



TITLE: LEARNING RESOURCES

Date Authorized: February 1999

Last Revised: XXXXX

Last Reviewed: XXXXX

COMMITMENT TO INDIGENOUS RIGHTS, HUMAN RIGHTS, AND EQUITY

The Board recognizes its responsibility to ensure that OCDSB policies and procedures promote and protect Indigenous, equity, and human rights and to seek to address and eliminate racism and structural and systemic barriers for students, staff, and community.

1.0 RATIONALE

To ensure classroom learning resources support and enrich the educational programs of schools while upholding the principles of the Ontario Human Rights Code.

2.0 DEFINITIONS

Please refer to Appendix A for a list of definitions used in this policy.

3.0 GUIDING PRINCIPLES

- 3.1 Classroom learning resources shall be selected to:
- a) align with the aims and objectives of the Ontario curriculum while enriching and extending the learning opportunities for all students;
 - b) emphasize Canadian content and appreciation for Canadian work where appropriate;
 - c) align with the OCDSB policies and procedures and strategic objectives;
 - d) foster critical thinking and awareness, tolerance, and understanding of different lived experiences;
 - e) embed the principles of culturally relevant and responsive pedagogy, considering the varied interests, abilities, learning styles, and maturity levels of students; and
 - f) challenge stereotypes and bias, promoting critical thinking. Resources that present sensitive or complex topics may only be used if they:
 - i. facilitate critical analysis of the perspective (bias) presented;

- ii. are presented with counter-narratives and diverse perspectives; and
- iii. are framed within appropriate historical and age-appropriate contexts.

4.0 SPECIFIC DIRECTIVES

- 4.1 All textbooks and classroom learning resources listed in the Ministry of Education Trillium List shall be assumed to have been approved by the District provided they meet the district's privacy and security requirements.
- 4.2 The District shall approve all textbooks/classroom learning resources that a school wishes to introduce that are not listed in the Ministry of Education Trillium List following the associated procedures.
- 4.3 Recognizing that disagreement may arise regarding a particular learning resource, the Director shall establish informal and formal methods for schools to use when a learning resource is challenged and an appeal procedure to resolve disputes not settled at the school level.
- 4.4 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

5.0 APPENDICES

Appendix A: Policy Definitions

6.0 REFERENCE DOCUMENTS

[Education Act, 1998, §170, \(13\); 171, \(1\) para. 14](#)

[Reg. 298, Operations of Schools - General § 7](#)

[Ministry of Education Trillium List: Textbooks](#)

[OCDSB Policy P.031.CUR: Learning Resources](#)

[OCDSB Procedure PR.520.CUR: Learning Resources](#)

[OCDSB Procedure PR.519.CUR: Learning Media Requiring Approval](#)

[OCDSB Policy P.074.IT: Information Technology Security](#)

APPENDIX A: POLICY DEFINITIONS

In this policy,

Board means the Board of Trustees.

District means the Ottawa-Carleton District School Board.

Classroom learning resources means:

- A. materials such as print, digital applications and resources, games, audio, visual or electronic information used for formal or informal instructional purposes;
- B. persons who can contribute their knowledge and experience in the instructional process, including guests who make presentations in the school, community resource people, agencies and organizations; and
- C. field trips, excursions, educational tours and student exchanges.