Waterloo Region
District School Board

SELECTION OF EDUCATIONAL RESOURCES

2005

Writing Team:
    Anita Brooks Kirkland, Information Technology Services
    Bill Proctor, Information Technology Services
    Kathryn Broadfoot, Information Technology Services
    Linda Norris, Information Technology Services

Review Team:
    Ann Ford, Itinerant Teacher-Librarian
    Chris Kingston, Secondary Teacher-Librarian
    Dorothy Hibbard, Itinerant Teacher-Librarian
    Doug McKluskey, Secondary Vice-Principal
    Frank Ewald, Elementary Principal
    Janet Dixon, Secondary Teacher-Librarian
    Janina Wright, Secondary Teacher-Librarian
    Leslie Tinning, Elementary Principal
    Sue Mark, Elementary Principal
    William Grobe, Elementary Principal

Superintendents of Schools:
    Diane DeCoene
    Elaine Lewis

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Introduction

This resource guideline is for Waterloo Region District School Board teachers, teacher-librarians, school administrators, resource staff, and system administrators. It applies to educational resources, both material and human, which are part of the learning environment of the school. It applies to central resource collections, such as the Distribution Library, the Education Library, and other resources purchased and managed by central resource staff.

This guideline contains directions regarding the acquisition and use of educational resources in all subject disciplines, from kindergarten to grade 12, including literature and textbooks not in the Ontario Ministry of Education's *Trillium List;* videos and other audio-visual media; computer software and other electronic resources; guest speakers; performances, and any other resources used for learning.

It also contains policies and procedures for responding to community concerns regarding the acquisition or use of educational resources.

The principles, criteria and procedures in this document are based on established educational and library practices.

This document supercedes *Selection of Educational Resources, 2001*
published by the Waterloo Region District School Board*.*

Ministry of Education Directions

The Ontario Ministry of Education's curriculum documents and resource guidelines provide direction in selecting and using resources. Selected pertinent excerpts are quoted below.

Guidelines for Approval of Textbooks

The Ontario Ministry of Education published *Guidelines for Approval of Textbooks* in 2002. It replaces *Circular 14.*

> *This document describes ministry policies on the approval of textbooks for use in the schools of Ontario. It outlines policies on determining the eligibility of textbooks for evaluation by the ministry, as well as the criteria for approval of textbooks.*
> *Textbooks that have been approved … are listed in the* Trillium List. *School boards may select texts from the* Trillium List *and approve them for use in their schools.*
>
> Ontario Ministry of Education. **Guidelines for Approval of Textbooks.**
> Toronto: The Ministry, 2002. p.3

Guidelines for Approval of Textbooks also describes the responsibility that school boards have in selecting supplementary resources.

> *Boards have sole responsibility for the selection and evaluation of supplementary resources to support elementary and secondary programs. Boards are expected to ensure that an effective process is in place for the selection and approval of such materials for use in their schools.* (p.12)

> *A supplementary resource is defined as a resource that supports only a limited number of curriculum expectations, or the curriculum expectations of a single strand, outlined in the curriculum policy document for a specific subject or course. Such a resource may be intended for use by an entire class or group of students. Examples are readers, novels, spelling programs, dictionaries, atlases, and computer software and instructional guides.* (p.6)

Language … The Ontario Curriculum

> *Teachers will also emphasize effective communication. They will provide language activities that stress communication, such as reading and discussing each other's stories or essays, writing letters to real people, producing class newspapers, and interviewing members of the community. They will encourage communication within the classroom by providing opportunities for students to interact with one another individually, as well as through small- and large-group assignments.*

> *Reading activities should be designed to help students become receptive to new ideas. Choosing appropriate literature is an important part of the teacher's role. Teachers will assign reading that challenges students and introduces them to recognized writers from our own and previous eras. They will also assist students in making interesting choices for their own reading.*
>
> Ontario Ministry of Education. **Language, Grades 1-8: the Ontario Curriculum.**
> Toronto: The Ministry, 1997. p.6

Ministry of Education Directions

A well-balanced reading program will provide students with many opportunities to read for pleasure, for self-discovery, and for self-enrichment. Such reading activities are particularly important in the elementary grades, when attitudes to and habits of reading are first formed. Reading experiences that invite students to discover new worlds and new experiences and to develop their own imaginative powers will go a long way towards convincing them that literature and other reading materials can be a rich source of pleasure and knowledge. Such experiences will also lead to a love of reading, which is among the most valuable resources students can take with them into adult life.

Ontario Ministry of Education. **Language, Grades 1-8: the Ontario Curriculum.** Toronto: The Ministry, 1997. p.27

Program Planning and Assessment … The Ontario Curriculum

As part of their training in computer and information literacy, students should become familiar with a range of available software programs. Among the applications that can aid student learning are simulations, multimedia resources, databases, and computer-assisted learning modules, many of which have been developed for use in particular disciplines. Students will also be expected to use software applications that help them develop general skills in such areas as writing, problem solving, research, and communication. Through e-mail, students can communicate with other students and with experts in various fields across Ontario and around the world. It is important that students learn to critically evaluate the accuracy, validity, currency, comprehensiveness, and depth of the information they access using information technology, particularly the Internet. In general, teachers must try to ensure that students acquire the knowledge, skills, and attitudes that will allow them to use computer and information technology safely, effectively, confidently, and ethically.

Ontario Ministry of Education. **Program Planning and Assessment, Grades 9-12.** Toronto: The Ministry, 2000. p.9-10

Changing Perspectives

The following four basic principles provide a framework for selecting and developing learning materials that represent racial, religious and cultural minorities.

1. *Learning materials should contribute to a feeling of self-worth in all students.*

2. *Learning materials should reflect fully and accurately the reality of Canada's racial, religious, and cultural diversity.*

3. *Learning materials should facilitate the development of mutual awareness, understanding, and appreciation among all racial, religious, and cultural groups in Canadian society.*

4. *Learning materials should recognize the universality of human experience and the interdependence of all human beings and communities.*

Ontario Ministry of Education. **Changing Perspectives: a Resource Guide for Antiracist and Ethnocultural Equity.** Toronto: The Ministry, 1992. p.12

Principles of Selecting and Using Resources

Principles of Selecting/Acquiring Resources

All educational professionals, including teachers, teacher-librarians, administrators, resource staff, and central library staff have the responsibility to select educational resources that support all aspects of elementary and secondary programs. Selection is based on sound educational criteria unbiased by personal, political, social, or religious views. Resources should be selected based on the degree to which they meet a majority of the following principles, and chosen such that a balance of positive qualities far outweighs potential negative qualities. Collectively, such resources:

❖ enrich the curriculum, taking into consideration the varied interests, abilities, learning styles, multiple intelligences, and maturity levels of the students served;

❖ stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;

❖ provide a background of information which will enable students to make intelligent judgements in their daily lives;

❖ represent opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking;

❖ are representative of the many religious, ethnic and cultural groups and their contributions to our heritage;

❖ are representative of the experiences and perspectives of individuals from diverse backgrounds, lifestyles and sexual orientation, and portray gender, cultural and racial inclusiveness;

❖ reflect the Waterloo Region District School Board position on sex equity, race and ethno-cultural relations;

❖ reflect our pluralistic society and the many contributions made by both men and women and by minority, racial, and ethno-cultural groups;

❖ encourage students to become actively involved in independent learning activities;

❖ allow students to interact and collaborate with their peers;

❖ encourage students to explore areas such as information technologies and electronic media;

❖ promote cross-curricular and holistic approaches to curriculum;

❖ include diverse viewpoints that reflect and are relevant to today's world, and that provide opportunities for students to explore the world of the past and consider the world of the future;

❖ are low in commercialism; and,

❖ are compliant with the current Canadian *Copyright Act* and current WRDSB licensing agreements.

Central resource collections include the Distribution Library, the Education Library, and other resources purchased, created or managed by central resource staff.

Principles of Selecting and Using Resources

Selection vs. Censorship

Students should be taught how to think, not what to think. Some resources that deal with thought-provoking issues may be chosen for the opportunities they provide teachers to help students achieve greater understanding of controversial issues through critical discussion. Students may benefit from the opportunity to realize that studying a controversial issue does not necessarily endorse it. At the same time, denying students a resource that deals with a potentially controversial issue because it might offend some members of the community may demonstrate that suppression is an acceptable way of responding to controversial ideas and images.

A distinction must be made between selection and censorship. Henry Reichman, author of *Censorship and Selection: Issues and Answers for Schools* (1988) writes:

> In general, selection is carried out by trained professionals, familiar with the wide variety of available choices and guided by a clear grasp of the educational purposes to be fulfilled. (p.5)

> Censorship is the removal, suppression, or restricted circulation of literary, artistic, or educational materials – of images, ideas, and information – on the grounds that these are morally or otherwise objectionable in light of standards applied by the censor. (p.2)

> While the censor seeks reasons to *exclude* materials, those engaged in the process of selection look for ways to *include* the widest possible variety of textbooks, library materials, and curricular supplements within the context of a well-defined curriculum with clearly articulated goals. (p.5)

> Censorship responds to diversity with suppression; the selection process seeks instead to familiarize students with the breadth of available images and information, while simultaneously erecting essential guideposts for the development of truly independent thought. (p.5)

Internet content is unregulated, and the possibility that students might access inappropriate sites is very real. The WRDSB uses content filtering software, which addresses the issue of inappropriate content. In recognizing that content filtering is an inexact science, the Board's *Acceptable Use Procedure* includes instructions for educators to request that sites be blocked or unblocked. More detailed information on the acceptable use of technology by students and staff can be found in the WRDSB document *Technological Property: Acceptable Use Procedure.*

Principles of Selecting and Using Resources

Principles of Using Resources

The principles and criteria of selection and use, described in this document, shall be applied to all educational resources used within the system, whether purchased, created, donated, or borrowed from other sources. Due to individual situations, a parent has the right to request modifications to his or her child's program, regarding the reading, viewing, or listening resources being used. Religious, cultural and ethnic groups also have the right to request such modifications for the children within their group. However, if a parent or a community member challenges the use of an educational resource being used by other students, the challenge shall be addressed using the guidelines and procedures included in this document.

Should a challenge be made and sustained, such a decision shall not be interpreted as a judgement of irresponsibility on the part of the professionals involved in the original selection and/or use of the resource.

Principles of Selecting and Using Resources

Principles of Weeding Resources

Weeding is a continual re-evaluation of existing resources, removing items that no longer meet the selection principles and criteria in this document.

A resource should be weeded from the classroom or library collection if:

- ❖ its content is out-dated, inaccurate or irrelevant;
- ❖ its content can no longer be supported by selection criteria;
- ❖ its content no longer supports the curriculum; or,
- ❖ it is worn or damaged beyond repair.

When a resource is withdrawn from a collection based on one or more of the criteria listed above, it should not be offered to another area in the school or another site within the Board, as the same criteria for selection and withdrawal apply.

A resource should be weeded from the classroom or library collection if:

- ❖ a newer edition has been purchased;
- ❖ it has not been in demand and has not circulated or been used for a significant period of time; or,
- ❖ the targeted audience of the resource is no longer part of the school population, for example, if French immersion is no longer offered in a school or if the grade range within a school changes.

When a resource is withdrawn for one of these reasons, it may be offered to another area in the school or another site within the Board if other current selection criteria are met.

Criteria for Selecting and Using Resources

Intellectual freedom is fundamental to the educational process. All students have the right to learning resources that promote open inquiry, critical thinking, diversity in thought and expression, and respect for others. The *Canadian Charter of Rights and Freedoms* (1982), the Ontario *Human Rights Code* (1962), and the Canadian and Ontario Library Associations support these beliefs.

Educational resources enrich and support curriculum implementation. Resources must serve the breadth of the curriculum. They must also meet the needs and interests of individual students, as they grow and develop a wider experience of the world.

Criteria for Selecting/Acquiring Resources

In selecting educational resources, the guidelines and criteria in this document are used to make selections based on reason and principle rather than on personal opinion and bias. Appropriate educational resources will comply with the Principles of Selecting/Acquiring Resources (page 4-5). In addition, a balanced resource collection will:

❖ include reference materials, periodicals, popular fiction, and other resources not specifically geared to any one subject discipline;

❖ include materials to meet the needs of exceptional students;

❖ include a variety of media (print, video, audio, electronic) in order to meet the needs of the various programs and differing learning styles;

❖ reflect the expectations of the programs they are intended to support; and,

❖ serve the range of programs offered in the school.

Criteria for Selecting and Using Resources

Criteria for Using Resources

A collection of appropriately selected resources provides educators with materials that meet the wide range of needs, abilities, interests, learning styles and aptitudes of their students. In addition to curriculum expectations, teachers need to consider that materials used in the classroom:

- ❖ are appropriate to the age and ability of the students, and to their social and emotional maturity;

- ❖ motivate students to examine their own attitudes and behaviour and develop a sense of their duties, responsibilities, rights, and privileges as participating citizens in our society;

- ❖ stimulate growth not only in factual knowledge but also in aesthetic appreciation; and,

- ❖ invite active participation in new experiences.
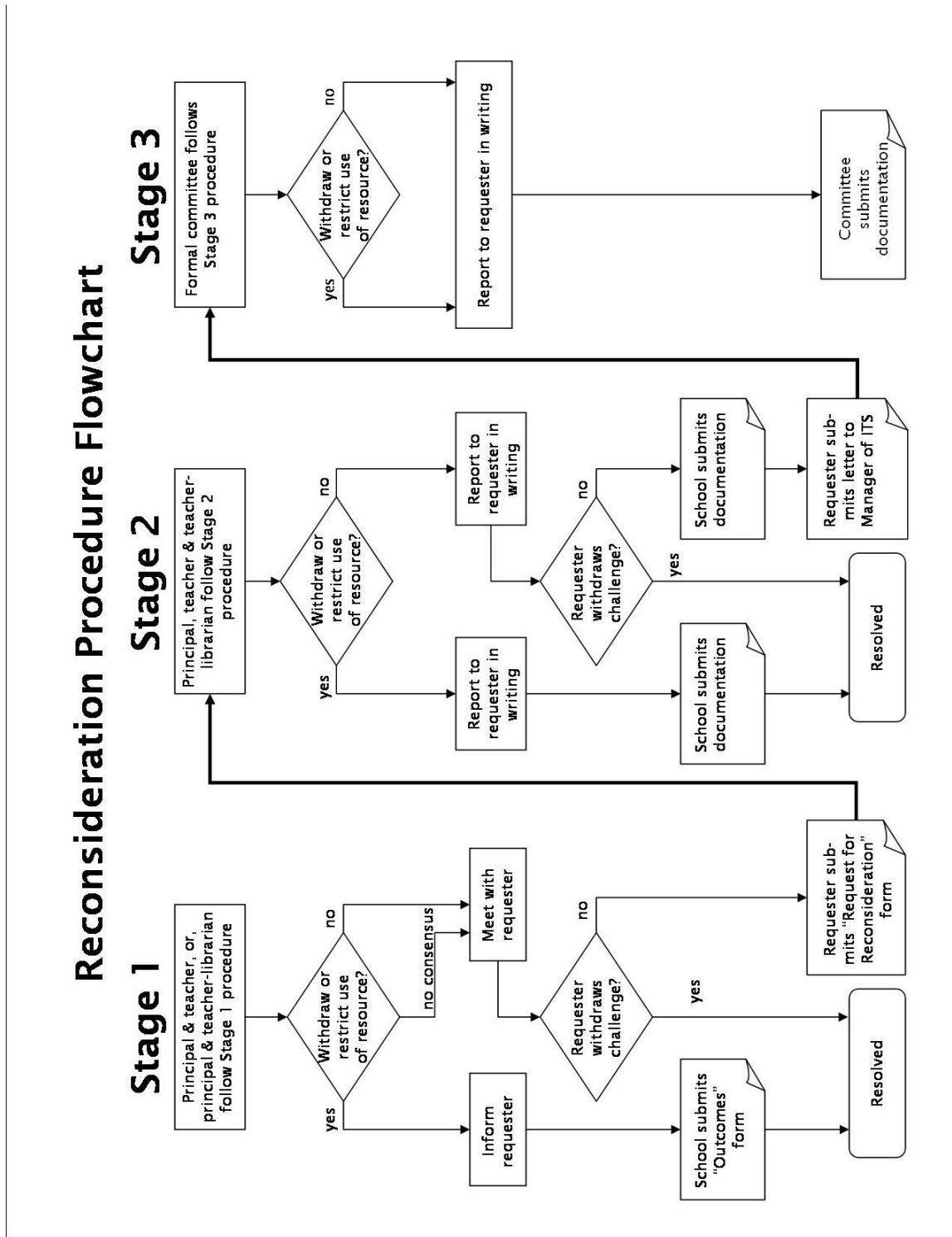
Reconsideration Procedure - Overview

Because of the diversity of values and expectations in the community, any member of the community has the right to challenge the use of a particular resource. Challenges will be considered on the basis of compliance with the principles and criteria for selecting and using resources, as stated on pages 4-9 of this document.

The reconsideration procedure follows three consecutive stages. The procedure is summarized below, illustrated on the following page, and detailed on pages 12-20 of this document. Each stage must be completed and properly documented before the next stage begins. The procedure is slightly different if an individual or group is requesting reconsideration of a resource across the system.

Summary of the Reconsideration Procedure

	Reconsideration Procedure for a Resource at the Classroom or School Level	Reconsideration Procedure for a Resource at the System Level
Site-Level Informal	**Stage 1** is an informal procedure, conducted at the school level, within the context of a classroom or school. In Stage 1, the requester brings a resource to the attention of school staff. The teacher or teacher-librarian and the principal evaluate the resource according to the principles and criteria in this document, and report their decision to the requester. If the requester is not satisfied with the decision, he or she may request a committee review - Stage 2.	If an individual or group has concerns about a resource as it is used across the system, then they must meet informally with the manager of Information Technology Services (ITS).
Site-Level Committee	**Stage 2** of the reconsideration procedure is still conducted at the school level, and is still within the context of a classroom or school. However, the requester continues the reconsideration procedure by submitting the details of his or her challenge in writing, using the "Request for Reconsideration of an Educational Resource" form. A committee is struck at the school level, with the addition of a third party (teacher or teacher-librarian), and the option of additional staff with specific expertise but without voting privileges. The principal sends a written report of the committee's decision to the requester. If the requester is not satisfied with the decision, he or she may request a formal review - Stage 3.	If an individual or group submits a "Request for Reconsideration …" form, with concerns about a resource as it is used across the system, then a Stage 2 committee is struck which includes the manager of ITS, the library consultant, a Program Department representative, and the superintendent responsible for selection of educational resources.
Formal	**Stage 3** of the reconsideration procedure is a formal review, conducted under the auspices of the Director of Education, by committee members selected from a wide variety of groups within the district school board.	

Reconsideration Procedure Flowchart

Stage 1

Principal & teacher, or, principal & teacher-librarian follow Stage 1 procedure

Withdraw or restrict use of resource?

- no → Meet with requester
  - no consensus
- yes → Inform requester

Requester withdraws challenge?

- yes → Resolved
- no → Requester submits "Request for Reconsideration" form

School submits "Outcomes" form → Resolved

Stage 2

Principal, teacher & teacher-librarian follow Stage 2 procedure

Withdraw or restrict use of resource?

- no → Report to requester in writing
- yes → Report to requester in writing

Requester withdraws challenge?

- yes → School submits documentation
- no → School submits documentation → Requester submits letter to Manager of ITS

Resolved

Stage 3

Formal committee follows Stage 3 procedure

Withdraw or restrict use of resource?

- no
- yes

Report to requester in writing

Committee submits documentation

Reconsideration Procedure – Principles & Guidelines

Guiding Principles of the Reconsideration Procedure

The following principles apply to all stages of the reconsideration procedure.

❖ At all stages of the reconsideration procedure, the resource shall be examined in relation to the principles of selecting and using resources (pages 4-7) and the criteria for selecting and using resources (pages 8-9).

❖ All requests should be treated objectively and unemotionally, in a consistent manner.

❖ Challenged resources shall continue to be used during the reconsideration process.

❖ If the person challenging a resource is a staff member at that location, he or she shall not participate in decision-making during the informal stage of reconsideration nor be a member of a formal reconsideration committee.

Central Resource Collections

These procedures apply to school and central resource collections, but for ease of reading are written in the context of school resources and school staff. Where the resource in question is from a central resource collection, the procedure remains the same, but central staff takes the place of school staff, and the appropriate department manager takes the place of the school principal.

Reconsideration Procedure – Principles & Guidelines

Reconsideration Guidelines

At Stage 1 of the reconsideration procedure, many reconsideration requests can be resolved readily, without extensive detail or research. The guidelines listed below shall apply to the extent that they are appropriate to the nature of the reconsideration request. Refer to the two examples on page 14, under "Agreement".

At Stages 2 and 3 of the reconsideration procedure, the guidelines listed below shall apply unconditionally. In addition, the reconsideration committee chairperson will vote only to break a tie decision.

Guidelines

❖ All members of a reconsideration committee shall read and understand this document, *Selection of Educational Resources*.

❖ All members of a reconsideration committee shall read/view/listen to the entire work in question.

❖ All members of a reconsideration committee shall read published reviews of the work in question, if available.

The manager of Information Technology Services (ITS) is an integral part of the reconsideration procedure, providing assistance during the process, and a link from one stage to the next. At the conclusion of a reconsideration, all documentation is filed in ITS.

Reconsideration Procedure – Stage 1

See the summary chart on page 10 if the request is to restrict the use of or to withdraw a resource from the system.

Stage 1. Site-Level Informal Reconsideration

A staff member receiving a request from a community member for reconsideration of an educational resource shall try to resolve the issue informally. All requests should be treated objectively and unemotionally, in a consistent manner.

Resolution of an informal reconsideration will result in one of two actions. Either the site will restrict the use of or withdraw the resource, or, the requester will withdraw the challenge. The decision will apply to the specific context in which the challenge was placed. The decision will not have wider implications outside the context of the specific situation.

Stage 1. Procedure

A committee is not established at Stage 1. The classroom teacher shall be the first to deal with a challenge to a classroom resource. The teacher-librarian shall be the first to deal with a challenge to a school library resource. In either case, the teacher or teacher-librarian shall discuss the challenge with the principal, and together review the selection principles and criteria. The teacher, teacher-librarian or principal may ask the manager of ITS if there have been previous, documented challenges to the same resource in WRDSB.

Agreement

If the teacher or teacher-librarian and the principal agree that the resource should be restricted in its use or withdrawn, the challenge may be resolved immediately by restricting or withdrawing the resource, on a permanent or temporary basis. The teacher, teacher-librarian or principal shall inform the requester of the decision.

> **Example #1.** The content of a resource that was selected according to established criteria has become dated over time, such that it is no longer appropriate. The resource is withdrawn permanently.

> **Example #2.** One or more students are affected by a personal, family or community crisis, and a resource normally used in the classroom may now be upsetting. The use of the resource may be restricted by temporarily withdrawing it, until the possibility of upsetting students has passed.

Disagreement

If the teacher or teacher-librarian and the principal disagree with the request to restrict the use of a resource or withdraw it, the principal shall meet with the requester to explain the decision by describing the resource's intended educational use, and identifying the selection principles and criteria that it meets.

If the requester views the resource differently in light of this additional information, he or she may choose to withdraw the challenge at this point.

If the requester is not satisfied with the outcome of the informal reconsideration, he or she may wish to proceed to Stage 2 of the reconsideration procedure (see below).

As specified in the guiding principles of the reconsideration procedure (page 12), challenged resources shall continue to be used during the reconsideration process.

Lack of Consensus

If the teacher or teacher-librarian and the principal cannot reach consensus on the request to restrict the use of a resource or withdraw it, then the principal shall meet with the requester to report that the challenge cannot be resolved at this stage, and give him or her instructions on proceeding to Stage 2 Site-Level Committee Reconsideration of the procedure (see below).

As specified in the guiding principles of the reconsideration procedure (page 12), challenged resources shall continue to be used during the reconsideration process.

Stage 1. Reporting

When an item is restricted in its use or withdrawn because of a request for reconsideration, the principal shall complete an "Outcome of Request for Reconsideration …" form, located on page 23-24 of this document, and submit it to the manager of ITS.

At Stage 1 of a reconsideration procedure, the "Outcome …" form is the only documentation required, and only in the case when a resource is restricted in its use or withdrawn. If there is no change in the status of a resource, the form does not have to be submitted.

Proceeding to Stage 2

When a requester wishes to proceed to Stage 2 Site-Level Committee Reconsideration of the procedure, a copy of this document, *Selection of Educational Resources,* which includes the "Request for Reconsideration of an Educational Resource" form, shall be given to him or her. The requester shall be instructed to complete the form (page 21-22), and submit it to the principal, or in the case of a central resource, to the manager of ITS. Completing and submitting this form carries the procedure forward to Stage 2, Site-Level Committee Reconsideration.

Reconsideration Procedure – Stage 2

Stage 2. Site-Level Committee Reconsideration

The principal or manager receiving a "Request for Reconsideration of an Educational Resource" form must first ensure that the discussions and decision-making of Stage 1 – an informal reconsideration - have been followed. Additionally, a request presented in any way other than completing and submitting the "Request for Reconsideration of an Educational Resource" form will not be considered. Staff should treat all requests objectively and unemotionally, in a consistent manner.

Resolution of a site-level committee reconsideration will result in one of two actions. Either the site will restrict the use of or withdraw the resource, or, the requester will withdraw the challenge. The decision applies to the specific context in which the challenge was placed. The decision will not have wider implications outside the context of the specific situation.

As specified in the guiding principles of the reconsideration procedure (page 12), challenged resources shall continue to be used during the reconsideration process.

Stage 2. Committee Membership

The principal shall initiate the formation of a Site-Level Reconsideration Committee. It will include the staff involved at Stage 1, plus additional staff to bring a fresh perspective to the reconsideration procedure.

- ❖ elementary schools –[1] the principal (committee chairperson); [2] the teacher-librarian or teacher involved at Stage 1; and [3] the teacher-librarian or a teacher not involved at Stage 1.

- ❖ secondary schools – [1] a school administrator (committee chairperson); [2] the teacher-librarian or teacher involved at Stage 1; [3] the teacher-librarian or a teacher not involved at Stage 1, and [4] a department head.

- ❖ central resource collections – manager of ITS (chair); and, representatives from the appropriate subject association, ITS department, and central resource staff. Central resource collections include the Distribution Library, the Education Library, and other resources purchased, created or managed by central resource staff.

Additional personnel (e.g., ESL teacher, guidance teacher, subject specialists) may be involved as necessary, but without voting privileges.

Stage 2. Committee Procedure

1. The principal (chair) will receive a "Request for Reconsideration of an Educational Resource" form submitted by the requester. When the resource in question is from a central collection, the principal shall forward the form to the manager of ITS.

2. The chair shall set a date on which the committee will meet.

Reconsideration Procedure – Stage 2

See the summary chart on page 10 if the request is to restrict the use of or to withdraw a resource from the system.

3. At the initial meeting, the committee chair shall present the rules of conduct to be followed, and review these rules with committee members.

4. At the meeting, the committee shall review the completed "Request for Reconsideration of an Educational Resource" form.

5. The committee shall review any previous documented challenges to the same resource in WRDSB, as provided by the manager of ITS.

6. The committee shall formally review the resource within the context of the principles of selecting and using resources (pages 4-7) and the criteria for selecting and using resources (pages 8-9).

7. The committee shall review the basis upon which the decision was made at Stage 1. The principal shall share with the committee the rationale that was provided to the requester in Stage 1 (see page 15, under "Disagreement").

8. The committee shall reach a decision through consensus.

Stage 2. Reporting

The committee chairperson shall report, in writing, the decision of the committee to the requester. If the request to restrict or withdraw the resource is not supported, the written communication shall also include instructions to the requester on how to proceed to Stage 3 Formal Reconsideration (see below).

The requester may choose to withdraw his or her challenge at this point.

Regardless of the decision made, the committee chairperson shall submit the following documentation to the manager of ITS:

❖ a copy of the letter to the requester;
❖ an "Outcome of Request for Reconsideration" form, located on page 23-24 of this document; and,
❖ the original "Request for Reconsideration of an Educational Resource" form.

A copy of the letter to the requester shall also be sent to the school superintendent.

Proceeding to Stage 3

If the requester is not satisfied with the decision of the site-level reconsideration committee, the requester may proceed to Stage 3. He or she must submit a written request to the manager of ITS to proceed with a formal reconsideration. This written request carries the procedure forward to Stage 3 Formal Reconsideration.

Reconsideration Procedure – Stage 3

See the summary chart on page 10 if the request is to restrict the use of or to withdraw a resource from the system.

Stage 3. Formal Reconsideration

A formal reconsideration of an educational resource is a serious matter, with the formal involvement of senior administration and representatives of various stakeholder groups. All requests are treated objectively and unemotionally, in a consistent manner.

Resolution of a formal reconsideration will result in:
- ❖ sustaining the previous decision, with no change to the status of the resource;
- ❖ over-ruling the previous decision, and restricting the use of the resource or withdrawing it, as requested; or,
- ❖ restricting the use of the resource, for example, restricting its use within a specific curriculum area or above a specific grade level, if the original request was to withdraw it.

The outcome may or may not have wider implications outside the context of the original request.

As specified in the guiding principles of the reconsideration procedure (page 12), challenged resources shall continue to be used during the reconsideration process.

Stage 3. Committee Membership

The Director of Education, or designate, shall initiate the formation of a Formal Reconsideration Committee. The associations, departments and groups involved appoint their own representatives. Members of the Stage 2 Site-Level Reconsideration Committee shall not be members of the Stage 3 Formal Reconsideration Committee.

Membership on the committee shall include:

- ❖ a superintendent (committee chairperson) appointed by the Director of Education or designate;

- ❖ a principal appointed by the secondary principals' association and/or a principal appointed by the elementary principals' association;

- ❖ a trustee and a student trustee appointed by the Chairperson of the Board;

- ❖ a teacher appointed by the secondary teachers' federation and/or a teacher appointed by the elementary teachers' federation;

- ❖ a central resource department coordinator or designate;

- ❖ a representative of Information Technology Services;

- ❖ three (3) representatives from the community at large, appointed by the Assembly of School Councils.

The manager of ITS is an ex-officio member of the committee, acting as committee secretary and managing the procedure, but without voting privileges. In addition, the committee may call upon the advice of a person or persons from the community at large with

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Reconsideration Procedure – Stage 3

See the summary chart on page 10 if the request is to restrict the use of or to withdraw a resource from the system.

expertise in the area to be discussed. This person or persons does not have voting privileges.

Stage 3. Committee Procedure

1. The quorum for a Stage 3 Formal Reconsideration Committee shall be: the committee chair (or designate) and the manager of ITS (or designate) in attendance, plus two-thirds of the remaining committee members.

2. At the initial meeting, the committee chair shall present the rules of conduct to be followed, and review these rules with committee members. The remainder of the initial meeting is for the dissemination of information to the committee. Each committee member will receive:

   ❖ the completed "Request for Reconsideration of an Educational Resource" as submitted to the manager of ITS at the conclusion of Stage 1;
   ❖ the completed "Outcome of Request for Reconsideration" form as submitted to the manager of ITS at the conclusion of Stage 2;
   ❖ the written decision of the Stage 2 Site-Level Committee as copied to the manager of ITS;
   ❖ the written communication from the requester asking that the reconsideration proceed to Stage 3;
   ❖ related Ministry of Education publications;
   ❖ a history of challenges to this particular resource;
   ❖ pertinent WRDSB documents; and,
   ❖ a collection of current academic literature on the resource in question and the nature of the challenge.

   The same information will be sent to the requester via registered mail.

   At the initial meeting, arrangements will be made for all committee members to read/view/listen to the resource in question.

3. One or more discovery meetings shall be held for the committee to receive presentations and ask questions of clarification. Discovery meetings are not for the purpose of discussion or debate. The requester shall be invited to all discovery meetings.

   At the first discovery meeting, which will be up to two hours in length, the requester will be given the opportunity to present. Additional persons with related expertise may also present in support of the requester's challenge. Within the two hours, the committee will hear from the requester and associates, and have the opportunity to request clarification or additional information.

   Subsequent discovery meetings are held to provide the committee members with additional information to assist in making an informed decision. The committee shall hear from school staff involved at the Site-Level Reconsideration. In

Reconsideration Procedure – Stage 3

addition, the committee may invite other individuals and groups, such as: person(s) with related expertise, a central resource department coordinator/manager/principal or designate, a subject association representative, and/or a teachers' federation representative.

The final discovery meeting shall include a half-hour opportunity for the requester to restate and/or summarize his or her case.

4. One or more in-camera discussion meetings shall be held, attended by the committee members only. Individuals or groups may be invited back for further questions of clarification.

   The committee will review all the information presented, and reach consensus to:

   ❖ sustain the Stage 2 decision, with no change to the status of the resource; or,
   ❖ over-rule the Stage 2 decision. If the original request was to restrict the use, then restrict it. If the original request was to withdraw the resource, then withdraw it. Or,
   ❖ restrict the use of the resource, if the original request was to withdraw it, for example, restricting its use within a specific curriculum area or above a specific grade level.

Stage 3. Reporting

The committee chairperson shall submit, in writing, the decision of the Formal Reconsideration Committee to the requester. All members of the Stage 2 and 3 committees shall receive a copy of the written decision.

The committee chairperson shall also complete an "Outcome of Request for Reconsideration" form, located on page 21 of this document, and submit it to the manager of ITS.

> Staff will forward to the Manager of Information Technology Services any subsequent challenges of a resource that has already completed Stage 3 Formal Reconsideration. The Manager of ITS will contact the requester.

Waterloo Region District School Board	# Request for Reconsideration of an Educational Resource

Requester: Complete this form at the end of Stage 1, if you are not satisfied with the decision of the Stage 1 site-level informal reconsideration. Submit it to the school principal.

REQUESTER

Name _____   Date submitted _____

Address _____

Telephone No.   _____ (home)   _____ (work)

School _____

Representing   ☐ Self   ☐ Group _____

RESOURCE

Type   ☐ Textbook   ☐ Library book   ☐ Reference book   ☐ Required reading
☐ Video/DVD   ☐ CD   ☐ Website   ☐ Speaker
☐ Performance   ☐ Other _____

Title/Name   _____

URL   _____

Author   _____

Publisher/Organization   _____

Copyright Date (book, video, CD)   _____

Date Accessed (website)   _____

Presentation Date (speaker, performance)   _____

RECEIVED

Received by _____   Date received _____

Please respond to the questions on the back of this page.
If there is insufficient space, use additional sheets of paper.

Please respond to these questions.
If there is insufficient space, use additional sheets of paper.

1. **What is your request?**

☐ Withdraw permanently
☐ Withdraw temporarily (time period)
☐ Restrict the use of (details)

2. **Did you read, view, or listen to the entire item?** ☐ YES ☐ NO
If not, what sections did you review?

3. **What concerns do you have about this resource? Please be specific.**

4. **What, in your opinion, is the main idea conveyed through this resource?**

5. **How does this resource meet the principles and criteria for selection and use of resources, as outlined in this document?**

6. **How does this resource NOT meet these principles and criteria?**

7. **What are the merits of this resource?**

8. **What reviews or analyses of this resource have you read?**

9. **Suggest alternative resources that meet the selection principles and criteria, that you consider to be more appropriate.**

	Outcome of **Request for Reconsideration of an Educational Resource**
Waterloo Region District School Board	

REQUESTER

Requested By _____

Address _____

School _____

Representing ☐ Self ☐ Group _____

RESOURCE

Title/URL/Name _____

Publisher/Organization _____ Date _____

STAGE

Reconsideration Stage ☐ 1 ☐ 2 ☐ 3

OUTCOME REPORT SUBMITTED BY

Name_____ Location_____ Date _____

STAGE 1 [completed and submitted only if the challenged resource is restricted in its use or withdrawn]

Teacher or teacher-librarian _____

Principal/Manager of ITS _____

Decision: ☐ Withdraw permanently

☐ Withdraw temporarily (time period)_____

☐ Restrict the use of (provide details)_____

_____

Reasons for agreeing with the request to restrict the use of or withdraw the resource:

STAGE 2 [completed and submitted regardless of decision]

Site-Level Reconsideration Committee membership:

Stage 2 Meeting Date(s):

Decision: ☐ No change to the status of the resource
☐ Withdraw permanently
☐ Withdraw temporarily   (time period)_____
☐ Restrict the use of   (provide details)_____

Rationale for decision:

STAGE 3 [completed and submitted regardless of decision]

Formal Reconsideration Committee membership:

Stage 3 Meeting Date(s):
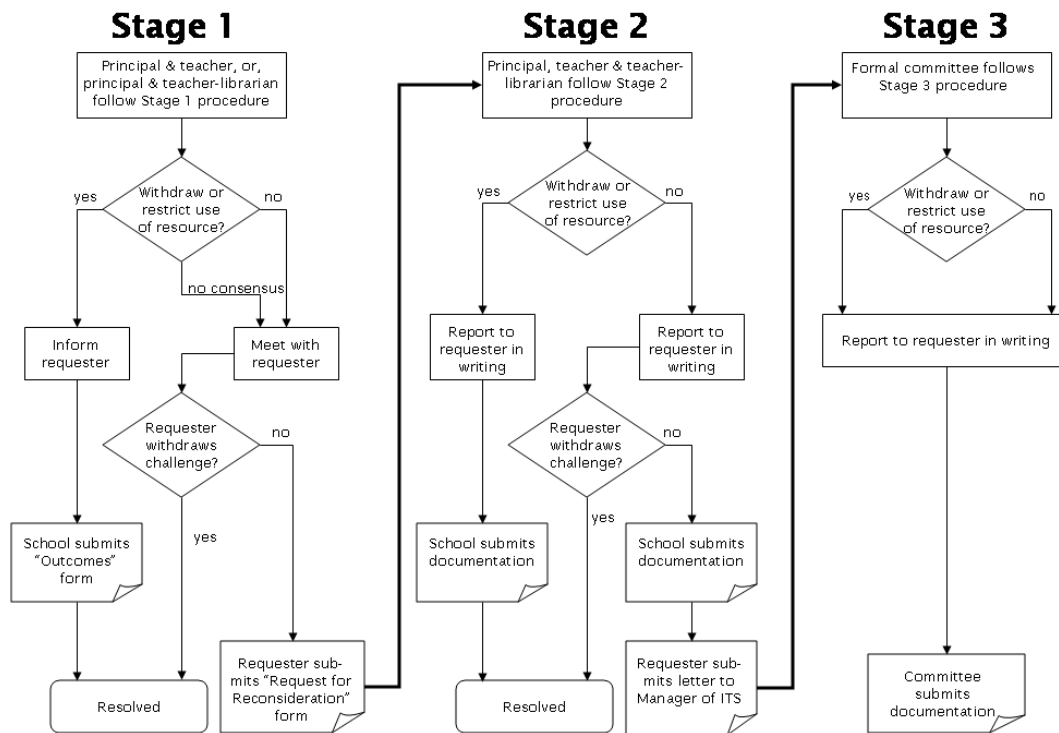
Decision: ☐ No change to the status of the resource
☐ Withdraw permanently
☐ Withdraw temporarily   (time period)_____
☐ Restrict the use of   (provide details)_____

Rationale for decision:

When submitting this form:
✓ attach a copy of the letter sent to the requester; and,
✓ attach the original "Request for Reconsideration of an Educational Resource" form.

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Reconsideration Procedure Flowchart

Stage 1

Principal & teacher, or, principal & teacher-librarian follow Stage 1 procedure

Withdraw or restrict use of resource?
- yes
- no
- no consensus

Inform requester

Meet with requester

Requester withdraws challenge?
- no
- yes

School submits "Outcomes" form

Resolved

Requester submits "Request for Reconsideration" form

Stage 2

Principal, teacher & teacher-librarian follow Stage 2 procedure

Withdraw or restrict use of resource?
- yes
- no

Report to requester in writing

Report to requester in writing

Requester withdraws challenge?
- no
- yes

School submits documentation

School submits documentation

Resolved

Requester submits letter to Manager of ITS

Stage 3

Formal committee follows Stage 3 procedure

Withdraw or restrict use of resource?
- yes
- no

Report to requester in writing

Committee submits documentation

Please refer to the complete reconsideration procedure, detailed on pages 10-20.

For additional information, please contact the Manager of Information Technology Services, Waterloo Region District School Board
519-570-0003, x4401