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**POLICY P 030 CUR**

**TITLE:** **CLASSROOM LEARNING RESOURCES**

**Date Authorized:** February 1999

**Last Revised:** XXXXX

**Last Reviewed:** XXXXX

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**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.

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**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) support and enhance the implementation of the Ontario curriculum and align with learning expectations, 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) be accessible to all learners and comply with the expectations of the *Accessibility for Ontarians with Disability Act* and/or be available in multiple formats which support learner variability and entry points for student learning;
- e) be consistent with current scholarship and knowledge or be presented in an appropriate historical or cultural context;

- f) foster critical thinking and awareness, tolerance, and understanding of different lived experiences;
- g) represent Indigenous perspectives and ways of knowing, and present Canada's evolving history through an Indigenous lens, free from elements that enable the exclusion of Indigenous peoples;
- h) embed the principles of culturally relevant and responsive pedagogy, considering the varied interests, abilities, learning styles, and maturity levels of students; and
- i) challenge stereotypes and bias, promoting critical thinking.

## 4.0 SPECIFIC DIRECTIVES

- 4.1 When selecting Classroom Learning Resources, educators shall primarily use the Ministry of Education Trillium List. Resources included therein are 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 Where a school wishes to introduce a Classroom Learning Resource that is not listed in the Ministry of Education Trillium List, the school,
  - a) shall select learning resources that fully or significantly align with the guiding principles above;
  - b) may consult with community partners, elders or knowledge keepers, cultural advisors, and/or central staff, where appropriate; and
  - c) shall get the District's approval for all textbooks not listed in Trillium following the associated procedure.
- 4.4 Resources that present sensitive or complex topics may only be used if they Resources addressing sensitive or complex topics should be used with careful consideration of the following factors:
  - a) the degree to which they facilitate critical analysis of the perspective (bias) presented;
  - b) are presented with counter the inclusion of alternative narratives and diverse perspectives; and
  - c) the degree to which they are framed within appropriate historical and age-appropriate contexts.
- 4.5 All Classroom Learning Resources shall be annually reviewed to ensure reliability and compliance with the curriculum and the selection criteria.

- 4.6 Recognizing that disagreement may arise regarding a particular learning resource, ~~the Director shall establish~~ the procedure shall outline the multi-stage 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~~, including an appeal to a committee comprising a multidisciplinary review panel and the Director or designate, to resolve disputes not settled at the school level. Appeals shall be grounded in the principles of procedural fairness.
- 4.7 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. textbooks, which refer to resources designed to support a substantial portion of the Ontario curriculum expectations for a specific grade and subject in elementary school or for a course in secondary school, or a substantial portion of the expectations for a learning area in the Ontario Kindergarten program.;
- B. supplementary materials are those that support only a limited number of curriculum expectations, or the curriculum expectations in a single strand, outlined in the curriculum policy document for a specific subject or course, or a limited number of expectations for a Kindergarten learning area, and include materials such as print, digital applications and resources, games, audio, visual, or electronic information used for formal or informal instructional purposes;
- C. persons who can contribute their knowledge and experience in the instructional process, including guests who make presentations in the school, community resource people, elders and knowledge keepers, agencies and organizations; and
- D. field trips, excursions, educational tours, and student exchanges.