



# Kawartha Pine Ridge District School Board

## Administrative Regulation

**Regulation Name:** Selection, Recommendation  
and Reconsideration of  
Learning Resources

**Regulation Code:** ES-3.3.1  
**Policy Code Reference:** ES-3.3

**Section:** Programs and Curriculum

**Established:** October 7, 1999

**Revised or**

**Reviewed:** November 27, 2023; May 22, 2012; January 27, 2020; May 20, 2025

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### 1. Objective

This administrative regulation is written in accordance with the guiding principles in Board Policy No. ES-3.3, Selection, Recommendation and Reconsideration of Learning Resources.

### 2. Definitions

#### Board

The corporate board which maintains the daily operation of the system; Kawartha Pine Ridge District School Board; a reference specifically pertaining to Kawartha Pine Ridge District School Board as a legal entity; also referred to as KPR or KPRDSB.

#### Designate

A person authorized to carry out certain and specific tasks on behalf of the Chairpersons, Vice-chairpersons, Director, or other employee, as appropriate.

#### Family of Schools

A group of schools consisting of one secondary school and the elementary schools that send graduated students to that secondary school. The Family of Schools is overseen by a superintendent of education who is responsible for providing advice and guidance to principals in carrying out their responsibilities.

#### Learning Resources

Learning resources refers to any print or non-print materials, including a variety of audio-visual and digital materials, used by educators and students for formal or informal teaching and/or learning purposes.

#### MOE

Ministry of Education

#### Policy

A statement of intent, governing principle or end result, adopted by the Board of Trustees in open public session; it is intended to articulate what must be done, the rationale for it and a framework for the system.

#### **Supplementary Resource**

A Supplementary Resource is defined as anything other than a textbook and is a resource that supports only a limited number of curriculum expectations, or the curriculum expectations in a single strand. Such a resource may be intended for use by an entire class or group of students (Ministry of Education Guidelines for Approval of Textbooks, 2008).

#### **Textbook**

A textbook is defined as a comprehensive learning resource that may consist of a single resource or a package of resources, and may be in print or digital format, or a combination of both. Such a resource is intended for use by an entire class or group of students (Ministry of Education Guidelines 2023, updated 2024).

#### **Trillium List**

The Trillium List contains the titles of those textbooks approved by the Minister of Education for use in Ontario schools.

#### **Weeding**

Weeding is the process of systematically reviewing, re-evaluating, and removing items from the library collection that are worn out, contain outdated or inaccurate information, or no longer meet the educational needs and interests of students.

### **3. Application**

This administrative regulation applies to all board employees, students, parents/guardians, visitors and volunteers.

### **4. Responsibility**

#### **4.1**

The Director of Education has oversight and jurisdiction in determining the parameters of this administrative regulation and its associated policy.

#### **4.2**

The Superintendent of Education overseeing Teaching and Learning, or designate, is responsible for setting directives within this administrative regulation and related policy.

#### **4.3**

The Family of Schools superintendent, or designate, is responsible for providing advice and guidance to principals, or designates, in carrying out their responsibilities under this administrative regulation.

**4.4**

The principal, or designate, is responsible for:

**4.4.1**

implementing this administrative regulation and its associated policy, and taking the initiative to seek appropriate guidance from their Family of Schools superintendent, whenever necessary; and

**4.4.2**

ensuring that school staff are carrying out their responsibilities under this administrative regulation and associated policy.

**5. Procedure**

**5.1 Ongoing Review of Learning Resources**

**5.1.1**

The ordering of supplementary resources is monitored by each principal, who will ensure that selections are made in accordance with board criteria. By engaging in this selection and review process, schools are better prepared to deal with contentious or sensitive issues, should they arise. The principal or designate must facilitate:

**5.1.1.1**

the review of new learning resources being considered for use in accordance with the selection criteria outlined in this Administrative Regulation,

**5.1.1.2**

the reconsideration of resources that may no longer be appropriate in accordance with the selection criteria outlined in this Administrative Regulation, and

**5.1.1.3**

the development and maintenance of an annual inventory of newly selected and approved learning resources.

**5.1.2 Library Resources – Elementary and Secondary Schools**

**5.1.2.1**

While the principal is ultimately responsible for all resources used in the school, the responsibility for the selection and approval of library resources will be assumed by the teacher-librarian, with input from the school staff. Teacher-librarians will receive specific training in resource evaluation and in the comprehensive development of the library's print and electronic collection.

**5.1.2.2**

The recommendation and selection of school library resources will be based on the following principles, and in alignment with the selection criteria outlined in section 5.1 of this Administrative Regulation, and the KPR Guide to Library Collection Management.

- Library resources will be chosen using KPR's selection criteria.
- When materials are donated, the principal or teacher-librarian will decide to keep or discard the donation based on the selection criteria.
- Regular weeding and discarding ensures that the school library collection contains only those resources that are accurate, current, and relevant to the curriculum.

**5.2 Selection Criteria for Learning Resources**

**5.2.1**

The following criteria will be applied to the selection, ~~approval~~ recommendation and reconsideration of resources. While not all supplementary resources will meet each of the criteria listed below, it is expected that principals and educators will exercise their professional judgement and sensitivity when choosing resources. In addition to the criteria below, learning resources should be culturally relevant, responsive and inclusive, and must reflect the authentic contributions of diverse groups, cultures, and identities.

**5.2.1.1 Appropriateness to the Program**

The resource:

- aligns with the Ontario Curriculum,
- supports the principles of Equity, Diversity and Inclusion,
- supports KPR's Principles of Indigenous Education,
- supports specific programs or modifications, such as Special Education, English as a Second Language/English Literacy Development (ESL/ELD), Specialist High Skills Major (SHSM), etc., and
- is appropriate for the grade(s) and level(s) of instruction.

**5.2.1.2 Sustainability for Students**

The resource will:

- enrich the learning experiences of students,
- sustain the interest of students,
- be appropriate for the maturity and experience of students,
- be relevant to and reflective of students' lived experiences, and
- be appropriate for learning styles and skills of the intended audience.

**5.2.1.3 Addressing the Nature and Degree of Bias in All Resources**

Consider how the resource:

- represents people of a variety of races, religions, genders, sexual orientations, classes, abilities and ages,
- portrays First Nations, Métis and Inuit Peoples' issues and experiences and whose voice is reflected,
- depicts individuals and groups in a range of social, economic and political environments,
- addresses issues from a variety of perspectives,
- provides examples of stereotyping and discrimination (including language, visuals, omissions or distorted perspectives) to be used for anti-discriminatory, decolonial, and anti-racist education, and
- presents controversial issues appropriate for students' ages, stages and programs.

**5.2.1.4 Canadian Content and Publication**

Consider if the resource:

- presents a broadly based perspective of Canada within a global framework,
- presents First Nations, Métis and Inuit Peoples within a contemporary context,
- includes Indigenous voices and perspectives,
- integrates decolonial and anti-racist perspectives,
- depicts Canada and its people within a multicultural context, and
- is written, edited, created and/or published in Canada.

**5.2.1.5 Quality of Visual and Physical Format**

Consider if the resource:

- is well organized and presented clearly and logically,
- contains illustrations that reflect diversity, are respectful, and avoid stereotypes, and
- contains high quality illustrations, graphics, pictures, photographs and artwork.

**5.2.1.6 Cost and Durability**

Consider if:

- the cost of the resource is reasonable, and
- the resource is durable.

5.2.1.7 Date of Publication

Consider:

- the currency of the publication in relation to its subject matter using the KPR Guide to Weeding Libraries as a guideline, and
- the relevancy and appeal of the resource to today's learners.

**5.3 Steps to Follow When Responding to a Concern About a Resource**

5.3.1

By engaging in the ongoing selection and review process of learning resources, schools are prepared to address contentious or sensitive issues, should they arise.

5.3.2

When an educator receives a request from an individual (requestor) to reconsider the use of a resource in a class for a particular student, the educator will meet with the requestor to discuss appropriate alternatives for the affected student only. Should the concern not be resolved, the principal will meet with the requestor to attempt to reach a resolution.

5.3.3

When a principal receives a request to reconsider a learning resource, the principal will, in consultation with the educator, attempt to resolve the concern by meeting with the requestor. Prior to the meeting, the requestor should consider the following questions which will be used as a guide to discuss the requestor's concern(s):

- Have you viewed or read the entire work?
- What is the nature of the concern? Please be specific.
- Have you read any reviews of this resource? If yes, please prepare to share during the scheduled meeting with the principal.
- What explanation did your child's educator provide for using this material?
- What do you believe the impact may be on your child/children when this resource is used?
- From your perspective, does your concern eliminate all value the resource may have for your child? Please explain.
- Are there any parts of the resource that are acceptable to you?
- What would be a satisfactory solution? Please explain.

5.3.4

If the concern remains unresolved, the principal will inform the requestor that a written request for reconsideration may be submitted to the appropriate Family of Schools superintendent. The superintendent will meet with the requestor and the principal to resolve the requestor's concern(s). The superintendent may seek input from resource staff to assist in resolving the requestor's concern(s).

**5.3.5**

Should the initial request for reconsideration of a resource be received at the Board, the requestor will be directed to address their concern(s) with the appropriate educator and principal.

**6. Related Policies, Administrative Regulations or Procedural Documents**

Board Policies:

[B-3.2, Equity, Diversity and Inclusion](#)

[ES-3.3, Selection, Recommendation and Reconsideration of Learning Resources](#)

Administrative Regulations:

[B-3.2.1, Equity, Diversity and Inclusion-Policies, Guidelines and Practices](#)

Procedural Documents: (internal)

[Decision-Making Tool for Resource Selection](#)

[Tool for Evaluating Resources for Anti-Indigenous Bias](#)

**7. Reference Documents**

Legislation:

[Education Act](#)

[Ontario Regulation 298, Operation of Schools - General](#)

Other Documents:

[KPR Guide to Library Collection Management](#)

Ministry of Education, [Equity and Inclusive Education Policies in Ontario Schools](#)

Ministry of Education, [Guidelines for Approval of Textbooks, 2008](#)

Ministry of Education, [Policy/Program Memorandum 119, Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools](#)

Ministry of Education, [The Ontario Curriculum Review and Revision Guide](#)

Ministry of Education, [Trillium List](#)

[Missing and Murdered Indigenous Women and Girls Calls for Justice](#)

[Truth and Reconciliation Commission Calls to Action](#)

[United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#)