

<i>Rainy River District School Board</i>	SECTION 5 <i>Curriculum and Instruction</i>
CURRICULUM IMPLEMENTATION REVIEW	5.30

POLICY

The Rainy River District School Board will follow an ongoing process of reviewing the-implementation of the Ontario curriculum which includes ensuring the appropriateness of supporting resources.

RATIONALE

Reviewing curriculum implementation is critical to ensure effective programming, high expectations for teaching and learning, and a focus on student achievement and well-being.

IMPLEMENTATION

As per Ontario Curriculum documents, Kindergarten to Grade 12; Procedure 5.72, Challenging the Use of Curriculum Resources; Procedure 2.15, Copyright-Fair Dealing Guidelines

GUIDELINES

1.0 General Guidelines

- 1.1 The Rainy River District School Board sets out the expectations for implementation and provides resources and professional learning opportunities to support educators.

Using the Ontario curriculum and related Ministry of Education resource and policy documents, the Rainy River District School Board sets the expectations for implementation and provides resources and professional learning opportunities to support educators.

- 1.2 Under the direction and with the support of the principal, educators will review, develop, and implement classroom practices and instructional and assessment strategies consistent with:
- the Ontario curriculum and related Ministry of Education resource and policy documents;
 - the Rainy River District School Board Strategic Plan;
 - individual student needs, interests, and abilities.

2.0 Resources

- 2.1 Educators will ensure that learning resources are permitted for use under current copyright laws and/or used under agreement with publishers, especially with respect to the Fair Dealing provision under the *Copyright Modernization Act*.

- 2.2 Resources used within the classroom should:
- Meet the needs of the learner(s) within the curriculum framework;
 - Nurture the development of higher-level thinking processes, encouraging students to explore subject content in order to achieve a greater depth of understanding;
 - Nurture a positive self-image;
 - Present respectful and inclusive perspectives.
- 2.3 Educators should be sensitive to the potential of a resource being controversial. Where a resource being used may be considered controversial, the educator should consult with their principal, and in those instances, should inform parents/guardians as to the nature of the material before it is used.

3.0 Challenging the Use of Learning Resources

- 3.1 The Rainy River District School Board provides a process for stakeholders to challenge the use of curriculum resources. All concerns and objections are to be directed to the principal to initiate the process.
- 3.2 The use of contested resources shall not be restricted during the review process.

Definitions:

Fair Dealing – the fair dealing provision in the *Copyright Modernization Act* permits communication or reproduction of copyright-protected work without permission from the copyright owner or the payment of copyright royalties.

To qualify for fair dealing, two tests must be passed:

- a) First, the “dealing” must be for a purpose stated in the *Copyright Modernization Act*: research, private study, criticism, review, news reporting, education, satire, and parody.
- b) The second test is that the dealing must be “fair”. This refers to the limits of an individual work that can be copied. These “fair” limits are contained in the guidelines of Procedure 2.15 Copyright – Fair Dealing Guidelines.

<u>CROSS-REFERENCE</u>	<u>Date Approved</u> April 5, 2022	<u>LEGAL/MINISTRY OF EDUCATION REFERENCE</u>
<p>Procedure 5.72, Challenging the Use of Curriculum Resources</p>	<p><u>Board Motion</u> 265</p>	<p>Ontario Curriculum, Grades 1 to 12</p>
<p>Procedure 2.15 Copyright-Fair Dealing Guidelines</p>	<p><u>Review Prior to</u> 2026</p>	<p><i>The Kindergarten Program</i></p>
<p>Procedure 5.35 Exemption from Instruction in Human Development and Sexual Health</p>		<p><i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools</i></p>
<p>Rainy River District School Board Strategic Plan</p>		<p><i>Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools</i></p>
		<p><i>Realizing the Promise of Diversity: Ontario’s Equity and Inclusive Education Strategy</i></p>
		<p><i>The Ontario Curriculum Grades 1-8, and the Kindergarten Program, First Nations, Métis, and Inuit Connections Scope and Sequence of Expectations</i></p>
		<p><i>The Ontario Curriculum Grades 9 to 12, First Nations, Métis, and Inuit Connections Scope and Sequence of Expectations</i></p>
		<p><i>Health and Safety Scope and Sequence of Expectations</i> <i>The Ontario Curriculum, Grades 1-8, and the Kindergarten Program</i></p>
		<p><i>Health and Safety Scope and Sequence of Expectations, The Ontario Curriculum Grades 9-12</i></p>
		<p><i>Copyright Modernization Act</i></p>
		<p>Fair Dealing Guidelines – Council of Ministers of Education Canada (CMEC) Copyright Consortium</p>