Selection of Instructional and Library Resources

Administrative Procedure

Status:	**Active**
Effective:	September 2017
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Review Date:	May 2029
Responsibility:	Superintendent of Education, School Programs

1. INTENDED PURPOSE:

The purpose of this procedure is to provide guidance on the selection and review of **learning resources** for all staff involved in the purchasing, selection and utilization of instructional and library resources. This supports the HDSB's commitment to achieve excellence, uphold Indigenous rights and Human Rights, and to ensure and promote equity and well-being for all students. Learning resources must be aligned with these goals and with the rights of a child as provided in the United Nations Convention on the Rights of the Child, the United National Declaration on the Rights of Indigenous Peoples, echoed in the Truth and Reconciliation Commission Calls to Action, prescribed in the Ontario Education Act and protected and enforced through the Ontario Human Rights Code. This Administrative Procedure helps staff to operationalize the following HDSB Policies:

- HDSB Indigenous Education Policy
- HDSB Equity and Inclusive Education Policy;
- HDSB Evaluation and Assessment Policy

This procedure supports staff in upholding HDSB commitments to providing students with curriculum, learning resources, and assessment and evaluation that expands their knowledge, experience, skills, and perspectives so that they are prepared to navigate complex and diverse environments.

2. DEFINITIONS

Learning resources

Learning resources include Instructional Resources as well as Library Resources and encompass all resources used for the purpose of learning. Learning resources are multimodal resources which include, but are not limited to visual, musical, multimedia, social media, texts (i.e. short stories, poetry, articles, videos, films, music, lyrics, plays, scripts, podcasts, nonfiction and fiction novels, websites, slide decks, textbooks, images, art).

2.1 Instructional Resources

Includes all resources selected by an educator for use with students based on curriculum expectations and informed pedagogical approaches.

2.2 Library Resources

Includes all resources selected by library staff to enhance student reading engagement and learning stored in the school library.

3. RESPONSIBILITIES

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

- Understand their roles and responsibilities to meet the objectives and requirements of this procedure, the Indigenous Education Policy, the Human Rights Policy, and related Administrative Procedures.
- Examine their own ideologies and practices, and build capacity to eliminate anti-Indigenous racism and support anti-discriminatory, anti-racist and anti-oppressive resource selection decisions.

4. INTENTIONAL SELECTION OF RESOURCES

All staff must critically reflect on the selection of **all** instructional and library resources to assess the quality of the resource, to affirm the identities of all students, particularly underserved students who identify as Indigenous, Black, Racialized, 2S&LGBTQ+ and to ensure the resources are appropriate for the subject area, age, emotional development, ability, learning styles, and social development of the students for whom the materials are selected. Instructional resources are multimodal resources that include, but are not limited to, visual, musical, multimedia, social media, and texts (e.g., short stories, poetry, articles, videos, films, music, lyrics, plays, scripts, podcasts, non-fiction and fiction novels, e- and audiobooks, websites, slide decks, textbooks, images, and art). There are no mandated learning resources in the Ontario curriculum.

4.1 Resources will be:
- evaluated in terms of presentation, language use, readability, ease of use, graphics/illustrations, and relationship to existing resources
- in formats that are sufficiently durable and suitable for frequent use by their intended audience
- available in alternate formats to meet the requirements of students with special education needs and will comply with the Accessibility for Ontarians with Disabilities Act

4.2 Resource selection will consider impact on students and:
- anti-colonial, anti-oppressive, and anti-racist practices will inform ongoing reflection of classroom and school resources
- reflect the broad range of First Nations, Inuit and Métis identities

- affirm the positive representation of classroom, school, local and global communities, lived experiences, and interests of students; avoiding discriminatory stereotypes
- be examined to identify whose voice(s) and/or identities are missing, thereby avoiding the perpetuation of a single story
- be provided choice when being exposed to instructional resources that contain harmful language and trauma
- create the conditions necessary for students to achieve their potential, be engaged in their learning, and develop positive attitudes toward learning; educators are to centre student voice and agency in selecting their own resources

5. INTENTIONAL UTILIZATION OF RESOURCES

Administrators, library staff and educators will ensure the use of resources is in compliance with the HDSB Copyright - Fair Dealing Policy and Administrative Procedure and the HDSB Software and Technology Catalogue.

5.1 The utilization of resources in school libraries includes:

- allowing for student choice to foster a love of reading for both learning and pleasure
- supporting intellectual freedom and developing critical thinking skills
- enhancing each student's ability to grow personally, socially, culturally, and academically
- extending, individualizing, and supporting curriculum expectations

5.2 The utilization of resources for effective instruction includes:

- holding high and appropriate expectations for every student
- contemporary pedagogical approaches

- alignment with curriculum, the context for which they are being used, and to support learning goals
- utilizing a range of instructional strategies to be used to meet the strengths and needs of a broad range of learners
- ensuring that no aspect of a person's identity is ever the topic of a debate, even in the context of using a resource to teach about bias to meet specific curriculum expectations (i.e. identifying point of view, recognizing propaganda and its purpose in a given context, or to balance an argument)

6. **PREVENTING AND ADDRESSING DISCRIMINATORY AND HARMFUL LANGUAGE AND EXPOSURE TO TRAUMA**
   - staff must reflect from an anti-colonial, anti-oppression, anti-racist perspective and question how one's positionality influences one's perception of the resource
   - the uttering, writing or use of racial epithets by staff or students (i.e. the n-word, pejorative terms used to describe peoples' racial, ethnic, religious, sex, gender, sexual orientation, and/or disability attributes) including when reading texts aloud, presenting multimedia (i.e. podcasts, videos, movies, music), quoting, or teaching course content, **is not permitted**
   - all staff must intervene and respond using the Discriminatory & Harmful Language Protocol

   6.1 **Instructional resources that contain potentially harmful language (i.e. racial or other epithets) and trauma should not be mandatory for class instruction. In addition:**
   - another resource should be selected that fulfils the curriculum requirement
   - staff have the obligation to acknowledge the impacts and harm identified by students and their families regardless of the educator's intent

- providing student choice (avoid **only** educator-selected instructional resources and curated lists) and engaging in informed conversations with students about their choices may reduce harm and trauma
- proactive lessons and conversations are used to contextualize and set the framework to protect and uphold the Indigenous Rights and-Human Rights of each learner and staff member (i.e. no aspect of a person's identity should ever be the topic of debate)
- examine what voices are centred and how resources might reflect heteronormativity, patriarchy, whiteness, etc. Prioritize opportunities to centre diverse social identities. See [Ontario Schools: Kindergarten to Grade 12 Policy and Program Requirements](#) (p.17)

Note: The Professional Misconduct regulation (O. Reg. 437/97) made under the Ontario College of Teachers Act, states, "making remarks or engaging in behaviours that expose any person or class of persons to hatred on the basis of a prohibited ground of discrimination under Part I of the Human Rights Code." This applies to conduct and/or remarks made to anyone inside or outside the classroom, on duty or off, and via electronic means.

7. **PROCESS OF CYCLICAL WEEDING AND INTENTIONAL REPLACEMENT OF RESOURCES**

Educators, instructional staff and library staff will regularly review existing resources used in all schools, classrooms, and libraries across the HDSB and update/replace them to ensure that:

- strengths, interests, needs, identities, and diverse lived experiences are supported and reflected so that students have access to current, engaging, and relevant collection of materials
- learning resources are evaluated on an ongoing basis to avoid upholding and reinforcing colonial and oppressive systems, including but not limited to racist,

classist, heteronormative, and/or sexist, thereby ensuring the body of selected resources serves to dismantle racism and discrimination of any form rather than support it, and is replaced as necessary

- anti-colonial, anti-oppressive, and anti-racist practices inform our ongoing reflection on instructional and library resources
- publication dates are used as a potential consideration of relevance in relation to the current realities of the school community and the world
- resources with low to limited library circulation and outdated concepts are replaced with more engaging and updated materials

School library staff adhere to an established curation schedule whereby all collections are continually reviewed. To enhance the resource selection work of library staff, and to promote specific school board-wide initiatives, selection committees are regularly established to seek out and evaluate currently published print and digital media resources. Selection committee members include educators, instructional staff and library staff representing different panels and perspectives from schools and Board departments, and resources chosen by selection committees are shared with schools and recommended for purchase for school library collections through bulk orders organized by Library Services.

8. SOFTWARE AND TECHNOLOGY CATALOGUE

In accordance with the Cyber Security and Data Protection Administrative Procedure:

- HDSB staff shall only use applications and software identified and approved in the Software and Technology Catalogue unless otherwise approved by Information Services.
- Any applications or technology not reviewed and approved for use in the Software and Technology Catalogue must not be used by staff and students on HDSB devices and/or HDSB infrastructure (including HDSB networks) and will

not have access to sensitive data, applications and systems.

- To determine inclusion or exclusion from the Software and Technology Catalogue, all applications shall be subject to an application vetting process to assess need, pedagogical value, procurement requirements, technical compatibility, privacy risks and data and/or operational security risks.
- No piloting or use of software or digital programs, free or otherwise, may occur without the express written approval of Information Services.

Cross-Reference:

Legislation

Ontario Human Rights Code

Professional Misconduct Regulation (O. Reg. 437/97) under the Ontario College of Teachers Act

Bill C-11 (Copyright Modernization Act)

Accessibility for Ontarians with Disabilities Act

Council of Ministers of Education Canada Fair Dealing Guidelines

Supreme Court of Canada Judgment – Alberta (Education) v. Canadian Copyright Licensing Agency (Access Copyright), 2012, SCC 37

Ministry Policy & Program Memoranda

Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements

Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation

PPM 157 (Use of Copyright-Protected Works for Education)

Board Policies, Procedures & Protocols

Human Rights Equity Action & Accountability Plan: The Way Forward

Indigenous Education Policy

Equity and Inclusive Education Policy

Evaluation and Assessment Policy

Disposal of Obsolete/Surplus Assets

Copyright - Fair Dealing

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Cyber Security and Data Protection Administrative Procedure

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Revision History

- May 2025
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