

ADMINISTRATIVE PROCEDURES

SUBJECT: Public Presentations - Content Screening and Communication Requirements for External Guest (Third-Party) Speakers and Presentations

The Lambton Kent District School Board articulates its vision through its mission statement and strategic priorities. These guiding principles clearly indicate that our schools must reflect a common community values system within our curricular and co-instructional programs.

In order to deliver high quality educational experiences, schools will provide resources at varying levels of difficulty that promote open inquiry, critical thinking, diversity of thought and expression, and respect for others.

Selecting guest speakers and presentations

The Lambton Kent District School Board supports the use of guest speakers and presentations as a supplementary learning resource. As such the selection of guest speakers/presentations must adhere to the Policy, Regulation and Administrative Procedures “Selection of Textbooks and Supplementary Learning Resources.” See **Appendix A** for Specific Criteria for Assessment of Supplementary Learning Resources. In addition, all mental health awareness initiatives must be assessed utilizing the S.A.F.E. Initiatives Checklist (**see Appendix D**).

An overview and/or summary of the guest speaker’s presentation should be reviewed and approved by the staff extending the invitation. School administration should be made aware of all guest speakers attending the school. See **Appendix B** for a checklist of information that should be collected when a guest speaker or presentation will be used.

When selecting guest speakers and presentations to or by students in curricular or co-instructional programs, the following criteria will be applied to the content and delivery format during the early developmental stages. Any necessary adjustments must be made before proceeding.

Appendix C should be used to assess the proposed activity against these criteria:

1. Does the material have a lasting importance or contribution toward general education?
2. Have available resources to support this topic been assessed to determine their appropriateness?
3. Is this material within acceptable procedures and policies of our school, our Board, and the Ministry?
4. Will potential audiences be provided with appropriate materials, prior to the presentation, to describe and explain the issue being presented?
5. Have attitudes and sensitivities toward the topic in the school community and the community at large been taken into consideration (community norms)?

6. Have all possible consequences of presentation of the materials been considered and planned for?
7. Does the material reflect good judgement based on clear analysis of the issues today and for the future?
8. Is the material free of stereotypes and prejudices?
9. Is the material balanced and does it reflect competing points of view?
10. Is there an evaluation process in place to determine if goals and objectives are met?
11. Will this material prepare young people to analyze issues and to use empirical data collected from primary and secondary sources to make informed judgements about controversial issues?
12. Will this material give students opportunities to explore value-laden issues, clarify their own values, and use these values as a basis, along with information obtained and analyzed in a problem-solving framework, for making personal and societal decisions?
13. Will the material prepare young people to fulfill various roles as adults – voting citizens, consumer, worker, family member, friend and member of societal groups?

Although not ALL guest speakers and presentations will meet ALL the criteria listed above, the answer to the first item must be “Yes.” It is expected that staff members will exercise their professional expertise and judgement to apply the remaining criteria when choosing guest speakers/presentations.

Dealing with controversial or sensitive material

In LKDSB schools, all activities are intended to support educational goals. These goals include building awareness, understanding, knowledge and critical thinking among students. To achieve these goals, all activities must take place in an environment of respect. These activities must reflect the board’s strategic priorities and reflect the board’s Policies, Regulations and Administrative Procedures, including but not limited to Equity and Inclusive Education, Safe Schools, and Selection of Textbooks and Supplementary Learning Resources.

The Principal will ensure that any guest speaker or presentation dealing with controversial/sensitive issues:

- Adheres to the educational goals of the LKDSB
- Fosters a supportive, respectful and caring environment
- Avoids all forms of intimidation, harassment or discrimination
- Does not use materials or symbols which promote prejudice or incite hatred
- Improves the understanding that diverse groups have of each other; and
- Is not controlled or manipulated by external advocacy groups

When a potentially controversial/sensitive topic is undertaken the principal shall:

- Gather all relevant information and consult with School Council and the family of schools superintendent to provide information and seek advice.
- Limit the audience to age-appropriate students who are sure to possess the level of understanding required by the material.
- Provide information and activities for pre-and post-viewing use which place the material and topic in proper context.

Communication requirements for External Guest (Third-Party) Speakers and Presentations (effective September 2024)

The Lambton Kent District School board will support the Ministry of Education’s Memorandum “Strengthening Academic Achievement and Transparency” by providing advance detailed

notice, in accordance with this procedure, to parents(s)/guardian(s) when external third-party guest speakers are invited into their facilities. For the purposes of this communication requirement an external guest third-party speaker or presentation is a non-LKDSB employee.

Lambton Kent District School Board school administrators will provide specific information to parent(s)/guardian(s) when external, third-party speakers or groups are invited to speak to K-12 students at school-based events (during the instructional day), at least 14 calendar days in advance of the date of the event, if the presentation:

- Is organized by the school, a department within the school, a teacher/other staff member, school council or a student group; and
- Involves all students in the school, or students in multiple classes. Single class presentations do not fall under this requirement.

The school staff responsible for coordinating external, third-party speakers or presentations will ensure they have informed the school administrator of any event involving more than one classroom, in advance of the 14-calendar day requirement, to ensure that the school administration is able to coordinate the required notifications.

To ensure that parent(s)/guardian(s) are adequately informed of the content of these presentations in a timely manner, information related to guest speakers and presentations in the school must be provided at least 14 calendar days in advance of the planned event through existing communication tools (e.g SchoolMessenger), including:

- Date and time of activity;
- Name(s) of the guest speaker(s) and the organization they represent, if any;
- Title and location of the activity, together with the names of the presenters or performers;
- Topic or focus of the activity;
- Connections to the curriculum and/or purpose of the activity; and
- Details of any handout materials, giveaways, or literature that will be provided/distributed.

If at any time there is a change to a planned event or should arrangements at the school level not allow for 14 calendar days' advance notice (e.g change in speakers, limited planning time), the school will be required to provide this information to parent(s)/guardian(s) as soon as final arrangements are confirmed.

If, in the professional opinion of the school administrator or school staff organizing the guest speaker or presentation, providing the above-noted information would pose a safety risk to students and/or staff, the administrator/school staff are permitted to exclude certain information (such as date and time of activity) when they provide notification of the event.

Implementation Date: May 9, 2001

Revised: August 27, 2024

References:

LKDSB Policy, Regulations and Administrative Procedures "Selection of Textbooks and Supplementary Learning Resources"

Ministry of Education Memorandum "Strengthening Academic Achievement and Transparency"

APPENDIX A**Specific Criteria for Assessment of Supplementary Learning Resources**

The criteria below apply to all supplementary learning resources. Although not ALL supplementary learning resources will meet ALL the criteria listed below, it is expected that staff members will exercise their professional expertise and judgement to apply the criteria when choosing resources.

1. Appropriateness to Program
 - a) Does the material align with the curriculum as outlined by the Ministry of Education and LKDSB Policy, Regulations, Administrative Procedures and Strategic Priorities?
 - b) Does the material support the principles of Diversity, Equity, Inclusion and Justice?
 - c) Does the material support specific programs or modifications (e.g. special educations, ESL/ELL, enrichment, remediation or upgrading)?
 - d) Is the material appropriate for the grade(s) and level(s) of instruction?
2. Suitability for Students
 - a) Does the resource enrich the learning experiences of students?
 - b) Will the resource sustain the interest of students?
 - c) Will the resource be appropriate to the maturity and experience of students?
 - d) Will the resource be relevant and reflective of student's lives?
 - e) Will the resource be appropriate for the learning styles and skills of the intended audience?
3. Nature and Degree of Bias, Equity and Inclusiveness
 - a) Recognizing that bias exists in all learning materials, does the resource perpetuate biases, prejudices, tokenism or stereotypes that could cause trauma or harm?
 - b) Considering your students, does the resource contain content that could re-traumatize or harm them based on their experiences?
 - c) Are the experiences of people from various races, religions, genders, sexual orientations, classes and abilities and ages represented?
 - d) Are First Nations, Metis and Inuit Peoples and a range of their lived experiences represented from both a historical and contemporary perspective?
 - e) Does the material depict individuals and groups in various social, economic and political environments?
 - f) Does the resource address issues from a variety of perspectives?
 - g) If the material contains controversial issues, can they be addressed in educationally appropriate ways to students and programs respective culture, religion and community of origin?

4. Canadian Content and Publication
 - a) Does the material present a broadly-based perspective of Canada within a global framework?
 - b) Does the material present First Nations, Inuit, and Metis Peoples in contemporary contexts where appropriate?
 - c) Does the material present Canada and the people inhabiting it within a cross-cultural context?
 - d) Is the material written, illustrated or edited by a Canada or a First Nations, Inuit or Metos person?
 - e) Is the material edited, printed or bound in Canada?
5. Quality of Visual and Physical Format
 - a) Is the material well-organized and presented clearly and logically?
 - b) Is the format of illustrations, graphics, pictures, photographs and artwork of high quality?
 - c) Is the material provided in alternative/accessible formats?
6. Cost and Durability
 - a) Is the cost of the material justified for its use?
 - b) Is the resource durable?

Source: Selection of Textbooks and Supplementary Learning Resources Administrative Procedure

Guest Speakers and/or Presentations Checklist

- 1) Name(s) of Staff member(s) organizing the event.

- 2) Name(s) of the guest speaker(s) and the organization they represent, if any.

- 3) Title and location of the activity, together with the names of the presenters or performers.

- 4) Topic or focus of the activity

- 5) Connections to the curriculum and/or purpose of the activity.

- 6) Details of any handout materials, giveaways, or literature that will be provided/distributed.

- 7) Date and time of activity.

Appendix C

Content Screening of Material for Guest Speakers and Public Presentations

This Appendix must be completed in the first phase of development of materials for public presentations by students of the Lambton Kent District School Board. The answer to the first item **MUST** be “yes”. Staff members will exercise their professional expertise and judgement when analyzing the remaining responses.

Criteria	Yes	No	n/a	Comments
Is this material within procedures and policies of the school, the Board, and the Ministry?				
Have available resources to support this topic been assessed to determine their appropriateness?				
Does the material have lasting importance or contribution toward education?				
Will potential audiences be provided with appropriate materials, prior to the presentation, to describe and explain the issue being presented?				
Have attitudes and sensitivities toward the topic in the school community and the community at large been taken into consideration?				
Have all possible consequences of presentation been considered and planned for?				
Does the material reflect good judgement based on clear analysis of the issues today and for the future?				
Is the material free of stereotypes and prejudices?				
Is the material balanced? Does it reflect competing points of view?				
Is there an evaluation process in place to determine if goals and objectives are met?				

<p>Will this material prepare young people to analyze issues and to use empirical data collected from primary and secondary sources to make informed judgements about controversial issues?</p>				
<p>Will this material give students opportunities to explore value-laden issues, clarify their own values, and use these values as a basis, along with information obtained and analyzed in a problem-solving framework, for making personal and societal decisions?</p>				
<p>Will the material prepare young people to fulfill various roles as adults – voting citizens, consumer, worker, family member, friend and member of societal groups?</p>				



S.A.F.E. INITIATIVES CHECKLIST

This tool has been developed by the Board Mental Health Leadership Team to help guide the implementation of mental health awareness initiatives and other related content. While mental health awareness initiatives can be an important part of a student’s education, some can simply be risky, and this checklist was developed to help remember the components of a **S.A.F.E.** initiative:

- S - Culturally Sensitive and Appropriate**
- A - Aligned with ongoing initiatives**
- F - Good for All**
- E - Evidence-based/Evidence-informed**

Consultation:

Consultation with the Mental Health Lead is **recommended** for all and **required** for suicide awareness initiatives. This checklist is to be used for:

- One-time presentations and guest speakers
- Mental health videos
- Social media campaigns
- Suicide awareness activities
- Curriculum content

Please Note: If deemed necessary, the Mental Health Lead, will consult with your school Mental Health Professional.

Part of a Plan

Yes	No	The content is consistent with the goals of the board and school’s mental health strategy.
Yes	No	This is not a one-off presentation and there are other components that can help continue the learning (i.e. support curriculum connections or a year-long plan).
Yes	No	Staff have received training/been informed of their role and what is expected of them before, during, and after the initiative.
Yes	No	A support plan is in place for those in need (see next section for more detail).

Good for All (Considering All 3 Tiers)

Yes	No	Identify students who may potentially be triggered by the content (you may need to connect with colleagues to determine students who may be impacted).
Yes	No	Offer students who may potentially be triggered by the content options for alternative programming.
Yes	No	Considerations have been made to support students who may be triggered by the content and supports put in place (i.e. pre-planned safe space, designated go-to person).
Yes	No	Content being delivered on a large scale should focus on universal/good-for-all messages (i.e. does not focus on sensitive topics such as mental illness, suicide, but instead focuses on well-being and positive mental health).

Evidence-based or Evidence-Informed

Yes	No	The content has been vetted by the Board Mental Health Lead.
Yes	No	The content is factual and is presented by professional.
Yes	No	The program or initiative is an evidence-based or evidence-informed practice.
Yes	No	The school team has reflected on and shared outcomes with the Mental Health Lead (see the last section on reflection questions).

Appropriate Format and Content

Yes	No	All content has been previewed and vetted before it is shared with students.
Yes	No	The content would be appropriate to print off and distribute in hard copy to students, staff, parents and school community, and the senior leadership team.
Yes	No	Parental consent was obtained where applicable.
Yes	No	Sensitive material is delivered on a small scale by a competent, confident staff person (consult with Mental Health Lead or your Mental Health Professional for support).
Yes	No	The message of the content is positive (i.e. ends with hope or explains where/how students can receive support).
Yes	No	The content is not being delivered on Mondays, Fridays, or at the end of the school day.

Inclusive and Culturally Sensitive

Yes	No	All cultures are considered and are represented equitably and appropriately.
Yes	No	Considerations have been made to ensure that the content is accessible and inclusive to all.

Reflection Questions

What are some of the lessons learned (positive or negative) to be shared with other schools/boards?
 Moving forward would you recommend this resource to others? Why or why not?

Please share this information with your Mental Health Lead.