



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

ADMINISTRATIVE REGULATIONS

Section: Educational Services

- Programs and Curriculum

Regulation: SELECTION, APPROVAL AND RECONSIDERATION OF LEARNING RESOURCES

Regulation Code: ES-3.3.1
Policy Code Reference: ES-3.3
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This administrative regulation is written in accordance with the guiding principles in Board Policy No. ES-3.3, Selection, Approval and Reconsideration of Learning Resources.

1. Selection Criteria for Learning Resources

The following criteria will be applied to the selection, reconsideration and approval of resources. While not all supplementary resources will meet each of the criteria listed below, it is expected that principals and teachers will exercise their professional judgement and sensitivity when choosing resources (see Appendix A).

1.1 Appropriateness to the Program

The resource:

- aligns with the Ontario Curriculum
- supports the principles of equity, diversity and inclusion
- supports specific programs or modifications, such as Special Education, English as a Second Language/English Literacy Development (ESL/ELD), Specialist High Skills Major (SHSM), International Baccalaureate, Advanced Placement, etc.
- is appropriate for the grade(s) and level(s) of instruction

1.2 Suitability 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' lives
- be appropriate for learning styles and skills of the intended audience

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
- depicts individuals and groups in a range of social, economic and political environments

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- 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 education
- presents controversial issues appropriate for students' ages, stages and programs

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 Canadians within a contemporary context
- depicts Canada and its people within a multicultural context
- is written, edited, created and/or published in Canada

1.5 Quality of Visual and Physical Format

Consider if the resource:

- is well organized and presented clearly and logically
- contains high quality illustrations, graphics, pictures, photographs and artwork

1.6 Cost and Durability

Consider if:

- the cost of the resource is reasonable
- the resource is durable

1.7 Date of Publication

Consider:

- the currency of the publication in relation to its subject matter (see Appendix B)
- the relevancy and appeal of the resource to 21st century learners

2. Steps to Follow When Responding to a Concern About a Resource

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

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- 2.2 When a teacher receives a request from an individual or group (requestor) to reconsider the use of a resource in a class for a particular student or group of students, the teacher will meet with the requestor to discuss appropriate alternatives for the affected student(s) only. Should the concern not be resolved, the principal will meet with the requestor to attempt to reach a resolution.
- 2.3 When a principal receives a request to reconsider a learning resource, the principal will, in consultation with the teacher, attempt to resolve the concern by meeting with the requestor. Prior to the meeting, the requestor will complete Appendix C, which will be used as a guide to discuss the requestor's concern(s).
- 2.4 If the concern remains unresolved, the principal will inform the requestor that a written request for reconsideration, along with the completed copy of Appendix C, may be submitted to the appropriate superintendent of student achievement. The superintendent will meet with the requestor and the principal to resolve the requestor's concern(s). The superintendent may seek input from the superintendent responsible for program, special education, or as appropriate for the concern, the superintendent may seek input from appropriate resource staff to assist in resolving the requestor's concern(s).
- 2.5 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 teacher and principal.

Appendix A – Screening Guidelines for Supplementary Resources / Criteria for Selection and Approval

Appendix B – Guidelines to Weeding

Appendix C – Request for Reconsideration of a Resource