

SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

Background

Students need access to a range of quality learning resources which complement the curricula to support their learning. In accordance with Section 48 of *The Education Regulations, 2010*, school divisions are required to establish policies concerning the selection and challenge of learning resources. The selection of such materials and equipment shall be made in accordance with the criteria and objectives as found in these procedures.

Procedures

1. The primary objective in the selection of materials is to implement, enrich and support the educational program of the school. Students need access to:
 - 1.1 materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served;
 - 1.2 materials that are fair and equitable concerning age, ability, culture, gender, socioeconomic status, religion, occupation, and sexual orientation.
 - 1.3 materials in a variety of print and digital formats including literary texts, informational texts, audio and video recordings, manipulatives, and applications or apps for mobile devices
 - 1.4 materials representative of the many groups which contribute to the Canadian heritage especially First Nations, Metis, and Inuit content, perspectives and ways of knowing in print and oral literature
 - 1.2 materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
 - 1.3 a background of information which will enable students to make intelligent judgments in their daily life;
 - 1.4 materials that assist students to develop under guidance the practice of critical analysis of all print and non-print material;
 - 1.6 materials which place principle above personal opinion and reason above prejudice to assure a comprehensive collection appropriate for the users of our school libraries;

2. The responsibility for the judicious selection of instructional materials and equipment for use in schools is delegated to the professionally trained personnel employed by the system including the Director, superintendents, principals, and teachers. These persons are to be guided by the lists of instructional materials recommended by the Ministry of Education.
3. The criteria for the selection of materials shall include:
 - 3.1 needs of the individual school, based on knowledge of the curriculum and the existing collection;
 - 3.2 accuracy and authenticity of the content, appropriateness of the instructional design, qualifications of the developer, quality and durability of format, and price.
4. From time to time, a group or individual may challenge a learning resource used in a school. Every effort is made to resolve a challenger's request informally; where this is not possible, a formal process as outlined below must be followed.
 - 4.1 Challenges to materials must be expressed in writing with a clear explanation of the reasons using form 270-1. 4.2The principal shall establish a process for dealing with formal complaints. 4.3The principal's decision with respect to a challenge of materials may be appealed to the Director.
5. The Director shall establish a Resource Advisory Committee to which he or she may refer challenges and objections concerning specific materials. The committee shall consist of:
 - 5.1 a Superintendent and/or designate
 - 5.2 a member of the community at large,
 - 5.3 two teachers including teacher-librarian or literacy lead teacher if applicable.)
 - 5.4 a principal.
6. The Resource Advisory Committee shall review the complaint or objection and make a recommendation to the Director concerning the suitability of material for use in schools. After reviewing the recommendation of the Committee, the Director shall make a final decision.

Reference: Section 85, 87, 109, 175 Education Act
Section 48, Education Act Regulations
Learning Resources Evaluation Guidelines. Saskatchewan Ministry of Education. 2013
Forms Manual: Form 270-1

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