

Administrative Procedures

AP-611	Date of implementation: Fall 2006
	Date of update: November 22, 2023
INSTRUCTIONAL RESOURCES	Related Administrative Procedures: AP-417 Student Fees

Purpose: The Division authorizes the purchase of instructional resources to meet and satisfy the vision, mission, guiding principles, and goals of the Division. All instructional resources should be carefully selected to align with *My Prairie Spirit Classroom* (MPSC) and the Division’s Strategic Plan Framework to ensure a high-quality effective learning experience for all students.

Procedures:

1) General

- a) Classroom instructional resources and supplies are to be selected to align with provincial curriculum, as well as MPSC and the Division’s Strategic Plan Framework.
- b) Students can be asked to supply their own dictionaries, atlases, pencils, pens, notebook, and related supplies.
- c) In general, materials used for instructional purposes in industrial arts, home economics and sciences are to be supplied to the student. However, in some areas where students are using consumable materials or supplies, a fee may apply (AP-417 Student Fees).

2) Selection of In-Class Learning Resources

- a) Classroom teachers, in consultation with administrators, are responsible for the selection of classroom resources. These decisions will be made based on a variety of criteria, including course learning goals, student interests, classroom and community contexts, and Division values, beliefs, and Strategic Plan Framework. All learning resources will align with provincial curriculum, including course outcomes, Cross-Curricular Competencies, and the Broad Areas of Learning.

3) Selection of Classroom/School Library Resources

- a) Classroom and school libraries should provide students with a wide variety of resources that take into account the diverse interests, perspectives, and developmental levels of our school communities. All classroom and school library resources should be consistent with the values and beliefs of the Division.
- b) While the selection of learning resources may involve many people (administrators, teachers, library technicians, learning superintendents, students, community members), the responsibility for selection and purchase rests with the principal and professional staff.

- c) Materials selected for the school library resource centres and classroom libraries are to be consistent with the following guidelines:
 - i) Resources must support and be consistent with educational goals of the province, Division, and/or school. This includes the Division's Strategic Plan Framework and MPSC.
 - ii) Resources must adhere to the principle of respect for the diversity of all Division staff, students, families, and communities.

4) Challenged Resources

- a) Any Prairie Spirit parent, guardian, or student may challenge learning resources used in Prairie Spirit schools. The challenge can be made if an individual believes, within reason, that the resource does not meet the criteria outlined in AP-611 (see 3(c)(i-ii)).
- b) Requests for reconsideration of materials begin as an informal conversation and move to a formal process if the concerns remain unresolved at the school level.
 - i) Informal - The school receiving a concern regarding a learning resource is to try to resolve the issue:
 - (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.
 - (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) Administrators will consult with their Learning Superintendent when considering removal of a resource during the informal process.
 - (4) If the questioner wishes to file a formal challenge, a Request for Reconsideration of Learning Resources form (Appendix A) is to be given to the person. The movement to a formal process is only to occur upon the completion of a thorough informal resolution process.
 - ii) Formal - All formal objections to learning resources are to be made on the Request for Reconsideration of Learning Resources form (Appendix A). The parent, guardian, and/or student raising the objection must request this form from the school principal:
 - (1) The individual submitting the resource challenge must complete the form in its entirety and submit it to the school principal, who then submits it to the Director or Designate via the Learning Superintendent. The principal may choose or be directed to restrict student access to the resource in question while the reconsideration process takes place.

- (2) The Director or Designate will review the completed Request for Reconsideration of Learning Resource Materials and determine the merits of the challenge. Challenges without merit will be dismissed.
- (3) If the challenge is deemed to have merit, the Director or Designate will submit the Request for Reconsideration of Learning Resource Materials to the Reconsideration Committee.
- (4) The Reconsideration Committee operates as follows:
 - (a) The Reconsideration Committee will consist of the Deputy Director and the Superintendent and Coordinator responsible for Libraries.
 - (b) When appropriate, the Reconsideration Committee may choose to consult Division support staff and/or community persons with related professional knowledge to ensure a diversity of voices and perspectives are involved in the review process.
 - (c) The Reconsideration Committee is to review the challenged resource and judge whether it conforms to Division Resource Selection Guidelines:
 - (i) Is the resource supportive of and consistent with the values, beliefs, and educational goals of the Division, including MPSC and the Division's Strategic Plan Framework?
 - (ii) Does the resource respect the diversity of all Prairie Spirit staff, students, families, and communities?
 - (iii) For in-class learning materials, does the resource align with provincial curriculum, including course outcomes, Cross-Curricular Competencies, and the Broad Areas of Learning?
 - (d) During this review, the Committee will weigh the values and concerns associated with the resource, and form opinions based on the material as a whole, rather than individual passages or sections that may be taken out of context. The Committee will also read critical reviews of the resource to determine its acceptability in an educational setting.
 - (e) Upon reviewing the challenged resources, the Reconsideration Committee will prepare a recommendation that will be submitted to the Director or Designate, who will review the findings and make a ruling on the resource challenge. This ruling with an explanatory rationale will be forwarded to the school principal and the individual who requested the challenge. The decision will be discussed with the individual if requested.
- (5) The decision of the Director or Designate is binding on the individual school and/or Division.

References:

[Deepening the Discussion: Gender and Sexual Diversity Guidelines](#)

[Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework](#)

[Appendix A – Request for Reconsideration of Learning Resource Materials \(internal document for Administrator use only\)](#)