



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

ADMINISTRATIVE PROCEDURE – 508-1

Selection and Reconsideration of Learning Resources

Area: Academic Services
Policy Reference: Superintendent of Academic Services

Approved: November 18, 2002
Revised: July 16, 2024

1. Purpose

“Student learning is supported and enhanced through a variety of learning resources. The learning resources that students use to engage their learning is optimally supported with access to media that is high quality, developmentally appropriate and intentionally applied to the students’ academic profile and need for metacognition. Our schools are committed to providing books, movies, learning resources and digital platforms that support transferable skills, and classrooms that are focused on excellence in faith formation as well as academic achievement. Resources to support student learning should contribute positively to the overall mission and identity of the Catholic school.” (Ontario Catholic Elementary Curriculum Policy Document, Grades 1 – 8 Family Life Education, 2024). The purpose of this administrative procedure is to outline the Durham Catholic District School Board (the “Board”)'s framework to support PO508 Selection and Reconsideration of Learning Resources.

2. Definitions

Nil

3. Procedures

3.1 Requirements for Selection of Learning Resources

- 3.1.1 It is the responsibility of superintendents, principals and educators to select and approve learning resources that meet the needs of students, reflect diversity and align with curriculum expectations.
- 3.1.2 The Trillium List (see www.edu.gov.on.ca/trilliumlist/) shall be referenced when selecting textbooks which are defined as comprehensive resources designed to

support at least 85% of the curriculum expectations (i.e., core learning resources).

- 3.1.3 In Religious Education and Family Life Education in Ontario, core classroom resources are carefully selected and designed by the Assembly of Catholic Bishops of Ontario (ACBO) in service to publicly funded Catholic schools. This responds to the responsibility of bishops in Canon Law to be the chief teachers in matters of faith and morals in their own diocese. In Ontario, the bishops have exercised this responsibility collectively and worked collaboratively through the ACBO on the development of these resources. It also means that schools can be assured of the relevance of these resources to the curriculum expectations as well as their alignment with Catholic teaching.
- 3.1.4 The Framework for the Selection of Culturally Responsive and Relevant Learning Resources (See Appendix 1) shall be referenced for all learning resources.
- 3.1.5 The selection and evaluation of supplementary resources for Indigenous Education will be guided by PO516 First Nation, Métis and Inuit Education Framework Policy.

3.2 Selection of Library Resources – Elementary and Secondary Schools

- 3.2.1 While the principal is ultimately responsible for all resources used in the school, the teacher-librarian, with input from the school staff, has responsibility for the selection of library resources.
- 3.2.2 The selection of library resources is subject to the same requirements as listed in section 3.1.
- 3.2.3 When materials are donated, the principal or teacher-librarian will decide to keep or discard the donation based on the Framework for the Selection of Culturally Responsive and Relevant Learning Resources.
- 3.2.4 School library collections shall be regularly reviewed to ensure they contain only those resources that are accurate, current, culturally responsive and relevant to the curriculum. Non-compliant resources shall be discarded.

3.3 Reconsideration of Learning Resources

- 3.3.1 The Board recognizes that despite the careful selection of learning resources by Board staff, concerns may occasionally arise as to the appropriateness of a resource. The steps for resolution are outlined below.

a) School Level

- i. A request to reconsider a learning resource must be made to the principal of the school. The principal will acknowledge the concern,

inform the appropriate staff (e.g., teacher, teacher-librarian, curriculum chair) and/or Board level personnel (e.g., Academic Services Consultant) and attempt to resolve the request informally.

- ii. Should informal attempts to resolve the concern be unsuccessful, the individual may complete a “Request for Reconsideration of Learning Resources Form” (Form AF508-1A).
- iii. The principal will consider the submission using the Framework for the Selection of Culturally Responsive and Relevant Learning Resources and any other relevant Board policies and procedures.
- iv. Upon conclusion of the review, a written response which includes the decision, and a summary of the rationale will be provided to the concerned individual.
- v. Should the individual wish to appeal this decision, the matter will then be referred to the Superintendent of Education – Academic Services. All documentation regarding this request will be forwarded to the Superintendent for consideration.

b) Board Level

- i. The Superintendent will appoint and chair a committee to review the resource and consider the objection. This committee shall consist of, but not be limited to, an Academic Services Consultant, Teacher-Librarian, subject specialist where appropriate, and a School Administrator not affiliated with the school.
- ii. The committee will review all documentation gathered in relation to the resource in question and evaluate the resource based on the criteria identified in the Framework for the Selection of Culturally Responsive and Relevant Learning Resources.
- iii. Upon conclusion of the review, a written response which includes the decision, and a summary of the rationale will be provided to the concerned individual.

c) Appeal

- i. Should the individual wish to appeal this decision, the matter will then be referred to the Director of Education.

3.3.2 The Director or designate will make a final decision regarding the reconsideration of the resource in question. The Director or designate will communicate this decision to the person making the request for reconsideration, and to the system as appropriate.

4. Sources

- 4.1 [Ontario Catholic Elementary Curriculum Policy Document, Grades 1 – 8 Family Life Education, 2024](#)
- 4.2 [Regulation 298, Operation of Schools – General, Section 7, Subsections 1-4](#)

- 4.3 [Guidelines for Approval of Textbooks \(2008\)](#)
- 4.4 [Ministry of Education "Trillium List" <http://www.trilliumlist.ca/>](#)
- 4.5 [PPM157: Use of Copyright Materials in Education](#)
- 4.6 [Truth and Reconciliation Report \(2015\)](#)
- 4.7 [Accessibility for Ontarians with Disabilities Act, 2005 \(AODA\)](#)
- 4.8 [Ontario Human Rights Code](#)
- 4.9 [Education Act](#)

5. Appendices

- 5.1 [Appendix 1 - Framework for the Selection of Culturally Responsive and Relevant Learning Resources](#)
- 5.2 [Appendix 2 - Request for Reconsideration of Learning Resources Form \(AF508-1A\)](#)

6. Related Policies and Administrative Procedures

- 6.1 [Selection and Reconsideration of a Learning Resource Policy \(PO508\)](#)
- 6.2 [Anti-Racism Policy \(PO200\)](#)
- 6.3 [Responding to Incidents of Racism and Discrimination Administrative Procedure \(AP200-1\)](#)
- 6.4 [Equity and Inclusive Education Policy \(PO216\)](#)
- 6.5 [Equity and Inclusive Education Administrative Procedure \(AP216-1\)](#)
- 6.6 [Religious Accommodation Administrative Procedure \(AP216-2\)](#)
- 6.7 [Accessibility Policy \(PO434\)](#)
- 6.8 [Accessible Information and Communications Administrative Procedure \(AP434-8\)](#)
- 6.9 [Copyright Policy \(PO439\)](#)
- 6.10 [Copyright Administrative Procedure \(AP439-1\)](#)
- 6.11 [First Nation, Métis and Inuit Education Framework Policy \(PO516\)](#)
- 6.12 [First Nation, Métis and Inuit Education Framework Administrative Procedure \(AP516-1\)](#)
- 6.13 [Catholic Curriculum and Education Policy \(PO517\)](#)
- 6.14 [Catholic Curriculum and Education Administrative Procedure \(AP517-1\)](#)
- 6.15 [Family Life Education and the Fully Alive Program Administrative Procedure \(AP517-2\)](#)

Appendix 1



**DURHAM CATHOLIC
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Learning and Living in Faith

Framework for the Selection of Culturally Responsive and Relevant Learning Resources

The purpose of this framework is to guide educators in our system to select and reconsider resources, films, and presentations that are accessible, reflect diversity, and are conducive to facilitating meaningful learning experiences for our students, embedding the principles of human rights, equity and inclusion within DCDSB learning resources.

To inform this process, criteria is provided in four interconnected areas, followed by guiding questions to discern the appropriate selection of culturally responsive and relevant learning resources.

The following considerations should be given while reviewing resources:

1. The age and developmental appropriateness of the intended audience of the resource should provide context for the use of the resource. It may be appropriate for one audience, but not another.
2. Resources should not be eliminated on a collective basis, for instance by removing all books in a series based upon concerns identified in one book of the series.
3. The guiding questions in each area should not be applied individually to determine the appropriateness of the resource. Instead, teachers should use this framework collectively as a whole to determine the appropriateness of a resource.
4. For the purpose of Religious and Family Life education, the Institute for Catholic Education (ICE) works in collaboration with the Assembly of Catholic Bishops of Ontario (ACBO) to develop and publish the primary resources that are to be used in classrooms (e.g., *Born in the Spirit, Blessed and Beloved*).

Mission of the Catholic Church

When selecting resources, whether in a classroom collection or online or in the school library, care must be taken in selecting materials that support the expectations of the Family Life Education curriculum and that respect the developmental nature of the learning in this area for students. (*p 18, Ontario Catholic Elementary Curriculum Policy Document, Grades 1 – 8 Family Life Education, 2024*)

Questions for Consideration

1. Does the resource contribute positively to the overall mission and identity of the Catholic School?
2. Does the resource focus on excellence in faith formation as well as academic achievement?

3. Does the resource promote equity, democracy, and solidarity for a just, peaceful and compassionate society, fostering a positive sense of self and the dignity of others?
4. Is the resource aligned with the grade level expectations of the Ontario Family Life Curriculum and/or the Ontario Religious Education Curriculum?

Ministry of Education Directives

- Resources will have relevance to the curriculum as outlined by the Ministry, the Board and the school.
- Resources used as textbooks will be selected from the Trillium List – The Ministry of Education list of approved textbooks.
- In the selection of learning resources, staff will adhere to copyright restrictions and appropriate licensing agreements. Refer to DCDSB's Copyright Policy (PO439)

Questions for Consideration

1. Is the resource in alignment with grade-appropriate curriculum expectations, content and learning goals?

Diverse Interests of Students

- Resources will 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, problem-solvers and lifelong learners.
- Resources will address specific interests, abilities, curriculum expectations and needs of students in terms of their emotional development, intellectual development, language development, physical development, social development, and learning styles

Questions for Consideration

1. Does the resource contribute to a wide representation of your students' identities, backgrounds and lived experiences, validating both student interests and cultural history?
2. Does the resource foster a positive sense of self and respect for the dignity and welfare of others?
3. Does the resource present potentially triggering content that may be sensitive or traumatic to students?
4. Does the resource provide opportunities for students to act considering gospel values by respecting the human rights, responsibilities, and contributions of self and others?
5. Does the resource allow students to access the content with sufficient difficulty (prior knowledge, reading level, Multi-Lingual Learners (MLL), age-appropriateness)?

Equity and Inclusion*

- Resources will be in alignment with the DCDSB's Anti Racism Policy and 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.

- 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.
- 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).
- Staff should include resources that reflect positive representation and recognition of equity deserving and/or historically marginalized communities. They should validate the histories of students' identities, families and communities.

*Reference Policy 516 when selecting and reconsidering resources related to Indigenous Education.

Questions for Consideration:

1. Can the resource be accessed in different formats and alternative versions (e.g., film, audio, adapted texts, dual language books)?
2. Does the resource portray specific groups (e.g., Black, Indigenous, Racialized Groups; 2SLGBTQ+; etc.) in society in a tokenistic, stereotypical, or derogatory manner?
3. Does the resource exclusively portray Western worldviews while silencing or omitting the perspectives related to the history, cultural heritage and pluralism of today's contemporary society?
4. Will the resource increase access and opportunity for under-represented individuals/groups?
5. Are there individuals/groups that will be disproportionately and negatively affected by this resource (e.g., unintended consequences)?

NOTE: 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.

Appendix 2



**DURHAM CATHOLIC
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Request for Reconsideration of a Learning Resource

You are requesting the review of material presently being used in the Durham Catholic District School Board. Please complete the following form and return it to the principal of your school so that we may adequately respond to your concern.

Name of School:

Title of Resource:

Author of Resource:

Publisher of Resource:

Type of Resource (e.g, library book, required reading, etc.):

My concerns arise from:

Reading the resource

Viewing the resource

Talking to child

Tone

Other (specify):

Concern(s): (be specific, cite pages)

What action are you recommending for this resource?

Do you have a recommended alternative for this resource? (specify)

Your name:

Email Address:

Phone Number:

Signature of Requester:

Date: