



AP 208 – SELECTION OF LEARNING RESOURCES

BACKGROUND

Saskatoon Public Schools selects learning resources to support and enrich the educational program of its schools. The learning resources for schools shall be selected from Core and Additional Resources or bibliography lists accompanying Ministry of Saskatchewan Curriculum Guides. Teachers or teacher librarians may select additional learning resources to support classroom instruction or student interest using the Learning Resource Selection Guidelines from the Ministry and the Learning Resource Selection Guide for Teachers from Saskatoon Public Schools.

PROCEDURES

1. Selection of Learning Resources

- 1.1. The responsibility for the judicious selection of learning resources for use in schools is delegated to professional personnel. These persons should be guided by the lists of learning resources recommended by the Ministry of Education and the division.
- 1.2. The following general principles serve as guidelines for the selection of learning resources.
 - 1.2.1. A variety of learning resources are needed to support individual and group instruction, to permit both teacher-directed and student-directed activities and to meet the varying needs of students and educators.
 - 1.2.2. Learning resources are recommended based on their overall merit and suitability to support curricula.
 - 1.2.3. Learning resources are fair, equitable and supportive of the belief that each individual has value as a human being and should be respected as a worthwhile person. Some resources, however, contain an inherent bias. For example, many classic works of literature and historical documents reflect viewpoints and biases of the era in which they were written or set. These resources may be used to aid in the development of critical thinking. Lessons may be structured to help students recognize the bias, to interpret it within a historical or cultural framework and to relate it to the world of today.
 - 1.2.4. Resources on controversial issues are necessary to support student achievement of particular curriculum outcomes.
 - 1.2.5. All other factors being equal, resources with Saskatchewan or Canadian content receive preference; however, it is also important to consider resources from other countries to represent diverse perspectives, cultures and experiences.
- 1.3. The following general criteria guide the selection of learning resources within schools.
 - 1.3.1. Curricular Alignment
 - 1.3.2. Instructional Design
 - 1.3.3. Content/Format



- 1.3.4. First Nations, Métis and Inuit Content
- 1.3.5. Social Considerations
- 1.3.6. Physical Quality
- 1.3.7. Qualification of Developer
- 1.3.8. Cost

2. General Guidelines of a Learning Resource Challenge

- 2.1. A group or an individual residing within Saskatoon or who have students attending Saskatoon Public Schools are eligible to challenge the recommendation of a particular learning resource despite the care taken to choose engaging material for students and teachers.
- 2.2. Although it is the learning resources which are challenged, the principles of freedom to read/listen/view must be defended as well.
- 2.3. A parent has the right to determine reading, viewing or listening matter for only their own children.
- 2.4. The challenged learning resource shall remain in circulation during the challenge/reconsideration process.

3. Process for Challenge of Learning Resources

- 3.1. If the resource appears on the curriculum website, the group or individual will be directed to contact the ministry who will respond using a defined process.
- 3.2.
 - 3.2.1. If the resource does not appear on the curriculum website, the group or individual shall first contact the teacher or school administration to discuss the reasons for the objection. This meeting is intended to clarify the nature and details of the challenge and attempt to determine a solution. If the challenge is not resolved at the school level, any eligible group or individual may wish to file a formal challenge by completing the Request for Reconsideration of Learning Resources form (Appendix A).
 - 3.2.2. If a challenge comes directly to the school division, a Coordinator: Learning Supports or designate will contact the group or individual to clarify the nature and details of the challenge and attempt to determine a solution. This challenge may be referred to the school level if warranted. If the challenge is not resolved, any eligible group or individual may wish to file a formal challenge by completing the Request for Reconsideration of Learning Resources form.
- 3.3. All formal challenges to learning resources must be submitted to the school principal (or designate) on the Request for Reconsideration of Learning Resources form. The school principal will notify their superintendent of education of the submission.
- 3.4. The superintendent of education for that school shall be informed of the formal complaint and share the Request for Reconsideration of Learning Resources form with the director.



- 3.5. The director may uphold the school/division decision or establish a Challenged Materials Committee. The Challenged Materials Committee shall consist of:
 - 3.5.1. Superintendent of Education (or designate appointed by the director)
 - 3.5.2. Coordinator: Learning Supports
 - 3.5.3. A member of the community at large
 - 3.5.4. A teacher librarian
 - 3.5.5. A teacher, when appropriate
 - 3.5.6. A principal
 - 3.5.7. A student, when appropriate
- 3.6. The Challenged Materials Committee shall
 - 3.6.1. review the information on the Request for Reconsideration of Learning Resources form.
 - 3.6.2. examine the challenged learning resource in its entirety
 - 3.6.3. consult:
 - 3.6.3.1. educational reviews of the resource
 - 3.6.3.2. division support staff and/or
 - 3.6.3.3. community persons with professional knowledge.
 - 3.6.4. weigh values and faults and form opinions based on the learning resource as a whole rather than passages or sections taken out of context.
 - 3.6.5. judge whether it conforms to the principles and criteria guidelines, and
 - 3.6.6. prepare a written report that provides a decision and/or recommendations to the director concerning the suitability of the material for use in schools.
 - 3.6.7. A decision rendered by the Challenged Materials Committee will be presented to the director.
- 3.7. The director will approve, deny or request further information on the committee's decision.
- 3.8. The director will ensure the complainant is notified of the decision.
- 3.9. The decision made by the director is considered binding for the entire school division.

Reference: Learning Resources Evaluation Guidelines (2022), , Ministry of Education
Date Last Revised: December 2023



APPENDIX A

Request for Reconsideration of Learning Resource Materials

As per Administrative Procedure 208 Selection of Learning Resources, the group or individual shall first contact the teacher or school administration to discuss the reasons for the objection. If this has not occurred, please follow the process outlined in the procedure. If concerns are not resolved at the school level, this form should be completed in its entirety and submitted to the principal. The request for reconsideration will not occur if this form is incomplete.

Date: Click or tap to enter a date.

Name of Applicant:

Phone:

Address:

Applicant represents:

- Self
- Organization – please name:
- Other group – please identify:

Do you have a child in Saskatoon Public Schools? Yes No

If yes, grade: _____ Name of School: _____

Does the school currently have the resource in question? Yes No

If no, where can the resource be found? _____

Have you discussed this resource with any SPS teachers, administrators, consultants and/or coordinators, superintendents? If so, please specify who and when.

Applicant is requesting reconsideration of the following:

- Book DVD/video Magazine Music Website Other

If "Other" please identify the medium: _____

Title of Resource:

Author/Director:

Publisher/Producer:

What brought this resource to your attention?

Have you reviewed the item in its entirety?
If no, what sections did you review?

What specifically concerns you about the resource? Please be specific and cite page numbers if applicable.



Can you identify any positive features of this resource in whole or in part?

If yes, please describe.

If no, why not?

From your point of view, what do you think is the purpose of the resource?

What problem(s) do you feel might arise from your child using this resource?

Have you read any reviews of this resource? If yes, please provide source information (ie. website address and date or journal title and date).

If yes, did those sources agree with your opinion? Yes No

Do you believe this resource might suit another age group or maturity level? If yes, what would that be?
What action are you specifically requesting regarding this resource?

For Office Use Only

To be Completed by the Principal	
Informal discussion date(s)	Participants & Titles
Signature of Area Superintendent	Date received

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