



## ADMINISTRATIVE PROCEDURES

**SUBJECT: Selection of Textbooks and Supplementary Learning Resources**

### Preamble:

The following administrative procedures are written in compliance with Ministry of Education "Guidelines for Approval of Textbooks, 2008", and Lambton Kent District School Board Policy (P-PR-231) and Regulations (R-PR-231).

### 1.0 Definitions:

#### 1.1 Textbook:

A textbook is defined as a comprehensive learning resource that is in print or electronic form, or that consists of any combination of print, electronic, and non-print materials collectively designed to support a substantial portion of the Ontario curriculum expectations for a specific grade and subject in elementary school or for a course in secondary school, or a substantial portion of the expectations for a learning area in the Ontario Kindergarten program. Such a resource is intended for use by an entire class or group of students.

#### 1.2 Supplementary Learning Resources:

Supplementary learning resources are defined as resources that support only a limited number of curriculum expectations, or the curriculum expectations in a single strand, outlined in the curriculum policy for a specific subject or course, or a limited number of expectations for a Kindergarten learning area. Such a resource may be intended for use by an entire class or group of students. Examples are readers, novels, spelling programs, dictionaries, atlases, computer software and instructional guides. Library resources are considered supplementary learning resources.

### 2.0 Criteria for Selection and Review of Learning Resources:

School boards have sole responsibility for the selection and evaluation of learning resources to support elementary and secondary programs for both classrooms and libraries. It is the responsibility of the professional staff, under the direction of the school administration and/or Superintendents of Education - Program, to select textbooks and supplementary learning resources for use in schools that support and enrich the curriculum and that comply with Ministry of Education guidelines and the Lambton Kent District School Board's policy, regulations, administrative procedures and strategic priorities. Individuals involved in the selection of textbooks and supplementary learning resources should consider the following criteria, understanding that not all of the following criteria may be met in each resource.

#### Learning Resources should:

- be relevant to the curriculum as outlined by the Ministry, the Board and the school
- support and enrich the curriculum in order to stimulate intellectual growth
- have aesthetic, literary, and social value
- facilitate an awareness of Canada's pluralistic society, its multicultural and multipath nature
- promote an appreciation of differing points of view, indigenous and other various cultures, and the contributions made by diverse groups to their community, to Canada as a multicultural nation and the world

- assist students in examining their own attitudes and behaviours and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in society
  - address the interests, abilities, learning styles, maturity levels and needs of students in terms of their emotional, intellectual and social development
  - provide opportunities for students to analyze, evaluate, and make informed judgements
  - contribute to the students' understanding and appreciation for media, help develop critical analysis and viewing skills, and provide the opportunity to make informed judgements about media
  - include, and provide fair and sensitive representation to, gender and peoples of diverse backgrounds, beliefs and experiences
  - exclude bias and stereotypes (unless learning resources which are biased or prejudiced in content are being used to meet specific curriculum objectives, for example, to recognize an ideology and its purpose in a given context or to balance an argument). The selection of learning resources on controversial, historical, and contemporary issues will be directed towards presenting an equitable view.
  - Reflect the broad range of Indigeneity, social identity, and diversity that may or may not be reflected in a school community but are reflected in a global society
  - affirm all students, particularly students who identify as Indigenous, Black, racialized, 2SLGBTQ+, and others, that continue to be sparsely represented in current collections
  - be current and accurate in content
  - have good organization, and clear and logical presentation
  - have appropriate visuals (e.g. pictures, charts, graphs, tables, maps, etc.)
  - be of high quality, durable materials
  - be Canadian learning resources where appropriate
- be assessed using the specific criteria outlined in Appendix A which considers:
- Appropriateness of Program
  - Suitability for Students
  - Nature and Degree of Bias, Equity and Inclusiveness
  - Canadian Content and Publication
  - Quality of Visual and Physical Format
  - Cost and Durability

### Discriminatory and Harmful Language

The Lambton Kent District School Board is committed to creating a safe and inclusive learning environment for all students. Speaking, writing or use of racial epithets or slurs (e.g. N-word, pejorative terms used to describe Indigenous peoples, racial, ethnic, religious, sex, gender, sexual orientation, and/or disability attributes etc) including when reading texts aloud, presenting multimedia, quoting, or teaching course content is not permitted. Written materials containing racial slurs will not be used in classrooms if they are written by an author who does not belong to the group about whom the material is written. There are times when teachers will use materials (connected to appropriately-aged curriculum) by authors from racial backgrounds that contain racial slurs or epithets specific to the author's racial group. Proactive lessons and conversations must precede the use of these texts.

### 3.0 Role of Principals

Principals will:

- a. review LKDSB policy, regulations and administrative procedures annually with staff responsible for the selection of textbooks and supplementary learning resources
- b. ensure that staff consult selection aids when considering new textbooks and supplementary learning resources for purchase or when reviewing existing resources. Selection aids consist of:
  - i. Guidelines for Approval of Textbooks, Ministry of Education, 2008
  - ii. Trillium List, <http://www.trilliumlist.ca/>
  - iii. Appendix A

- c. consult LKDSB Program Department staff with any questions concerning textbooks and supplementary learning resources
- d. require staff to review textbooks and supplementary learning resources on a regular basis to ensure that all resources meet current criteria, support challenging curriculum needs and reflect the needs of the school community
- e. respond to complaints and concerns regarding supplementary learning resources being used in the school
- f. implement procedures to address challenges regarding the use of specific resources
- g. assist staff in selecting resources based on their strengths

#### 4.0 Role of Program Department

- a. Evaluate textbooks and supplementary learning resources that will be recommended for district use
- b. Co-ordinate the pilot use of such materials when deemed necessary
- c. Consult with schools regarding the selection of textbooks and supplementary learning resources
- d. Co-ordinate reviews of current textbooks and supplementary learning resources
- e. Superintendent of Education – Program will respond to issues and concerns regarding textbooks and supplementary learning resources that have not been resolved at the school level

#### 5.0 Process of ongoing review and replacement of learning resources

- a. Educators and library staff will regularly review existing supplementary learning resources used in classrooms and libraries and update/replace them to ensure that students and staff have access to current, engaging and relevant collections of materials
- b. Publication dates which identify the context of information presented are used as a measure of relevance in relation to current realities of the school community and the world
- c. Resources with low to limited library circulation and outdated concepts are replaced with more engaging and updated materials.

#### 6.0 Reconsideration of a Learning Resource – School Level

- a. A challenge may be initiated by a parent/guardian or student who is 18 years of age or older who feels a resource is objectionable or inappropriate for instructional use.
- b. The challenge is directed to the school administrator where the resource is being used.
- c. The school principal will discuss the concern with the concerned party and explain the intended purpose of the resource, and the reason for inclusion of the resource, and offer any additional information that is relevant to its use. The school administrator will also provide copies of the LKDSB policy and regulations on the “Selection of Textbooks and Supplementary Learning Resources”.
- d. Should the concern relate to a specific student and the resource being used the principal will determine if it is acceptable to find an alternate learning resource.
- e. Should the issue not be resolved the principal will provide the concerned party with the “Request for Formal Reconsideration of a Learning Resource” (See Appendix B).
- f. The “Request for Formal Reconsideration of a Learning Resource” must be completed and signed by the petitioner before an in-school review committee is convened to review the matter (See Appendix C for recommended format for review committee).
- g. Upon receipt of the “Request for Formal Reconsideration of a Learning Resource” the principal will convene the In-School Review Committee. The Committee will consist of:
  - i. School Principal
  - ii. One member of the school teaching staff and/or a library supervisor
  - iii. The Curriculum Leader for the specific subject
  - iv. A representative from the School Council
  - v. An appropriate member of the LKDSB Program Department and/or EDIJ Department
- h. The In-School Committee will:
  - i. Familiarize itself with the selection criteria for textbooks and supplementary learning resources

- ii. Review the resource in question
  - iii. Determine professional acceptance by reading critical reviews of the resource (where available)
  - iv. Form opinions based on the material as a whole rather than on passages or sections taken out of context
  - v. Discuss the challenged resource in the context of the educational program
  - vi. Meet with the petitioner if elaboration or further information is required
- i. The In-School Review Committee will decide:
    - i. to retain the resource in question for its present use, or
    - ii. to substitute an alternate resource
    - iii. to retain the resource in question for restricted use (e.g. for a particular grade level), or
    - iv. to deem the resource inappropriate and remove it from use in the school.
  - j. The In-School Review Committee will prepare a report that must include a recommendation(s) regarding the questioned resource. The petitioner will receive a copy and one copy will be kept on file at the school.

The decision of the In-School Review Committee will be final.

Implementation Date: February 12, 2003

Revised: February 26, 2018, June 25, 2024

Reference: LKDSB Policy and Regulations

“Guidelines for Approval of Textbooks”, Ministry of Education, 2008

“Trillium List”, <http://www.trilliumlist.ca/>

A Guide to the Selection and Deselection of School Library Resources, Ontario School Library Association, 2023

**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 of 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?

**APPENDIX B**

**REQUEST FOR FORMAL RECONSIDERTION OF A LEARNING RESOURCE**

Title of Learning Resource: \_\_\_\_\_

Producer (if applicable): \_\_\_\_\_

Author (if applicable): \_\_\_\_\_

Distributor (if applicable): \_\_\_\_\_

Publisher (if applicable): \_\_\_\_\_

Request Initiated by: Name \_\_\_\_\_ Phone: \_\_\_\_\_

Home School: \_\_\_\_\_ Date: \_\_\_\_\_

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The Parent/Guardian or student (age 18 or over) who is initiating this request is asked to complete the following section in order to assist in the review of the learning resource(s) and to identify an alternate resource(s) that may be appropriate.

1. To what in the learning resource do you object and why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What do you feel might be the detrimental result of using this resource?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Did you read/view, examine the entire resources ( ) yes ( ) no  
If no, what sections did you examine?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. In your opinion does your concern eliminate the value the resource may have for your child? Other children? Why?

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5. Briefly explain whether the resource should be used elsewhere in the school system, if so, where?

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6. In order to assist the selection procedure, please recommend other resources that you consider to be more appropriate.

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7. Please write any further comments that your feel would help the committee in their deliberations.

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**APPENDIX C****Recommended Format for an “In-School Review Committee”**

- It is important to establish a positive environment for the “In-School Review Committee”.
- Creating a private space where all contributors feel comfortable is important.
- All participants should be made to feel welcome.
- Opportunity should be given for the petitioner to provide their concerns.
- Opportunity should be given for the committee to ask pertinent questions.
- The following questions may assist administrators to facilitate conferences
  1. How was this resource brought to your attention?
  2. Do you represent an individual concern or a group? If you represent a group, which one?
  3. I’d like to confirm the resource(s) that you would like to be considered.
  4. Have you read or reviewed the resource in its entirety?
  5. Are you aware of its historical/social context?
  6. What is the nature of your concern?
  7. Have you discussed your concern with the teacher or the library supervisor? If so, what was the outcome of your discussion?
  8. Have you reviewed the resource in light of the Ontario curriculum expectations?
  9. What would be a satisfactory resolution for you? Why?
    - Continue using the resource with the student(s) after the context is explained?
    - Substitute another resource/other resources for the student(s)
    - Restrict the use of the resource within the school
    - Remove use of the resource across the school system
- The petitioner should be told when the decision of the “In-School Review Committee” will be communicated.
- The petitioner should be told the process for appeal if he/she is not satisfied with the decision of the “In-School Review Committee”.