



## **ADMINISTRATIVE PROCEDURES**

**SUBJECT: Public Presentations - Content Screening**

The Principal:

1. reviews the attached Guideline with staff annually,
2. ensures that teachers utilize Sections B & C in all school-based activities
3. confers with the area superintendent regarding individual situations as required.

The Teacher/Staff Advisor:

1. reads and becomes familiar with the attached Guideline,
2. applies Section B when developing and presenting materials and activities at the school in both curricular and co-instructional settings,
3. uses Section C to monitor materials and activities related to potentially sensitive or controversial topics.

Implementation Date: May 9, 2001

**LAMBTON KENT DISTRICT SCHOOL BOARD GUIDELINE  
CONTENT SCREENING FOR PUBLIC PRESENTATIONS**

**Section A: Preamble**

The Lambton Kent District School Board articulates its vision through its Mission Statement and seven Belief Statements. These guiding principles clearly indicate that our schools must reflect a common community values system within our curricular and co-instructional programs.

In keeping with this, our schools will demonstrate that they value:

- human dignity, spiritual values, cultural values, freedom, social justice, democracy and preservation of the environment;
- democratic citizenship – the rule of law, freedom of worship, respect for the rights of others, work for the common good, and a sense of responsibility for others;
- membership in a family – loyalty, commitment, discipline and creating a sense of belonging;
- the personal virtues of punctuality, self-discipline and courtesy;
- thoughtful, non-violent problem resolution, social responsibility, working cooperatively with others and caring about others;
- the ideal of self-management – the ability to build positive relationships in diverse settings at school, in the community, and in the workplace;
- freedom from discrimination regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, sex, sexual orientation or handicap;
- freedom from harassment, sexual harassment or any condition which may constitute a poisoned work environment.

While this list is not exhaustive, it embodies attitudes and attributes held commonly by the citizens of Ontario. These values are reflected in federal and provincial legislation and in curriculum policies which govern our schools.

Sections B and C of this document provide procedures to ensure that:

- decisions about curricular and co-instructional materials and presentations will be values-based;
- all activities and materials will be assessed according to appropriate criteria;
- checks and balances will be in place so that, when a sensitive or controversial topic is addressed, it is done in careful, considered and appropriate ways to age-appropriate audiences with structured support materials.

**Section B: Assessment Criteria**

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

The attached form should be used to assess the proposed materials 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, the Ministry, the Province and the Country?
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?

**Section C: Dealing with Controversial or Sensitive Material**

When the topic is judged to meet the criteria of Section B but identified as potentially controversial or sensitive, the following procedures are required:

1. Consult with the area superintendent and School Council to provide information and obtain advice.
2. Limit the audience to age-appropriate students who are sure to possess the level of understanding required by the material.
3. Provide information and activities for pre- and post-viewing use which place the material and the topic in proper context.

**CONTENT SCREENING OF MATERIAL FOR PUBLIC PRESENTATIONS:**

This chart 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”. The remaining responses must be analyzed and procedures in Sections A and C must be followed if applicable.

<b>Criteria</b>	<b>Yes</b>	<b>No</b>	<b>Not Applicable</b>	<b>Comments</b>
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?				
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?				
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?				
Will the material prepare young people to fulfill various roles as adults – voting citizens, consumer, worker, family member, friend and member of societal groups?				