

SCHOOL OPERATIONS & EQUITABLE EDUCATION

Learning Resource Selection

Adopted under the Learning Resource Selection Policy

1.0 Objective

- 1.1 The purpose of this procedure is to implement the Learning Resource Selection Policy (the “Policy”) by outlining: the process for selecting and reviewing instructional materials; system roles and responsibilities; and informal and formal processes to support the reconsideration of resource selection.
- 1.2 This procedure is to be interpreted and applied in accordance with the District’s commitment to promoting and upholding Indigenous rights and human rights in all of its learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible and free from discrimination and harassment consistent with the DDSB’s Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy (the “Human Rights Policy”), the Safe and Respectful Workplace and Harassment Prevention Policy and related procedures.

2.0 Procedure

- 2.1 The Board’s Policy establishes the criteria for selection of Learning Resources.
- 2.2 At least annually, staff shall engage in resource reviews as to compliance with the Learning Resource Selection Policy, to better support ongoing learning and to challenge discriminatory biases, attitudes, assumptions, stereotypes, content and barriers in learning resources. In undertaking this review, reference shall be made to the Process for the Selection of Learning Resources and Text Selection Tool, which is attached as Appendix “A”. The review may also include consultation with:
 - The Indigenous Education Department when considering any Learning Resource related to Indigenous Education not identified on the curated list;
 - System departments and resources;
 - Students;
 - Teacher Librarian Facilitator and/or Teacher Librarians;
 - School principals who are responsible for ensuring that resources align with DDSB policies and procedures and support the curriculum.

2.3 Request for Reconsideration

Objections to learning resources from a DDSB parent/guardian, student or staff member shall be considered when the use of the materials may have an adverse discriminatory effect/impact or cause discriminatory harm under the Indigenous Education Policy and/or Human Rights Policy.

An objection is to proceed by way of a request for reconsideration of materials which may be filed by parents, students or staff in relation to classroom use of materials. Management of library materials is within the purview of librarians, school administrators, and the senior team and is not subject to the reconsideration provisions set out below.

A. Informal Reconsideration

The expectation is that issues should be resolved, where possible, at the school level. The principal receiving a concern regarding a learning resource shall attempt to resolve the issue informally through discussion with the teacher-librarian or the teacher involved and the person objecting, using the following guidelines:

- a) The principal or other appropriate staff shall share and discuss the Board's Resource Selection Policy and Procedure with the person objecting.
- b) If the objection relates to an Indigenous resource, the Indigenous Education Department will be consulted.
- c) If, after reviewing the Learning Resource at issue, the principal deems the material to be appropriate in light of the terms of the Learning Resource Selection Policy, the principal or other appropriate staff shall discuss the decision and the rationale for the decision with the person objecting, including as to the particular place the Learning Resource occupies in the education program, its intended educational usefulness, and any additional information regarding its use.
- d) If, after reviewing the Learning Resource at issue, the principal deems the material to be inappropriate, continued use for instruction will be modified based on the nature of the complaint. The principal or the teacher-librarian will notify the library facilitator of this decision who will determine whether any District-wide action is required with respect to the Learning Resource at issue.
- e) If the person objecting complainant is not satisfied with the results of the informal resolution process, they may submit a Request for Reconsideration of Learning Resources (Form B) in accordance with the process outlined below.

B. Request for Formal Reconsideration

- a) A request for formal reconsideration may be made using the Request for Reconsideration of Learning Resources (Form B) which shall be delivered to the Principal of the relevant school.
- b) The Principal will forward the completed request form to the System Lead.
- c) The Director of Education and the Superintendent of Education/Programs, the Family of Schools Superintendent of Education, and the Superintendent of Education/Innovative Education shall be informed of the request for formal reconsideration. In cases where the resource is related to Indigenous content or authorship, the Superintendent of Indigenous Education will serve as the chair of the committee.
- d) The request for formal reconsideration shall be referred to the Learning Resource Reconsideration Committee in accordance with the process outlined below.

C. The Learning Resource Reconsideration Committee

- a) The Superintendent of Education/Innovative Education shall form, and be the chairperson of, a new Learning Resource Reconsideration Committee for each formal reconsideration request. As the Superintendent of Education/Innovative Education may deem appropriate in the circumstances, membership may include:
 - The Innovative Education-Libraries Facilitator;
 - Other Superintendents or senior staff members;
 - System Lead(s);
 - System Facilitators(s);
 - The Director or designate;
 - A Trustee.
- b) When Indigenous content is contained in the Learning Resource, the Superintendent of Indigenous Education shall form, and be the chairperson of, the Learning Resource Reconsideration Committee. As the Superintendent of Indigenous Education may deem appropriate in the circumstances, membership may include the Indigenous Education Lead, other senior staff members, and such other individuals as the Superintendent of Indigenous Education may deem appropriate.
- c) The chairperson shall refrain from voting unless there is a tie.
- d) The Learning Resource Reconsideration Committee may choose to consult District staff and/or community persons with related knowledge (e.g., student/parent voice, community voice).

D. Resolution Guidelines for Learning Resource Reconsideration Committee

The Learning Resource Reconsideration Committee shall review the challenged Learning Resource in accordance with the terms of the Learning Resource Selection Policy and this procedure and shall determine whether the Learning Resource should remain in use or not. The Learning Resource Reconsideration Committee shall proceed within these guidelines:

- a) Review the Learning Resource at issue;
- b) Consider the use of the Learning Resource in light of the terms of the Resource Selection Policy;
- c) Consider whether and how the DDSB's Indigenous Education Policy and procedure, Human Rights Policy and procedures and the District's Directive on Slurs and Epithets, may apply. Each member will be responsible for reading and reviewing the resource;
- d) Read critical reviews, if available;
- e) The chair is encouraged to contact the person objecting to inform them of the process/timing of the reconsideration and to receive any further input the chair may deem appropriate.

E. The Decision of the Learning Resource Reconsideration Committee

The committee shall provide a written report of a decision as to the use of the Learning Resource to the Director of Education and to the person objecting, within 30 school days of the committee's first meeting. A copy of the written report shall be retained by the Superintendent of Education/Innovation, Principal and/or school librarian, and/or classroom teacher.

The Innovative Education-Libraries Facilitator shall maintain a list of challenged Learning Resources (whether they have been retained or removed) and communicate outcomes of reviews to staff as may be required. A copy of the list will also be kept in the school's principal's office and shared with pertinent staff.

3.0 Responsibilities

All staff responsible for implementing this procedure will engage in ongoing learning to:

- Understand their roles and responsibilities under, and meet the objectives and requirements of, the Resource Selection Policy and this procedure, the Indigenous Education Policy, the Human Rights Policy, and related procedures (including the Human Rights Roles, Responsibilities and Accountability Framework).
- Examine their own ideologies and build capacity to eliminate anti-Indigenous racism and support anti-discriminatory, anti-racist and anti-oppressive resource selection decisions.

Staff, within their respective duties and responsibilities, will strategically align budget allocations to support the acquisition of Learning Resources that meet the objectives of the Learning Resource Selection Policy.

3.1 Superintendents of Education are responsible for:

- Supporting the development of and supervising educational programs and Learning Resources in schools to meet the objectives of the Learning Resource Selection Policy.
- Building capacity and providing professional learning opportunities to equip staff with knowledge and skills to implement the Learning Resource Selection Policy and this procedure.
- Collaborating and consulting with the DDSB Departments and Committees and other Committees/groups representing the diverse communities the District serves when considering Learning Resources in K-12 schools and classrooms.

3.2 Central Educational Staff are responsible for:

- Collaborating with other central departments when considering Learning Resources and resources in K-12 classrooms and school libraries.
- Providing consultation to ensure that Learning Resources comply with the requirements of this procedure.
- Building capacity and providing materials and resources that support the implementation of the Resource Selection Policy.

3.3 **School Administrators** are responsible for:

- Providing opportunities for educators to participate in ongoing learning and training to meet the requirements of the Resource Selection Policy.
- Collaborating and consulting with school-based staff and central educational staff to select Learning Resources and resources for K-12 classrooms and school libraries that align with the Resource Selection Policy.
- Providing staff with professional and classroom resources that support the implementation of the Resource Selection Policy, including as to UDL, CRRP and differentiated instruction and assessment.

3.4 **Educators** are responsible for:

- Providing Learning Resources that align with the Learning Resource Selection Policy.
- Annually reviewing Learning Resources in accordance with the terms of this Procedure.
 - This may be in collaboration with administrators, and/ or central educational staff.
- Exercising educator professional judgment in a manner that aligns with this procedure and upholds Indigenous rights and human rights.
- Utilizing teaching and learning resources that support the implementation of this procedure, including but not limited to UDL, CRRP and differentiated instruction and assessment.
- Consulting with students on student-presented classroom activities to ensure that sources used, and information shared align with this procedure and are not discriminatory.

4.0 Reference Documents

4.1 **Guiding/Reflective Questions for Resource Selection**

Resources to inform this procedure

- [Selecting Texts in an Anti-Oppressive English Classroom](#) (draft)
- [Professional Advisory on Anti-Black Racism](#)
- [Trillium List / Guidelines for Approval of Textbooks](#) (2008) - Original document
- [Equity Informed Selection](#)

4.2 **Policies**

a) Indigenous Education

- [TRC](#)
- [UNDRIP](#)
- DDSB [Indigenous Education Policy](#)
- [Classroom Practices: Teaching and Learning](#)
- [Creed & Human Rights for Indigenous Peoples](#)

b) Human Rights and Equity

- [Human Rights, Anti-Discrimination and Anti-Racism Policy](#)
- [Human Rights, Anti-Discrimination and Anti-Racism Procedure](#)
- [Human Rights Roles, Responsibilities and Accountability Framework](#)

- [Equity & Diversity Strategic Framework](#)
- [Equity & Inclusive Education Policy](#)
- [Safe and Respectful Workplace and Harassment Prevention Policy](#)
- [Compendium of Action for Black Student Success](#)
- Legal Framework (Equity and Inclusive Education in Ontario, [Ontario's Human Rights Code](#))

4.3 Glossary of Terms

- [Resource Selection Procedure](#)
- [Indigenous Education Policy](#)
- Indigenous Education [Classroom Practices: Teaching and Learning](#)
- [Human Rights, Anti-Discrimination, Anti-Racism Policy](#)

Appendix:

Appendix A: Process for the Selection of Learning Resources and Text Selection Tool (draft)

Appendix B: Request for Reconsideration of Learning Materials Form (draft)

Effective Date

2022-09-19