	<b>Administrative Procedure</b>	
	Subject	Instructional Resources Selection and Challenge
	AP Code	250

## Background

The school authorizes the purchase of instructional resources to meet and satisfy the vision, mission, guiding principles, and goals of the school and the Ministry of Education.

## Procedures

### 1. General

- 1.1. Materials that are an integrated part of the core program for elementary students are supplied by the school.
- 1.2. In general, materials used for instructional purposes in sciences and practical and applied arts are to be supplied to the student. However, in some elective courses where students are using consumable materials or supplies, a fee may apply.
- 1.3. Key resources, just as textbooks or other primary resources which are not on the Ministry of Education recommended resources lists, must be reviewed and approved by the Ministry of Education every five years, or whenever a new one is introduced. The school director shall provide oversight of the implementation of the learning program in the school.

### 2. Selection of resources

- 2.1. Teaching staff are to provide students with a wide variety of materials at varying levels of difficulty with diversity of appeal and varying points of view that are consistent with the beliefs and goals of the school.
- 2.2. Resources used with students should be free from bias, stereotypes, sexism, racism, discrimination, or hatred toward any group of people.
- 2.3. When religious beliefs and, subsequently, resources are inconsistent with sections of the Canadian Charter of Rights and Freedoms and/or the Saskatchewan Human Rights Code, this inconsistency must be noted and can serve as the foundation for discussion with students.
- 2.4. While the selection of learning resources may involve many people, including teachers, librarians, or other staff– the responsibility for selection and purchase rests with the principal and school director.
- 2.5. Materials selected for the school library resource centres are to be consistent with the following guidelines:
  - 2.5.1. They support and are consistent with the educational goals of the province, school, and specific courses;
  - 2.5.2. They are appropriate for the subject area, as well as the age and ability of the student for whom they are intended; and,

2.5.3. They meet high standards of quality in factual content, accuracy, balance, integrity, and presentation.

### 3. Challenged resources

3.1. Any parent or employee of the school may formally challenge learning resources used in the school.

3.2. The challenge must be on the basis of appropriateness.

3.3. Requests for reconsideration of materials may be informal or formal.

3.3.1. Informal: The school receiving a complaint regarding a learning resource is to try to resolve the issue informally:

3.3.1.1. The principal or other appropriate staff is to explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.

3.3.1.2. The principal or other appropriate staff is to explain the particular place the questioned resource occupies in the education program, its intended usefulness, and additional information regarding its use. The principal or other appropriate staff may also refer the questioner to someone who can identify and explain the use of the resource.

3.3.1.3. If the questioner wishes to file a formal challenge, a Request for Reconsideration of a Resource form (AP 250.1) is to be given to the person.

3.3.2. Formal: All formal objections to learning resources are to be made on a Request for Reconsideration of a Resource form (AP 250.1):

3.3.2.1. The form is to be filed with the principal.

3.3.2.2. The principal is to submit the form to the school director.

3.3.2.3. The school director is to submit the form to the Ministry of Education (Director of Independent School). The school director shall establish a reconsideration committee consisting of a teacher other than the one using the resource, the principal, a parent other than the one making the request, and a Ministry of Education staff member.

3.3.2.4. The reconsideration committee may choose to consult support staff and/or community persons with related professional knowledge.

3.3.2.5. The reconsideration committee is to review the challenged resource and judge whether it conforms to the guidelines for selection.

3.3.2.6. The reconsideration committee is to:

3.3.2.6.1. Examine the challenged resource.

3.3.2.6.2. Determine the professional acceptance by reading critical reviews of the resource.

3.3.2.6.3. Weigh values and faults, and form opinions based on the material as a whole rather than on passages or sections taken out of context.

3.3.2.6.4. Discuss the challenged resource in context to the educational program.

3.3.2.6.5. Prepare a written report. Granting of credit for approved out-of-school initiatives recognizes student achievement in areas outside of the regular Secondary Level program. It

encourages students to become involved in the selection, planning, and organization of their own programs.

3.3.2.7. The written report is to be discussed with the individual questioner if requested.

3.3.2.8. The written report is to be retained by the school director, with copies forwarded to the principal, the questioner, and the Ministry of Education.

3.3.2.9. The decision of the reconsideration committee is binding on the school.

3.4. Notwithstanding this procedure, the questioner has the right to appeal any decision of the reconsideration committee to the Ministry of Education as the final review panel.

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## **References**

The Education Act, 1995 – sections 85, 87, 175

The Education Regulations, 2019 – section 37

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## **Date Adopted**

October 31, 2023

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## **Revised**

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**APPENDIX A: Request for Reconsideration of a Resource**

Name of person making request: \_\_\_\_\_

Telephone: \_\_\_\_\_

Email address: \_\_\_\_\_

Requestor represents self

Requestor is a parent of a grade \_\_\_ student at SCS

Requestor represents (group name): \_\_\_\_\_

Title of resource: \_\_\_\_\_

Type of media (i.e., book, video): \_\_\_\_\_

Author/artist/composer: \_\_\_\_\_

Publisher/producer: \_\_\_\_\_

How was knowledge of the resource acquired? \_\_\_\_\_

Entire resource was reviewed

If part of a series/set, were other resources in the set/series reviewed? \_\_\_\_\_

What is the theme and purpose of this resource? *(add additional pages if necessary)*:  
 \_\_\_\_\_  
 \_\_\_\_\_

What in the resource is objectionable? *(add additional pages if necessary)*:  
 \_\_\_\_\_  
 \_\_\_\_\_

Does the resource have any redeeming feature/value? If yes, please list (*add additional pages if necessary*):

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This resource is appropriate for age/grade: \_\_\_\_\_

What is the concern with a student reading/viewing/listening to this resource:

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This resource has been reviewed by the following authoritative sources. Please note if the source agreed with your concern/opinion:

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Suggested resolution:

- Not assign to your child
- Not assign to any child
- Only make the resource available upon request
- Withdraw resource from school's collection
- Other \_\_\_\_\_

What should SCS purchase as an alternate resource:

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Explain below why the alternate resource is a better choice:

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