



BOARD ADMINISTRATIVE PROCEDURE

ADMINISTRATIVE PROCEDURE

207 Learning Resources

DIRECTIONAL POLICY

Nurturing & Protecting Catholic Education

Title of Administrative Procedure:

Learning Resources

Date Approved:

June 2026

Projected Review Date:

June 2031

Directional Policy Alignment:

This Administrative Procedure aligns with the Nurturing and Protecting of Catholic Education Directional Policy by ensuring that the Board maximizes, to the greatest extent possible, the achievement and well-being of all students. This policy ensures that all instructional materials used in CDSBEO schools, including textbooks and audio-visual resources such as movies and films, are selected, reviewed, and used in a manner that supports curriculum expectations, Catholic teachings, student well-being, equity, inclusion, accessibility, and human dignity.

Alignment with Multi-Year Strategic Plan:

This Administrative Procedure supports the Board's Mission to nurture and celebrate the hearts, minds, bodies, and souls of our students through faith, living with hope and loving in Christ. It also aligns with the Board's Multi-Year Strategic Plan supporting the four tenets of: to believe, to nurture, to believe, and to learn.

[CDSBEO Multi-year Strategic Plan](#)

Purpose

The purpose of this Administrative Procedure is to establish a consistent, transparent process for the selection, use, review, and reconsideration of learning resources in CDSBEO schools.

For the purpose of this procedure, learning resources include textbooks, novels, films, movies,

videos, digital content, online tools, audio-visual materials, library resources, and other instructional materials used to support classroom instruction and student learning. This procedure consolidates guidance previously addressed through separate procedures related to textbooks and movies in the classroom into a single, comprehensive framework.

The CDSBEO recognizes that learning resources play an important role in supporting student achievement, faith formation, critical thinking, student well-being, and inclusive learning environments. Learning resources shall be selected and used in ways that reflect Catholic teachings and values, Ontario curriculum expectations, accessibility standards, equity and inclusion principles, and respect for the dignity of all persons.

This Administrative Procedure applies to CDSBEO staff and school administrators responsible for selecting, approving, using, reviewing, or responding to concerns about learning resources. It also informs expectations for volunteers, third-party service providers, and parents/guardians participating in school learning environments.

Action Required

1. Approval of Religious Education/Family Life Curricula and Instructional Resources:
 - It shall be the practice of the CDSBEO to use Growing in Faith and Growing in Christ and Blessed and Beloved from Kindergarten to Grade 8;
 - It shall be the practice of the CDSBEO to offer at the secondary level the prescribed courses according to the Institute of Catholic Education Policy statement on Secondary School Religious Education Curriculum (1999); and
 - Resources for secondary courses must be chosen from the Board approved list. Supplementary resources must be approved by the Principal in consultation with the Religious Education Department.
2. Educators may select and use learning resources that meet the criteria in this Administrative Procedure, except where additional approval is required for full-length audio-visual materials, unapproved digital tools, or resources subject to reconsideration.
3. All learning resources used for instructional purposes shall be:
 - Aligned with Ontario curriculum expectations;
 - Age-appropriate and educationally relevant;
 - Consistent with Catholic teachings and CDSBEO values;
 - Accessible and supportive of inclusive learning environments;
 - Reflective of diverse perspectives and lived experiences; and
 - Selected using professional judgment and established criteria.

4. Audio-visual materials are subject to the general selection criteria listed above. Short clips and excerpts may be used where they are instructionally relevant and appropriate for the age and maturity of students. Full-length films or extended audio-visual works require principal approval before use and shall:
 - Be instructional in nature;
 - Directly connected to curriculum expectations and learning goals;
 - Be appropriate for the age and maturity level of students;
 - Be previewed by staff prior to use where appropriate;
 - Not carry a Restricted or Adult classification under Ontario film rating guidelines, where available;
 - Be accessed, streamed, copied, and displayed in compliance with copyright law, license terms, and Board expectations. Approved or licensed educational sources may include [Criterion on Demand](#) and/or the [National Film Board of Canada](#); and
 - Not include content that is gratuitous, exploitative, or unsuitable for the age and maturity of students. Where potentially sensitive content is educationally necessary, staff shall exercise professional judgement, establish instructional context, and follow principal approval requirements.

5. When selecting learning resources, educators shall consider:
 - Review resources using professional judgement, established selection criteria and board approved list;
 - Curriculum alignment, educational relevance and instructional purpose;
 - Catholic teachings and values;
 - Accessibility and student engagement;
 - Diverse identities, lived experiences, and perspectives;
 - Indigenous perspectives and voices;
 - Freedom from harmful bias, discrimination, racism, or oppression;
 - Student well-being and inclusion;
 - Evidence of the resource's effectiveness;
 - Establish instructional context for the use of learning resources;
 - Consider the developmental readiness and learning needs of students;
 - Submit a plan to the principal before showing a full-length film or extended audio-visual work, indicating:
 - a. Teacher name, grade, class, the planned date and time for viewing
 - b. Movie Title
 - c. Movie Rating (<http://www.ofrb.gov.on.ca>)
 - d. Length of movie clip shown to students
 - e. Synopsis or context of the movie clip

- f. Curriculum expectations addressed or educational purpose.
 - Communicate with parents/guardians following principal approval when a full-length film or extended audio-visual work will be used, including the instructional purpose and relevant contextual information; and
 - Ensure students are provided with instructional context before viewing, including the purpose of use, connections to curriculum expectations, and support for interpreting any potentially sensitive content.
6. The selection and review of learning resources is an ongoing process involving:
 - Reviewing;
 - Maintaining;
 - Updating;
 - Replacing; and
 - Deselecting resources that are outdated, inaccurate, damaged, inaccessible, or no longer appropriate.
7. Schools shall prioritize Board-approved digital learning resources and tools. Digital tools that require student accounts, collect personal information, store student data, or involve terms of service, subscriptions, or procurement commitments shall not be used unless they have been reviewed and approved through the Board's third-party risk management and procurement processes. When a different resource is being considered it must abide by:
 - Provincial legislation which governs the collection, use, retention, and disclosure of student personal information (MFIPPA, EDSTA/Bill 197, PHIPA, The Education Act)
 - Accessibility expectations
 - Cybersecurity and student data protection requirements
 - Board technology and procurement processes

The risks of Shadow IT - known as unapproved technology - can expose sensitive data and create compliance gaps, risking organizational security. Principals and staff shall not use Shadow IT or independently enter into contracts or agreements for digital learning tools outside Board approval processes.
8. Donated learning resources shall be reviewed using the same selection criteria and expectations outlined in this Administrative Procedure prior to acceptance or use within schools.
9. Schools shall have a process to address parent/guardian questions or concerns regarding

learning resources in a respectful, transparent, and timely manner, beginning with discussion at the school level and progressing to formal reconsideration where necessary. Should this arise Principals shall:

- Acknowledge concerns regarding learning resources in a timely manner;
- Clarify the nature of concerns with the parent/guardian;
- Consult with appropriate staff and departments where necessary;
- Review the learning resource in its full educational and instructional context;
- Communicate decisions and next steps to the parent/guardian; and
- Maintain documentation related to the concern and resolution process.

10. Where concerns remain unresolved, a parent/guardian or requestor may submit a formal Request for Reconsideration of a Learning Resource to the principal (see **Appendix B**)

11. Learning resources shall generally remain in use during the review or reconsideration process unless otherwise determined by the Board.

Responsibilities

The Board of Trustees is responsible for:

- Approving policies related to learning resources
- Supporting learning environments that reflect Catholic values, curriculum integrity, equity, accessibility, and student well-being

The Director of Education is responsible for:

- Ensuring implementation of this Administrative Procedure
- Providing system-level direction related to learning resource selection and use
- Supporting consistency across schools
- Allocating appropriate system resources to support implementation

Superintendents of Schools and System Portfolios are responsible for:

- Supporting school administrators and staff in implementing this Administrative Procedure
- Supporting consistent practices across schools
- Assisting in the resolution of concerns related to learning resources where required
- Supporting professional learning related to learning resource selection and inclusive practices

Curriculum and System Staff are responsible for:

- Providing guidance and support regarding learning resource selection and review
- Supporting staff capacity in implementing this Administrative Procedure
- Providing access to tools, professional learning opportunities, and support resources
- Supporting schools in addressing complex concerns related to learning resources

Principals and Vice-Principals are responsible for:

- Supporting implementation of this Administrative Procedure within the school
- Ensuring instructional resources align with Board expectations
- Reviewing concerns regarding learning resources in a fair and respectful manner
- Supporting communication with families regarding learning resources where appropriate
- Ensuring digital learning resources comply with Board expectations related to privacy and security

Staff are responsible for:

- Selecting and using learning resources in alignment with curriculum expectations, professional judgement, this Administrative Procedure, the CDSBEO Toolkit for Selecting Texts and Resources, Curriculum Tier 1 Resources Grades 1-12 and CDSBEO Digital Tools and Resources 2025-26
- Exercising professional judgment in the selection and use of instructional materials
- Using resources that are age-appropriate, accessible, inclusive, and educationally relevant
- Reviewing learning resources prior to classroom use where appropriate
- Referring unresolved concerns regarding learning resources to administration
- Reviewing and updating instructional resources on an ongoing basis

Parents/Guardians are encouraged to:

- Discuss questions or concerns regarding learning resources with school staff and administration
- Engage respectfully in conversations regarding instructional materials and student learning

Progress Indicators

Indicators of successful implementation may include:

- Consistent school-based processes for learning resource selection and review
- Increased access to inclusive and curriculum-aligned learning resources

- Positive collaboration between schools and families regarding learning resources
- Ongoing professional learning and staff support related to resource selection practices
- Increased access to accessible and diverse instructional materials

Definitions

Audio-Visual Materials – Audio-visual materials include films, movies, documentaries, streamed content, videos, multimedia resources, and other visual media used for instructional purposes.

Deselection – Deselection refers to the review and removal of outdated, damaged, inaccurate, biased, inaccessible, or no longer relevant learning resources.

Digital Learning Resources – Digital learning resources include online platforms, applications, websites, databases, subscription services, and digital instructional tools used to support teaching and learning.

Learning Resources – Learning resources are print and non-print materials used to support instruction, assessment, and student learning.

Professional Judgment – Professional judgment refers to judgment informed by professional knowledge of curriculum expectations, instructional practices, assessment, student learning needs, and educational context.

Textbook – A textbook is a comprehensive print or digital resource designed to support a substantial portion of curriculum expectations for a subject, course, or grade.

Related Documents

- [Appendix A – School Approval for Movies During In-Class Instruction](#)
- [Appendix B – Requests for Reconsideration of a Learning Resource Form](#)

References

- [CDSBEO Multi-Year Strategic Plan 2025-2030](#)
- [Ontario Curriculum Documents](#)
- [The Ontario Curriculum Review and Revision Guide](#)
- [Ontario Catholic School Graduate Expectations](#)

- [CDSBEO Toolkit for Selecting Texts and Resources](#)
- [Curriculum Tier 1 Resources Grades 1-12](#)
- [CDSBEO Digital Tools and Resources 2025-26](#)
- [Equity and Inclusive Education Policy](#)
- [Digital Discipleship Administrative Procedure](#)
- [Freedom of Information and Protection of Privacy Administrative Procedure](#)
- Education Act
- Ontario Human Rights Code
- Accessibility for Ontarians with Disabilities Act (AODA)
- Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)
- Policy/Program Memorandum 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools