

Learning Resource Selection

1.0 Rationale

- 1.1 There is a vast array of learning resources available for educators and students and some guidance on resource selection is appropriate to best serve the needs of students and families.

2.0 Policy Objective

- 2.1 The purpose of this policy is to provide guidance on the selection and review of learning resources. This policy supports the District's commitment to protecting, upholding and promoting Indigenous rights, human rights and equity in all of its learning and working environments. The District recognizes that Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.
- 2.2 This policy 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", Safe and Respectful Workplace and Harassment Prevention Policy and related procedures.

3.0 Policy

- 3.1 Learning resources are a key instrument in meeting the needs of students served by the DDSB and therefore need to reflect a range of identities and learning needs.
- 3.2 Learning resources are to be selected based on consideration of the following criteria:
- 3.2.1 The social, cultural, emotional and intellectual growth of students;
 - 3.2.2 Ontario Ministry of Education curriculum expectations by grade and subject in the context of methods of instruction and assessment and the criteria and standards indicating success in student learning;
 - 3.2.3 Alignment with principles of culturally relevant and responsive pedagogy (CRRP), Universal Design for Learning (UDL), Inclusive Design, differentiated instruction and assessment and accessibility;
 - 3.2.4 Age, cognitive levels, emotional development, achievement level, learning styles, identity and social development of the pupils for whom the materials are selected;
 - 3.2.5 Valuing, affirming, reflecting and supporting the expression of students' diverse identities, including cultures, communities, histories and achievements;

- 3.2.6 Enhancing pupils' understanding, respect and appreciation for multiple and intersecting social identities and of their duties, responsibilities, rights and privileges as participating citizens in our diverse society;
- 3.2.7 Portraying accurate histories and narratives of various communities and groups that are discriminated against, and that include examples of:
- Historical and contemporary successes, accomplishments, contributions, and resistance to discrimination; and
 - Agency, everyday experiences, excellence and joy.
- 3.2.8 Challenging colonialism and all forms of discrimination, racism and hate (including and not limited to: anti-Indigenous racism, anti-Black racism, sexism, ableism, Islamophobia, antisemitism, all forms of faithism, homophobia, biphobia, transphobia, classism, and harmful and discriminatory biases, trivializations, tokenism, stereotypes, and assumptions); and
- 3.2.9 Promoting social justice and responsible citizenship, including respecting and protecting the environment.
- 3.3 Potential learning resources that include profanity, discriminatory or derogatory slurs, and epithets or explicit sexual content must, before being put to use, be examined to determine if inclusion of that material and language is material to understanding the identity and narrative of lived experiences reflected in the material. Age appropriateness must be considered. Other learning resources are to be made available to those students who choose not to read such materials.
- 3.4 When selecting learning resources, preference should be given to Canadian materials where appropriate.
- 3.5 Parent(s)/guardian(s) of a student, or any student, enrolled in a school of the DDSB may raise an objection to learning resources used in the school's educational program, in accordance with the terms of the procedure adopted to implement the terms of this policy.
- 3.6 All resource selection decisions and actions will comply with the Indigenous Education Policy, Human Rights Policy, and related procedures. While the Ministry of Education maintains the Trillium List of pre-approved resources, staff shall comply with any procedures under this Policy.
- 3.7 The Director of Education or delegates shall develop a procedure to implement the terms of this policy. The procedure shall allow for meaningful consultation with identified stakeholders, when appropriate, to support ongoing learning and challenge discriminatory biases, attitudes, assumptions, stereotypes, and barriers.

4.0 Evaluation

- 4.1 This policy may be reviewed and updated as may be deemed necessary or appropriate, but it shall be reviewed at least every 5 years.

5.0 Reference Documents

5.1 Policies

DDSB Learning Resource Selection Procedure

[DDSB Indigenous Education Policy](#)

[DDSB Human Rights, Anti-Discrimination and Anti-Racism Policy](#)

Appendix:

None

Effective Date:

80-01-28

Reviewed and Amended:

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