STUDIO 9

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Policy for the Acquisition and Removal of Learning Resources: A Policy
Effective as of August 2018

Rationale

Learning resources, as defined by the Ministry of Education as "information represented, accessible or stored in a variety of media and formats, which assists student learning as defined by the learning outcomes of the provincial curriculum." Generally, learning resources are texts, videos, software, and other materials that assist students to meet the expectations for learning, as defined by provincial or local curricula.

Before a learning resource is used at Studio9, it must be evaluated to ensure that criteria such as curriculum match, social considerations and age or developmental appropriateness are met. At Studio9, resources are selected to be evaluated which meet one or more of the following requirements:

1. Support the learning outcomes of the curriculum
2. Assist students in making connections between what they learn in school and its practical application in their lives
3. Are developmentally and age appropriate
4. Support integration across other curricula
5. Promote hands-on activities and an applied approach to learning
6. Address the learning styles and needs of all students, including English-as-a-
7. Second-Language students and students with special needs
8. Assist both specialist and non-specialist teachers
9. Provide assessment and evaluation strategies
10. Promote personal and intellectual development
11. Encourage students to explore careers and/or post-secondary education
12. Support teachers in providing learning opportunities to develop information technology and media literacy skills
13. Encourage students too se,access,evaluate,analyze,process,and present information using current technology
14. Promote awareness of issues and concepts involving science, technology, and society
15. Have instructional and technical design integrity
16. Comply with provincial guidelines for social considerations
17. Reflect the diversity of cultures, including Aboriginal cultures in British Columbia and Canada
18. Support the principles of sustainability

Acquisition

The following steps are fulfilled before a learning resource is used at Studio9:
1. The teacher/staff member presents the Principal with information about the learning resource/the learning resource itself, including how/why it will be used in teaching curriculum and how it fits the initial requirements for consideration (see above)
2. The Principal assesses the learning resource, based upon the Learning Resource Criteria form (see attached)
3. If the learning resource is deemed to be appropriate for use, based upon the Learning Resource Criteria form, the Principal will approve the use of the learning resource for the initial intent described by the teacher/staff member (other teachers/staff members who wish to use an approved learning resource for other age levels/intents must have this use approved by the Principal)

 If, at any time, the Learning Resource is later found to be inappropriate for content, language, presentation, developmental age of the user, promotes intolerance, is biased, or any other reason that the Principal deems, the learning resource will be immediately removed from use at Studio9 (this includes previously approved resources, which may become out of date in terms of what is socially and pedagogically acceptable).

Appealing Resources

If a student/parent/staff member has concerns about a learning resource, or wishes to have a learning resource removed from the classroom/school due to concerns regarding it's appropriateness, the following steps will occur:

1. The questioner will be invited to meet with the Principal to discuss concerns regarding the learning resource.
2. The Principal shall explain to the questioner Studio9's learning resource selection procedure and criteria.
3. The Principal and appropriate educational staff will explain the particular place that the reconsidered resource occupies in the education program and its intended educational usefulness.
4. If the questioner wishes to file a formal request for reconsideration, the questioner must do so in writing to the CEO within seven days of meeting the Principal to discuss the learning resource.
5. The CEO will report back in writing to the questioner, the staff member using the resource, and the Principal his/her final decision regarding the resource.
6. If the CEO deems the resource as appropriate and maintains it's position within the classroom, the parent/guardian of the student who is to use the resource may request in writing to the Principal that their child be exempt from using this learning resource. This written request must be made within seven days after receiving the final decision from the CEO.

Learning Resource Criteria Form

Name of Resource:_____

Resource Type:_____ Grade Level for Intended Use:_____

Subject for Intended Use:_____Teacher for Intended Use:_____

Principal Evaluating Resource:_____Date:_____

Does the learning resource fit with the following criteria (y/n):

_____Does the resource support the philosophy, pedagogy, rationale and goals of the BC curriculum?
_____Does the resource support the rationale and goals of this BC curriculum?
_____Is the resource consistent with the pedagogy suggested in this BC curriculum?
_____Does the resource support active learning?
_____Does the resource support a variety of learning styles?
_____Does the resource support group interaction and independent learning?
_____Does the resource support the development of critical thinking skills?
_____Does the resource support the development of communication skills?
_____Does the resource encourage and promote creativity?
_____Does the resource address the new BC curriculum?
_____Does the resource have a BC/Canadian perspective?
_____Is the content accurate?
_____Is the content relevant and does it deal with real world experiences?
_____Is the scope and depth of content appropriate for the cognitive and linguistic levels of the intended audience?
_____Does the resource support instruction and assessment?
_____Are instructional goals and purpose clearly stated?
_____Are learner objectives clearly stated?
_____Are the concepts clearly introduced?
_____Are the concepts clearly developed?
_____Are the concepts clearly summarized?
_____Are pre-teaching activities provided?
_____Are follow-up activities provided?
_____Are assessment opportunities provided, consistent with the new BC curriculum?
_____Are technical terms consistently explained/introduced?
_____Is the resource suitable for a wide range of learning and teaching styles?
_____Does the resource reflect a logical and consistent approach to the new BC curriculum?
_____Is the resource well organized, sequenced and structured?
_____Do the activities meet the intended goals and purpose?
_____Do the ancillary materials contribute to the overall effectiveness of the resource?
_____Does the visual presentation and layout support student learning?
_____Are the illustrations clear, effective and appropriately placed to support the text?

_____Is the visual design interesting and engaging?

_____Is the presentation logical, consistent and well-organized?

_____Are the font and type face appropriate for the intended audience?

_____If there are various components to the resource, are these components organized in a clear, logical, user-friendly manner?

_____Are genders respected equally and gender-specific needs are accounted for?

_____Is the language used inclusive (not necessarily neutral) and promote equality for males and females?

_____Is there a reflection of balanced images and information about males and females, with support for broad choices and many roles for both sexes?

_____Does it contain an inherent gender bias because of historical or cultural context (when such resources are used, students should be made aware of the context)?

 _____Does it increase awareness of ethnic and cultural diversity?

_____Does it create sensitivity to and respect for differences and similarities within and among groups?

_____Does it affirm and enhance self-esteem through pride in heritage?

_____Does it promote cross-cultural understanding, citizenship, and racial harmony while reflecting and validate students' cultural experiences?

_____Does it reflect the unique abilities of individuals with physical, psychological, and/or cognitive challenges?

_____Is it free from generalization, exaggeration, and prejudice?

_____Does it accurately reflect the complexity of the socio-economic make-up of British Columbian/Canadian society?

_____Is it free of violence, and if not, does the level and degree of explicitness take into account the age and maturity of intended audience?

_____Does it reflect legal and community/societal standards of safe practice and common sense?

_____Is the language used developmentally appropriate?

_____Is the language used free of expletives?

If the learning resource is reflective of Aboriginal customs, traditions, beliefs, or information, the following will be considered:

_____Does the resource recognize the unique position of Aboriginal people within the context of the Canadian Charter of Rights and Freedoms?

_____Does the resource recognize contributions Aboriginal people have made and continue to make to society?

_____Does the resource recognize the diversity of Aboriginal societies and avoid traditional stereotypes?

_____Does the resource provide accurate information on historical and contemporary Aboriginal cultures?

_____Does the resource promote knowledge and understanding of local Aboriginal languages and cultures?

_____Does the resource present positive Aboriginal role models?

_____Does the resource recognize the aspirations of Aboriginal people

_____Does the resource present opportunities for learning activities that reflect Aboriginal values and beliefs, including cooperative learning, experiential learning, the role of family and elders, and the relationship that people have with the natural environment?

_____Learning Resource Approved

_____Learning Resource Rejected

Comments:_____

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Principal's Signature:_____Date:_____