



**DURHAM CATHOLIC  
DISTRICT SCHOOL BOARD**  
*Learning and Living in Faith*

## **POLICY – 508**

### **Selection and Reconsideration of Learning Resources**

Area: Teaching and Learning  
Source: Superintendent of Education – Academic Services

Approved: October 28, 2002  
Revised: January 11, 2021

#### **1. Introduction**

The Durham Catholic District School Board (DCDSB) believes in the importance of the selection of ~~a learning resources~~ that supports the mission, vision and values of Catholic education, ~~are culturally relevant, reflect diverse representation and is are~~ consistent with the teachings of the Catholic Church. ~~DCDSB is committed to~~ ~~It is the practice of the Board to~~ providing a wide range of learning resources at various levels of complexity, reflecting diversity, inclusivity and multiple perspectives to meet the needs of students, ~~teachers and the community.~~

#### **2. Definitions**

~~Learning Resources~~ — any material with instructional content or function that is used for formal or informal teaching and learning purposes. ~~Learning Resources include but are not limited to print materials, digital resources, and audio/visual resources.~~

~~Trillium List~~ — The Ministry of Education list of approved textbooks.

#### **3. Purpose**

The purpose of this policy is to provide direction ~~to schools~~ regarding the selection ~~and reconsideration~~ of learning resources that are consistent with the teachings of the Catholic Church and the expectations of the Ministry of Education. ~~This policy will also provide direction when a member of a school community requests reconsideration of a learning resource.~~

## 4. Application / Scope

This policy applies to all resources in use in ~~elementary and secondary schools, and alternative education sites within~~ DCDSB.

## 5. Principles

5.1 The Board believes:

- 5.1.1 it is responsible to promote the use of learning resources that support a quality Catholic education which integrates the teachings of the Catholic Church within the school curriculum;
- 5.1.2 it is obligated to provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal, that promote the spiritual, physical, moral, intellectual and social growth of each student;
- 5.1.3 that the selection **and reconsideration** of learning resources be consistent with the Board's mission, vision and values, the directives of the Ministry of Education and meet the requirements of the curriculum guidelines for which they are intended;
- 5.1.4 that learning materials must reflect positive representation and recognition of **diverse communities equity deserving and/or historically disadvantaged communities** including Black and Indigenous Peoples;
- 5.1.5 **it is important to listen to concerns as they arise and have a transparent process for reconsideration of learning resources.**
- 5.1.5 ~~that occasional objection to the appropriateness of learning resources may arise, despite the careful selection of resources by staff members.~~

## 6. Requirements

- 6.1 The Director of Education, or designate, shall issue administrative procedures to support this policy and amend them thereafter as the need may arise.
- 6.2 Individuals involved in the selection **and/or reconsideration** of learning resources should **reference AP508-1 Selection and Reconsideration of a Learning Resource** and consider the **following** criteria **outlined in the "Framework for the Selection of Culturally Responsive and Relevant Learning Resources"**.
  - 6.2.1 ~~Resources will reflect a belief system that is in accordance with the teachings of the Catholic Church.~~
  - 6.2.2 ~~Relevance to the curriculum as outlined by the Ministry, the Board and the school.~~

- 6.2.3 Resources used as textbooks will be selected from the Trillium List – The Ministry of Education list of approved textbooks.
- 6.2.4 Develop literary and aesthetic appreciation, encourage the exploration of different points of view, and enable students to develop, with guidance, the best practices of inquiry-based learning, virtues education, citizenship, communication, critical thinking, collaboration and creativity, and the ability to become informed decision-makers and problem-solvers.
- 6.2.5 Addressing specific interests, abilities, maturity levels and needs of students in terms of their emotional development, intellectual development, language development, physical development, social development, and learning styles.
- 6.2.6 Staff should include Canadian learning resources representing Indigenous Peoples' perspective and the creative talent of our nation when making selections. These resources should focus on strengthening student knowledge and understanding of Indigenous histories, cultures, perspectives, contributions, and ways of knowing to support the Calls to Action outlined in the Truth and Reconciliation Report (2015).
- 6.2.7 Staff should include resources with positive representation and recognition of the Black community and the diverse perspectives of the multi-cultural make-up of our general community.
- 6.2.8 Alignment with the DCDSB's Equity Policy – learning resources must promote anti-racism and equitable treatment of individuals or groups regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, disability, gender expression, gender identity, receipt of public assistance, record of offences, as set out in the Ontario Human Rights Code, or on the basis of other, similar factors.
- 6.2.9 Resources will provide a forum to examine and appreciate attitudes toward self and others to support the Ontario Catholic School Graduate Expectations.
- 6.2.10 The physical format of all resources will be suitable for their intended use. Non-print resources should be user friendly and compatible with existing equipment. Accessibility standards for new purchases must be considered when purchasing new resources – Accessibility for Ontarians with Disabilities Act (AODA) compliance for materials bought after 2020.
- 6.2.11 When possible, resources will reflect students' interest and learning styles in order to support student engagement and the importance of critical literacy as a form of life-long learning.
- 6.2.12 All non-print resources including audio-visual, guest speakers, digital resources will be consistent with the criteria listed above where applicable as well as with the mission, vision and values of Catholic Education.

~~6.2.13 In the selection of learning resources, staff must adhere to copyright restrictions and appropriate licensing agreements.~~

### ~~6.3 Reconsideration of Learning Resources~~

~~6.3.1 Requests for reconsideration of a learning resource shall be made to the principal of the school. Initial attempts to resolve the specific learning resource issues will be made on an informal basis between the principal and the individual(s) making the request.~~

~~6.3.2 Should informal attempts to resolve the specific concern be unsuccessful, individuals have the option of making a formal request for reconsideration of the learning resource.~~

~~6.3.3 The formal process for reconsideration of a learning resource is outlined in the related administrative procedure. This process will involve a review of the resource by selected curriculum consultants within the Academic Services department and school staff under the direction of the Superintendent of Education—Academic Services. A recommendation will be formulated by this group and forwarded to the Director of Education who will make a final decision in the matter.~~

## **7. Sources**

- 7.1 Regulation 298, Operation of Schools – General, Section 7, Subsections 1-4
- 7.2 Guidelines for Approval of Textbooks (2008)
- 7.3 Ministry of Education “Trillium List” <http://www.trilliumlist.ca/>
- 7.4 PPM157: Use of Copyright Materials in Education
- 7.5 Truth and Reconciliation Commission of Canada: Calls to Action
- 7.6 Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
- 7.7 Ontario Human Rights Code
- 7.8 Education Act

## **8. Related Policies and Administrative Procedures**

- 8.1 **Selection and** Reconsideration of a Learning Resource Administrative Procedure (AP508-1)
- 8.2 Anti-Racism Policy (PO200)
- 8.3 Responding to Incidents of Racism and Discrimination Administrative Procedure (AP200-1)
- 8.4 Equity and Inclusive Education Policy (PO216)
- 8.5 Equity and Inclusive Education Administrative Procedure (AP216-1)
- 8.6 Religious Accommodation Administrative Procedure (AP216-2)
- 8.7 Accessibility Policy (PO434)
- 8.8 Accessible Information and Communications Administrative Procedure (AP434-8)
- 8.9 Copyright Policy (PO439)
- 8.10 Copyright Administrative Procedure (AP439-1)

- 8.11 First Nation, Métis and Inuit Education Framework Policy (PO516)
- 8.12 First Nation, Métis and Inuit Education Framework Administrative Procedure (AP516-1)
- 8.13 Catholic Curriculum and Education Policy (PO517)
- 8.14 Catholic Curriculum and Education Administrative Procedure (AP517-1)
- 8.15 Family Life Education and the Fully Alive Program Administrative Procedure (AP517-2)