to copyright, public performance rights, and appropriate licensing agreements.
- f. Resources present several sides of controversial issues in order to maintain a balanced collection of material that represents varying viewpoints.
- g. Resources are free from bias and stereotypes and include accurate portrayals of all people including First Nations, Métis, and Inuit peoples. Biased and slanted resources may be provided to meet specific curriculum outcomes, for example, to recognize propaganda and its purposes in a given context or to balance an argument.
- h. Internal network resources shall meet technical compatibility requirements of the network and all of the criteria listed in (a) to (g) above.
- i. Web-based resources shall meet the technical compatibility requirements of the school division network and technology standards established by the school division. These resources should strive to meet the criteria listed in (a) to (g) above and meet the requirements of school-based Acceptable Use Agreements in effect.

## 3. **Resource Materials Received as Gifts**

Instructional and learning resources received in the form of gifts are judged by the criteria outlined above and are accepted or rejected solely on that basis.

## 4. **Reconsideration of Learning Resources**

Any ratepayer or employee of the school division may formally challenge instructional and learning resources used in the school division. The process is laid out in Administrative Application 8410 – Request for Reconsideration of Instructional or Learning Resources.

## 5. **De-Selection (Weeding)**

An ongoing part of collection development is regular de-selection or weeding. It is an activity that is premised upon informed professional judgement and a carefully articulated plan in order to facilitate access to quality resources. Weeding ensures that the library collection contains only those instructional and learning resources which are accurate, current, and relevant to the curricular and recreational reading of the school.

The following should be considered as criteria for weeding:

- relevance to the curriculum,



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- copyright date (at least 70% of the collection is published within the last 10 years)  
(Connections: Policy and Guidelines for School Libraries in Canada, pg. 32)
- currency and accuracy of information,
- condition of the material,
- enduring value (classics, rare books, etc.)
- bias/stereotypes,
- local interest/community needs
- date last circulated,
- recommended in recognized review sources.