



INSTRUCTIONAL RESOURCES

The Board authorizes the purchase of instructional materials to meet and satisfy the vision, mission, and goals of the school division.

Some of these materials include student textbooks, library books, science supplies, instructional equipment, paper, and other materials including non-print and electronic resources.

PROCEDURES

1. *General*

- a. The Board authorizes that classroom instructional materials be selected from the Ministry of Education guides for the selection of educational materials and supplies, and from other sources that meet curricular objectives.
- b. Ministry of Education approved workbooks which are an integrated part of the core program for elementary students are supplied by the school division. In general, workbooks will not be used as consumables.
- c. Students are to supply their own dictionaries, atlases, pencils, pens, notebooks, and related supplies.
- d. 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 may choose to use more costly consumable materials or supplies a fee may apply. Refer to ADMINISTRATIVE PROCEDURE NO.417 - STUDENT FEES.

2. *Selection of Resources*

- a. Professional 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 division.
- b. While the selection of learning resources may involve many people - administrators, teachers, students, community persons - the responsibility for selection and purchase rests with the principal and professional staff.
- c. Materials selected for the school library resource centers are to be consistent with the following guidelines:
 - i. They support and are consistent with educational goals of the province, division, individual school, and specific courses.
 - ii. They are appropriate for the subject area, as well as age and ability of the student for whom they are intended.
 - iii. They meet high standards of quality in factual content, accuracy, balance, integrity, and presentation.
 - iv. They are developed by authoritative and competent authors and producers.



3. *Challenged Resources*

- a. Any resident or employee of the school division may formally challenge learning resources used in division schools.
- b. The challenge must be on the basis of appropriateness.
- c. Requests for reconsideration of materials may be informal or formal:

- i. INFORMAL

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

- 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.
- 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 party to someone who can identify and explain the use of the resource.
- If the questioner wishes to file a formal challenge, a *Request for Reconsideration of Learning Resources* form is to be given to the person.

- ii. FORMAL

All formal objections to learning resources are to be made on the *Request for Reconsideration of Learning Resources* form:

- The form is to be filed with the principal
- The principal is to submit the form to the Director
- The Director is to submit the form to a reconsideration committee composed of one member of the division staff chosen by the Director, a member of the school teaching staff, a teacher librarian, and one central administrator.
- The reconsideration committee may choose to consult division support staff and/or community persons with related professional knowledge.
- The reconsideration committee is to review the challenged resource and judge whether it conforms to the guidelines for selection.
- The reconsideration committee is to:
 - Examine the challenged resource
 - Determine the professional acceptance by reading critical reviewers of the resource
 - Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context.



- Discuss the challenged resource in context to the educational program
 - Prepare a written report
- The written report is to be discussed with the individual questioner if requested.
- The written report is to be retained by the Director, with copies forwarded to the principal and complainant.
- The decision of the reconsideration committee is binding on the individual school.
- Notwithstanding this procedure, the questioner has the right to appeal any decision of the reconsideration committee to the Board of Education as the final review panel.