

## SELECTION AND DEVELOPMENT OF LEARNING RESOURCES

### Background

Students need access to a range of quality learning resources which complement the curricula to support their learning. In accordance with Section 42 of *The Education Regulations, 2019*, school divisions are required to establish policies concerning the selection and challenge of learning resources. The selection of such learning resources shall be made in accordance with the criteria and objectives as found in this procedure.

### Procedures

1. The primary objective in the selection of learning resources is to implement, enrich and support the educational program of the school. Students need access to learning resources that:
  - 1.1. enrich and support the curriculum, taking into consideration the varied interests, social and emotional development, achievement levels, and learning styles of the students served.
  - 1.2. are equitable in their representation of age, ability, culture, gender, socioeconomic status, religion, occupation, and sexual orientation.
  - 1.3. do not portray people in a discriminatory fashion.
  - 1.4. offer a variety of print and digital formats including literary texts, informational texts, audio and video recordings, manipulatives, and applications or apps for mobile devices.
  - 1.5. are representative of the many groups which contribute to the Canadian heritage especially First Nations, Métis, and Inuit content, perspectives, and ways of knowing in print and oral literature.
  - 1.6. are representative of the many groups which contribute to the current Canadian identity especially First Nations, Métis, and Inuit content, perspectives, and ways of knowing in print and oral literature.
  - 1.7. will stimulate growth in literacy appreciation, aesthetic values, and ethical standards in addition to factual knowledge.
  - 1.8. will assist students to understand their duties, responsibilities, rights, and privileges as participating citizens in our society.
  - 1.9. assist students to develop the practice of critical analysis of all print and non-print material.
  - 1.10. place critical arguments above personal opinion.
2. The responsibility for the judicious selection of learning resources for use in schools is delegated to the professionally trained personnel employed by the system including the Director, superintendents, principals, teachers, and library technicians. When

selecting learning resources, these persons are to be guided by the lists of learning resources recommended by the Ministry of Education, the Learning Resource Selection Guidelines and the GSSD Resources Guide for Teachers.

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 cost.
  - 3.3. Materials shall be consistent with the educational goals of the province, Division, and individual schools.
4. From time to time, a group or individual residing within, or who have children attending a school within, Good Spirit School Division, may challenge a learning resource used in a school. Ultimately, a parent has the right to determine reading, viewing, or listening matter only for their own children.
  - 4.1. If the learning resource is on the list of recommendations from the Ministry of Education, the group or individual will be directed to contact the Ministry who will respond using a defined process.
  - 4.2. If the learning resource is school or teacher selected:
    - 4.2.1. The individual shall first contact the teacher or school administrator to discuss the reasons for the objection.
    - 4.2.2. The teacher and/or administrator will explain the Division's process for selecting instructional materials by referencing the GSSD Resource Guide for Teachers and the Ministry of Education's Learning Resource Selection Guidelines.
    - 4.2.3. The challenged learning resource shall remain in circulation during the challenge process.
5. If the challenge is not resolved at the school level, the formal process as outlined below must be followed:
  - 5.1. Challenges to learning resources must be expressed in writing with a clear explanation of the reasons using form 270-1.
  - 5.2. The school administrator, superintendent and Director will be informed when a formal challenge has been submitted.
  - 5.3 The Director, or designate, can choose to uphold the initial decision made by the school or establish a Challenged Materials Committee.
6. The Challenged Materials Committee shall consist of:
  - 6.1. a Superintendent and/or designate;
  - 6.2. a member of the community at large;
  - 6.3. two teachers including teacher-librarian or literacy lead teacher (if applicable);
  - 6.4. a principal;

- 6.5. a curriculum consultant;
- 6.6. a student (when appropriate)
- 7. The Challenged Materials Committee shall review the challenged learning resource in its entirety using The Learning Resource Selection Guidelines and make a recommendation to the Director concerning the suitability of the learning resource for use in schools.
- 8. After reviewing the recommendation of the Committee, the Director, or designate, shall make a final decision, and notify the complainant.

Reference: Section 85, 87, 175 Education Act  
Section 48, Education Act Regulations  
*Learning Resource Selection Guidelines*. Saskatchewan Ministry of Education. 2022  
[Form 270-1 Resource for Review](#)

Updated: September 2006, March 2017, March 2022, November 2022, March 2024