



**Waterloo Region
District School Board**

Selection of Educational Resources

Selection Guideline Reconsideration Procedures

Reference: Administrative Procedure 4110

2021

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Introduction

This resource guideline is for Waterloo Region District School Board teacher-librarians, responsible for secondary library collection development, digital literacy support teachers (DLST), responsible for elementary library collection development, teachers, school administrators, resource staff, and system administrators. It applies to educational resources which are part of the learning environment of the school, including the school library. It applies to central resource collections, including virtual collections accessed through the integrated library system, and other resources purchased and managed by central resource staff.

Mandate from the Ministry of Education

This guideline document sets out criteria and procedures for the selection of supplementary educational resources, as mandated by the Ministry of Education document, *Guidelines for Approval of Textbooks* (2008), which governs the selection of textbooks used in Ontario's school districts and sets the requirement for school boards to establish guidelines for the selection of supplementary resources.

Textbooks that have been approved by the Minister of Education in accordance with the eligibility requirements and evaluation criteria outlined in this document are listed on the Trillium List. School boards may select textbooks from the Trillium List and approve them for use in their schools. (p.1)

Boards are responsible for selecting textbooks from the Trillium List and approving them for use in their schools. They are also responsible for the selection and approval of other textbooks and instructional materials, as outlined below. (p. 10)

The Ministry guideline also sets expectations for school boards to establish a process for the selection of supplementary resources.

Boards have sole responsibility for the selection and evaluation of supplementary resources (see section 3 for definition) 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.11)

In accordance with this directive, the Waterloo Region District School Board provides guidelines for the selection of educational resources as outlined in this document.

Directions from the Ministry of Education

Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation (2014)

Learning opportunities and resources (p. 26)

Schools are expected to give students and staff authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives. Lessons, projects, and related resources should allow students to see themselves reflected in the curriculum (e.g., providing information about women's contributions to science and technology, about Black inventors, about Aboriginal beliefs and practices related to the environment; using texts written by gay/lesbian authors). Students need to feel engaged in and empowered by what they are learning, supported by the teachers and staff from whom they are learning, and welcomed in the environment in which they are learning.

Inclusive curriculum and assessment practices (p. 55)

- A board procedure is in place to assess learning materials for discriminatory bias.
- Resources and instructional strategies:
 - are in compliance with the provisions of the Ontario Human Rights Code with respect to the prohibited grounds of discrimination;
 - show people of different races, genders, and ages in non-stereotypical settings, occupations, and activities;
 - explore the roles and contributions of all peoples in Canada, and the factors that shaped these roles;
 - encourage open discussion of the prohibited grounds of discrimination under the Code (e.g., race, gender, disability, faith) in society, the community, and the school.

The Ontario Curriculum Grades 1–8: Language (2006)

Reading activities should expose students to materials that reflect the diversity of Canadian and world cultures, including those of Aboriginal peoples. Students need to become familiar with the works of recognized writers from their own and earlier eras. By reading a wide range of materials and being challenged by what they read, students become receptive to new and widely varying ideas and perspectives and develop their ability to think independently and critically. It is also important to give students opportunities to choose what they read and what they write about, in order to encourage the development of their own interests and pursuits.

Scope for Selection of Educational Resources

This guideline outlines the principles for the selection and use of supplemental educational resources in all subject disciplines, from Kindergarten to Grade 12. It applies to educational resources, both material and human, which are part of the learning environment of the school, including the school library. This includes print, audio-visual, and virtual resource collections, and any other resources used for learning. The guideline also contains procedures for responding to community concerns regarding the selection or use of educational resources.

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

**This document supersedes *Selection of Educational Resources (2005)*,
published by the Waterloo Region District School Board.**

Selection Guidelines

Principles of Selecting Resources

All educational professionals, including teachers, teacher-librarians and digital literacy support teachers (DLST), administrators, and central resource 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, 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 diversity of Canada's religious, ethnic, and cultural groups and their contributions to our heritage;
- represent Indigenous perspectives and ways of knowing, and present Canada's evolving history through an Indigenous lens, and free from elements that enable the exclusion of Indigenous peoples;
- are representative of the experiences and perspectives of individuals from diverse backgrounds, lifestyles, sexual orientation and gender identity or expression, and portray gender, cultural and racial inclusiveness;
- reflect the Waterloo Region District School Board position on equity and inclusion, and human rights;
- reflect our pluralistic society and the many contributions made by people of all gender identities 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 alternate formats, including audio-visual and virtual resources;
- promote cross-curricular, holistic, and inquiry-based 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, WRDSB copyright procedures, and current WRDSB licensing agreements.

Additional Considerations When Selecting Resources

Supporting Inquiry with Diverse 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 Ontario Library Association's *Statement on Intellectual Freedom and the Intellectual Rights of the Individual* (2020) support these principles.

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. Resource collections should offer opportunities for all students to see themselves reflected in what they read or view.

Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created and recreated by the author. When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books.

Bishop, Rudine Sims (1990). *Mirrors, Windows, and Sliding Glass Doors. Perspectives: Choosing and Using Books for the Classroom* 6(3).

In selecting educational resources, the guidelines 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 Resources.

Responsible Use of Technology Resources

The Responsible Use Procedure (RUP) outlines expectations for all individuals or groups who use Board technology. Specific guidelines in the procedure are relevant to the selection and use of educational resources.

3.1 The Waterloo Region District School Board believes that individuals benefit from access to information and communication technologies for collaboration and discussion. The Board by providing access recognizes the potential to support curriculum and student learning expectations in order to promote educational excellence.

3.2 Technology users should have opportunities to:

- access internal, local, national, and international sources of information;
- collaborate and communicate across the Board and with local and global communities;
- develop knowledge and skills that will be useful throughout their lives.

Administrative Procedure 4070: Responsible Use Procedure for Information, Communication and Collaboration Technologies

Refer to the RUP for more complete information about responsibilities related to access to technology, and the associated Guidelines for Using Online Educational Tools, which provides advice to educators concerning privacy and security when using third party online applications for learning purposes.

Internet Content Filtering

The WRDSB uses content filtering software to restrict access to Internet sites that are deemed inappropriate based on guidelines in the Responsible Use Procedure. This includes material that is deemed to be racist, pornographic, dangerous or obscene. While the software will provide the highest level of content management available, there is a process in place that allows for concerned staff, students and parents to request that a site be blocked or unblocked.

Principles of Weeding Resources

Resource collections remain relevant and useful through strategic selection of new resources, and the de-selection, or weeding, of resources that no longer meet the selection principles presented in this guideline document. Weeding is a continuous and ongoing process, and is critical for keeping the resource collection current, relevant, and appealing.

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

- its content is outdated, inaccurate or irrelevant;
- its content can no longer be supported by selection criteria; 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;
- its content no longer supports the curriculum;
- 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.

A Balanced Collection

A balanced resource collection will:

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

- include resources to engage and interest readers, serving their diverse interests and fueling an inquiry mindset;
- reflect the diversity of the school community, and of Canadian society;
- includes materials to meet the differentiated needs of all learners;
- include a variety of media (print, audio-visual, virtual) 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;
- serve the range of programs offered in the school; and,
- be current and relevant through the continuous process of the acquisition of new materials and the de-selection or weeding of materials that no longer meet selection criteria.

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.

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*, 3rd Edition (American Library Association, 2001) writes:

Put briefly, 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. Frequently, the single occurrence of an offending word will arouse protest. In other cases, objection will be made to the underlying values and basic message conveyed – or said to be conveyed – by a given work. (p. 2)

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. The professional should also know how to take into account and work with community and parental concerns, while still

maintaining a high tolerance for diversity. By contrast, the censor's judgment is that of the individual, and it is most frequently based on criteria that are inherently personal and often intolerant.

Where 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. 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. 7)

Principles of Using Resources

The principles 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 or guardian has the right to request modifications to their child's program, regarding the reading, viewing, or listening resources being used. A parent or guardian may also encourage their child to return resources borrowed from the school library in order to make new choices. However, if a parent/guardian 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.

Reconsideration Procedure

Introduction

Because of the diversity of values and expectations in the community, any member of the community has the right to express a concern about the use of a particular resource. Concerns will be considered on the basis of compliance with the principles for selecting and using resources as presented in this guideline document, through a reconsideration procedure. In this procedure, the person or persons requesting reconsideration must demonstrate how the resource in question fails to comply with these established guidelines.

The reconsideration procedure follows three consecutive stages. The procedure is summarized below. Each stage must be completed and properly documented before the next stage begins. The procedure is slightly different if the request involves the use of a resource across the system.

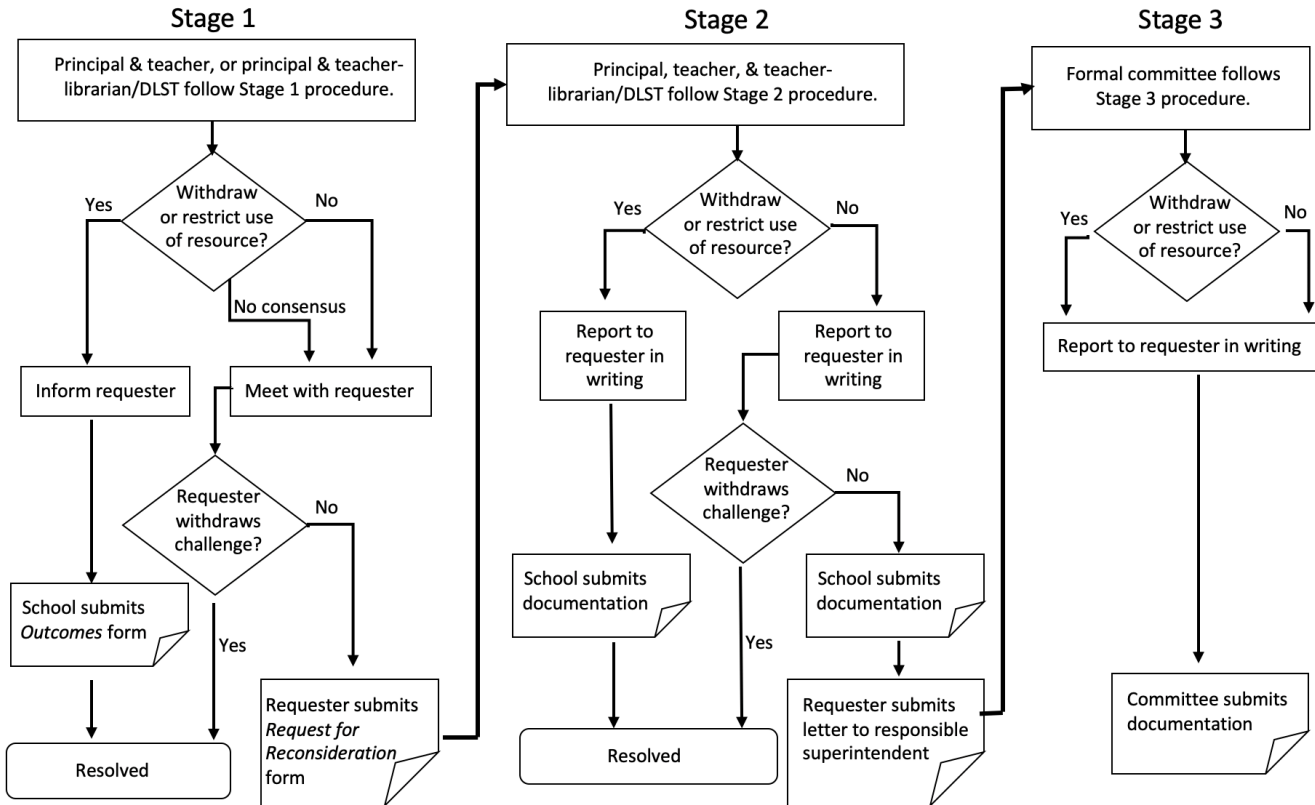
Stages of the Reconsideration Procedure

	Reconsideration Procedure for a Resource at the Classroom or School Level	Reconsideration Procedure for a Resource at the System Level
Site-Level Informal	<p>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, teacher-librarian or DLST, 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, they may request a committee review – Stage 2.</p>	<p>If an individual or group has concerns about a resource as it is used across the system, then they must meet informally with the superintendent responsible for school library services.</p>
Site-Level Committee	<p>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 concerns 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. In secondary schools this person shall be another teacher or teacher-librarian. In elementary schools this person shall be a teacher or the digital literacy support teacher (DLST) assigned to the school. The elementary or secondary principal may invite additional staff with specific expertise to participate, 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.</p>	<p>If an individual submits a Request for Reconsideration of an Educational Resource form, with concerns about a resource as it is used across the system, then a Stage 2 committee is struck which includes the superintendent responsible for school library services, an elementary DLST or the Consultant for Educational Technology 9-12, a representative from Learning Support Services and a representative from the Indigenous, Equity and Human Rights department.</p>

Formal	<p>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.</p>
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Refer to the Guidelines for the Reconsideration Procedure (below) for more specific details.

Reconsideration Procedure Flowchart



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 compliance with the principles for selection and use as presented in this guideline document.
- 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, they 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 system administrator or superintendent takes the place of the school principal.

Guidelines for the Reconsideration Procedure

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 in the Stage 1 Procedure (below) 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 superintendent responsible for school library services 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 with the superintendent.

Reconsideration Procedure: Stage 1

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 secondary teacher-librarian or elementary library clerk, with guidance from the DLST, shall be the first to deal with a challenge to a school library resource. In either case, the teacher, or teacher-librarian, or library clerk and DLST shall discuss the challenge with the principal, and together review these selection guidelines. The principal may ask the superintendent responsible for school library services if there have been previous, documented challenges to the same resource in WRDSB.

Agreement

If the teacher, teacher-librarian or DLST, 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, DLST 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 or DLST, 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, they may choose to withdraw the challenge at this point.

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

As specified in the principles of the reconsideration procedure, challenged resources shall continue to be used during the reconsideration process.

Lack of Consensus

If the teacher, teacher-librarian or DLST, 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, 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 of an Educational Resource* form (Appendix C) and submit it to the superintendent responsible for school library services.

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 (Appendix B), shall be given to them. The requester shall be instructed to complete the form, and submit it to the principal, or in the case of a central resource, to the superintendent responsible for school library services. 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 system administrator 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 principles of the reconsideration procedure, 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 or DLST involved at Stage 1; and [3] a teacher or the DLST who was 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 – superintendent responsible for school library services (chair); and, representatives from the appropriate subject association, and central resource staff. Central resource collections include the virtual eBook and online database collections accessed through the integrated library system, 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 (Appendix B) submitted by the requester. When the resource in question is from a central collection, the principal shall forward the form to the superintendent responsible for school library services.
2. The chair shall set a date on which the committee will meet.
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 superintendent responsible for school library services.
6. The committee shall formally review the resource within the context of the selection guidelines.
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.
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 their challenge at this point. Regardless of the decision made, the committee chairperson shall submit the following documentation to the superintendent responsible for school library services:

- a copy of the letter to the requester;
- an *Outcome of Request for Reconsideration* form (Appendix C); 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. They must submit a written request to the superintendent responsible for school library services to proceed with a formal reconsideration. This written request carries the procedure forward to Stage 3 Formal Reconsideration.

Reconsideration Procedure: Stage 3

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;
- overruling 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 principles of the reconsideration procedure, 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 representative from the Indigenous, Equity and Human Rights department or Learning Support Services;
- three (3) representatives from the community at large, appointed by the Assembly of School Councils.

The superintendent responsible for school library services 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 expertise in the area to be discussed. This person(s) 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 superintendent responsible for school library services (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:
 - a. the completed *Request for Reconsideration of an Educational Resource* as submitted to the superintendent responsible for school library services, at the conclusion of Stage 1;
 - b. the completed *Outcome of Request for Reconsideration* form as submitted to the superintendent responsible for school library services at the conclusion of Stage 2;
 - c. the written decision of the Stage 2 Site-Level Committee as submitted to the superintendent responsible for school library services;
 - d. the written communication from the requester asking that the reconsideration proceed to Stage 3;
 - e. related Ministry of Education publications;
 - f. a history of challenges to this particular resource;
 - g. pertinent WRDSB documents; and,
 - h. 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 by the chair of the committee.

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 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

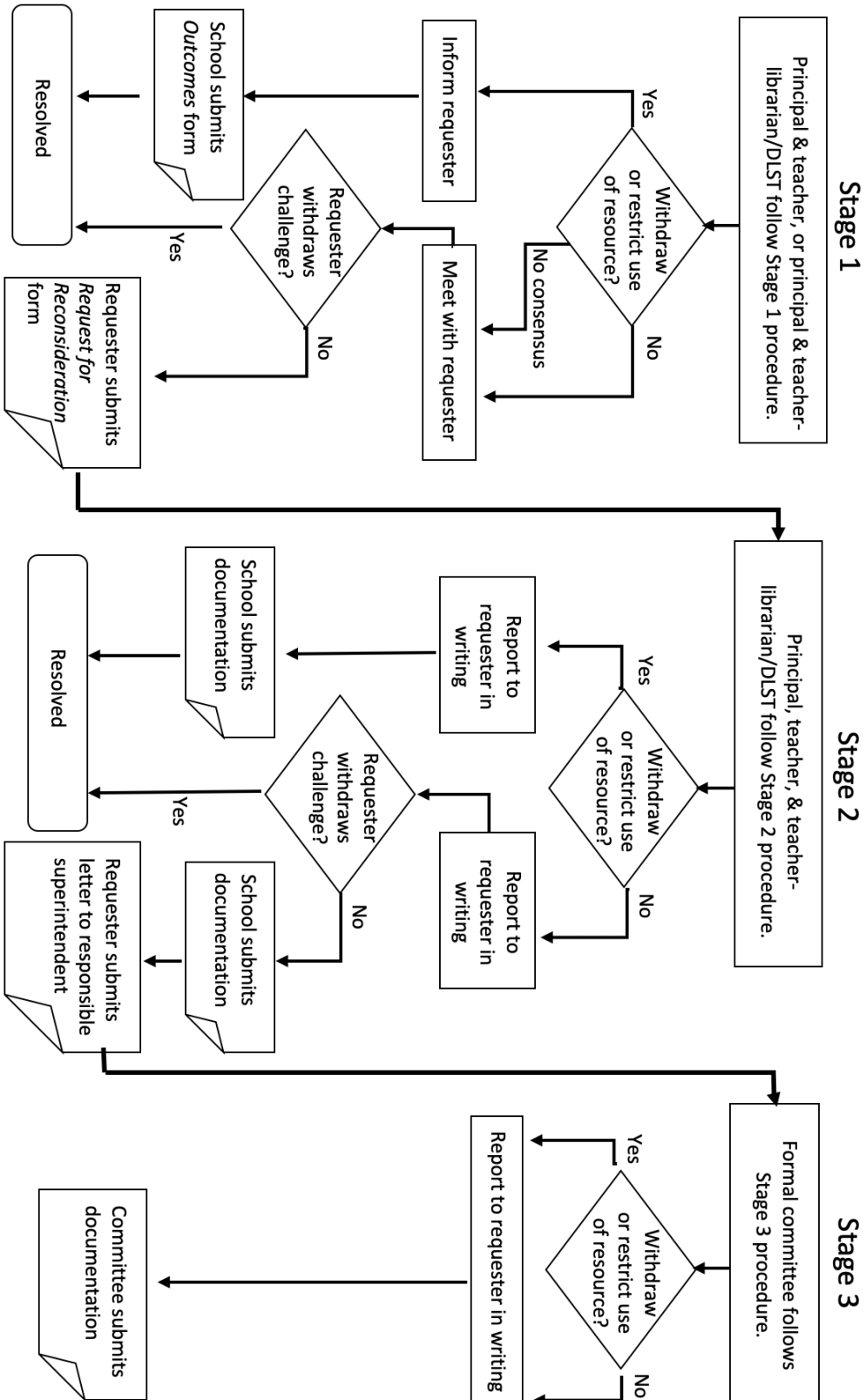
The committee chairperson shall submit, in writing, the decision of the Formal Reconsideration Committee to the requester. All members of the Stage 2 and 3 committees shall receive a copy of the written decision.

The committee chairperson shall also complete an *Outcome of Request for Reconsideration* form (Appendix C), and submit it to the superintendent responsible for school library services.

Staff will forward to the superintendent responsible for school library services any subsequent challenge of a resource that completed Stage 3 Formal Reconsideration. The superintendent responsible for school library services will contact the requester.



Appendix A: Reconsideration Procedure Flowchart





Appendix B: 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:
Telephone:	Address:
School:	

RESOURCE	
Complete this area for print resources.	
Title:	Publisher:
Author:	Copyright Date:
Complete this area for audio-visual or virtual resources.	
Title/Name:	Type of Resource (✓)
	eBook
Date Accessed:	Audio-Visual
	Research Database

Please respond to these questions.

1. What is your request?

Withdraw permanently

Withdraw temporarily (time period)

Restrict use (provide details)

2. Did you read, view, or listen to the entire item?
If not, what sections did you review?

Yes

No

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



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Appendix C: Outcome of Request for Reconsideration of an Educational Resource

Principal (Stage 1) or **Committee Chair** (Stages 2 & 3): Please complete this form at the conclusion of each stage of the procedure. Submit the completed form to the superintendent responsible for school library services.

REQUESTER	
Name:	Date Submitted:
Telephone:	Address:
School:	

RESOURCE	
Complete this area for print resources.	
Title:	Publisher:
Author:	Copyright Date:
Complete this area for audio-visual or virtual resources.	
Title/Name:	Type of Resource (✓)
	eBook
Date Accessed:	Audio-Visual
	Research Database

Reconsideration Stage: Stage 1 Stage 2 Stage 3

OUTCOME REPORT SUBMITTED BY:

Name: _____ Position: _____

Location: _____ Date: _____

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

Principal [school-based process] / Committee Chair [central process]:

Teacher or teacher-librarian/DLST:

Decision:

Withdraw permanently

Withdraw temporarily (time period)

Restrict use (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 status of the resource

Withdraw permanently

Withdraw temporarily (Indicate time period)

Restrict use (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 status of the resource

Withdraw permanently

Withdraw temporarily (Indicate time period)

Restrict use (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.