

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
LEARNING RESOURCES AND MATERIALS	IJ

I. POLICY

Learning resources chosen for use in Louis Riel School Division (LRSD) will align with the Canadian Charter of Rights and Freedoms and LRSD [Policy ACH: Diversity, Equity and Inclusion](#).

The most current [List of Manitoba Recommended Resources](#) compiled by Manitoba Education and Early Childhood Learning will serve as the principal guide in the selection of learning resources for the schools in the Louis Riel School Division.

Learning resources chosen for use in the Division shall reflect a range of appropriate resources with regard to diverse levels of difficulty, appeal to interest and perspective, to meet the many needs of the LRSD community.

II. GUIDELINES

A. Rationale

The following guidelines shall apply to the selection of learning resources for schools.

1. Learning resources are selected to implement, enrich and support the educational programs of schools.
2. A “learning resource” refers to any person or material with instructional content or function that is used in a formal or informal teaching/learning context.
3. The selection of learning resources shall be conducted by professionally trained educators, who shall choose or reject instructional materials according to standards congruent with the educational priorities of the Division.
4. Learning resources should be selected to:
 - contribute to a knowledge base upon which informed decisions can be made;
 - facilitate the curriculum implementation by considering the varied interests, abilities, socio-economic backgrounds, language, and maturity levels of the students served;
 - stimulate creativity, investigation, and language development;
 - contribute to the development of thinking and research skills;
 - provide diverse perspectives thereby assisting students to develop the skills of critical analysis and make informed judgments in their daily lives; and
 - provide representation of the many cultural and linguistic groups and their contributions to our municipal/provincial/national heritage and to the world community.

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B. Criteria for the Selection of Learning Resources

The following criteria serve as the fundamental requirements for professionally trained educators responsible for the selection of learning resources for the Division:

1. Learning resources shall be consistent with the educational goals and curriculum objectives of Manitoba Education and the Division, and with the aims and objectives of individual schools.
2. The presentation of the content will be appropriate to the intended users. Factors such as the student's ability, motivation, maturity, first language, learning style, age, and other special needs should be considered.
3. Teaching styles, curriculum content, language of instruction, and methodology are to be considered.
4. Learning resources should be selected for their accuracy, authenticity, timeliness, artistic quality, and/or literary style.
5. Learning resources should motivate students and staff to think critically, to examine their personal attitudes and behaviors and to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society.
6. Learning resources shall reflect an awareness of our diverse society, representing individualized needs and/or abilities, ethnic, cultural and LGBTQ+ communities.
7. Learning resources should be void of stereotyping* and prejudice*, unless materials containing a particular bias* are considered in order to meet specific curricular outcomes. In such instances, the learning resources' strengths should outweigh their weaknesses and bias must be carefully explained by instructional personnel. (Please see [Policy ACH Appendix B](#)).
8. The selection of learning resources regarding controversial issues shall maintain a balanced collection representing various points of view, ensuring the currency and accuracy of information while upholding the fundamental freedoms* in the Canadian Charter of Human Rights and Freedoms
9. Where applicable, emphasis should prioritize the selection of Canadian-authored or Canadian-produced learning resources and materials.
10. The selection and construction of learning resources shall respect the educational provisions of the [Fair Dealing Guidelines](#) as outlined in the Copyright Act.
11. Factors such as durability and safety should be considered where applicable.

All forms of print, non-print and electronic media should be considered for use in schools.

III. PROCEDURES

A. Selection of Learning Resources

The teacher-librarian or professionally trained educators shall:

1. Solicit recommendations for acquisitions from instructional staff and other patrons.
2. Consult reputable aids to selection, such as professional journals and books, curriculum guides, publishers' and recommended lists, to locate and identify high quality materials.
3. Examine the resource carefully.
4. Compile a consideration file of quality materials.

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5. Evaluate the existing resources available.
6. Establish priorities based on curricular and learning needs of the LRSD community.
7. Select items from the consideration file for purchase according to established priorities.
8. Materials donated to the school/library shall be reviewed with reference to the established criteria for the whole selection.

B. Deselection of Learning Resources

Deselection or culling/weeding is an integral part of collection development and its main purpose is to preserve the relevance of the quality of learning resources used in schools.

The deselection of learning resources will be informed by the Canadian Charter of Rights and Freedoms and LRSD [Policy ACH: Diversity, Equity and Inclusion](#).

Systematic withdrawals will be conducted of outdated, damaged, worn and/or no longer useful materials. In making this decision, the teacher-librarian or professionally trained educators shall consider the following as criteria for the deselection of learning resources:

- relevance to the curriculum;
- copyright date;
- condition of the material;
- date last circulated;
- enduring value (classics, rare books);
- authoritative writing;
- bias/stereotypes;
- recommended in review sources;
- local interest/community needs; and
- currency and accuracy of information.

* **Note:** Terms marked with an asterisk are defined in [Appendix B of Policy ACH: Diversity, Equity and Inclusion](#).

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