



<b>ADMINISTRATIVE PROCEDURE</b>	
<i>Approval Date</i> <b>2015</b>	<i>Replacing</i> <b>All previous procedures</b>
<i>Review Date</i> <b>2010</b>	<i>Page</i> <b>1 of 10</b>
<i>Contact Person/Department</i> <b>Superintendent of Secondary School Improvement</b>	<i>Identification</i> <b>ES-5011</b>

## **TEXTBOOKS AND SUPPLEMENTARY LEARNING RESOURCES**

### **1.0 PURPOSE**

Trillium Lakelands District School Board is committed to providing textbooks and a wide range of quality supplementary learning resources in its schools. Textbooks and resources will reflect our multi-faceted society and address the intellectual, cultural, and social needs of students. These textbooks and supplementary learning resources should support the pursuit of knowledge and understanding, promote thinking, facilitate communication, and allow students to apply their new understanding to other applications.

### **2.0 REFERENCES AND RELATED DOCUMENTS**

- 2.1. Education Act, R.S.O., Regulation 298
- 2.2. Ministry of Education, "Guidelines for Approval of Textbooks, May 2008"
- 2.3. Ministry of Education: "Submission Procedures for Textbooks for the Trillium List, 2008"
- 2.4. Safety in Technology Classrooms ES-5060/5061
- 2.5. Appropriate Use of Information/Communication Technology and Technology Services BU-3035/3036

### **3.0 TERMS AND DEFINITIONS**

- 3.1. **NON-APPROVED TEXTBOOKS** - a term used to refer to those books which have not been listed on the Trillium List and which require permission before they can be used in classrooms.
- 3.2. **SUPPLEMENTARY LEARNING RESOURCES** - refers to any print, non-print or material other than textbooks, whether purchased, borrowed, locally produced or down-loaded for instructional purposes with teacher supervision, with instructional content or function that is used for formal or informal teaching and/or learning purposes.
- 3.3. **TEXTBOOKS** - a term used to refer to those books which have been pre-approved by the Ministry and are listed on the Trillium List.

## **4.0 ADMINISTRATIVE PROCEDURE**

### **4.1 GUIDING PRINCIPLES FOR TEXTBOOKS AND SUPPLEMENTARY LEARNING RESOURCES**

- 4.1.1 The principal will ensure that all textbooks be selected according to the requirements referenced in Ontario Regulation 298, Section 7, and Board Procedure.
- 4.1.2 The Board recognizes the value of, and the need for, interaction with the educational community, including Administrators, Teachers, Librarians, Consultants, Instructional Leads and Early Childhood Educators in selecting and purchasing school system learning resources.
- 4.1.3 The selection process may involve Educational Assistants, students, and community members, where deemed appropriate.
- 4.1.4 The responsibility for coordinating the selection of textbooks and supplementary learning resources and making the recommendation for purchase rests with the school's Principal or in the case of system learning resources, the Supervisory Officer with portfolio responsibility.
- 4.1.5 Students will be able to use the appropriately selected textbooks, without charge.

### **4.2 NON-APPROVED TEXTBOOKS**

- 4.2.1 Principals wishing to acquire textbooks not on the approved Trillium list, issued by the Ministry of Education, will submit the appropriate permission form to the Area Superintendent.
- 4.2.2 The textbook in question should not be ordered nor used until permission to purchase is obtained from the Superintendent. See Appendix 1.

### **4.3 CRITERIA FOR SELECTION OF TEXTBOOKS AND SUPPLEMENTARY RESOURCES**

- 4.3.1 Trillium Lakelands District School Board affirms that it is the responsibility of its professional staff to:
  - a) select resources that will support and enrich the curriculum. Such resources shall stimulate intellectual growth, including a critical appreciation for literary, aesthetic, philosophic and community values, and take into consideration, the wide range of interests, abilities and maturity levels of students.

- b) select a variety of resources in a variety of formats so that students will have the opportunity to develop, with their teachers' guidance, the practice of critical analysis and the ability to make informed judgements in their daily lives.
  - c) provide resources that contribute to the students' understanding and appreciation for media, help develop critical analysis and viewing skills, and provide the opportunity to make informed judgements about media.
  - d) provide resources that support the pursuit of knowledge and understanding, promote thinking, facilitate communication, and allow students to apply their new understanding to other applications.
- 4.4 In selecting textbooks and supplementary learning resources, teachers and principals will determine curriculum needs and evaluate the supplementary learning resources available and the quality of existing resources to meet those needs. In this process of evaluation, teachers will make a professional judgement about the actual resources and may consult reputable sources or periodicals to support their evaluations.
- 4.4.1 Selection is a continuous process which should include the maintenance of resources which are still suitable and the removal of resources which are no longer appropriate.
  - 4.4.2 Textbooks and supplementary learning resources shall support and be consistent with the general educational goals of the Ministry of Education and the Board. They should reflect the School Improvement Plan goals of individual schools and the Board Improvement Plan goals. They should support the curriculum expectations of specific courses and programs for which they are being considered.
  - 4.4.3 Textbooks and supplementary learning resources shall be considered as a whole by weighing their overall merits and demerits; thus, they shall be selected for their strengths rather than rejected for their weaknesses.
  - 4.4.4 Criteria for selection of textbooks and supplementary learning resources are attached on Appendix 2.
- 4.5 **GUIDING PRINCIPLES FOR RECONSIDERATION OF TEXTBOOKS AND/OR SUPPLEMENTARY LEARNING RESOURCES**
- 4.5.1 The expression of concern about textbooks or any portion thereof, and/or supplementary learning resources is a fundamental right of students, staff and the parents/guardians of students in Trillium Lakelands District School Board.

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- 4.5.2 Any student (age 18 and beyond), parent/guardian, staff member, or member of a school council (herein referred to as the “petitioner”) may raise an objection to a textbook or any portion thereof and/or supplementary learning resources currently being used in an educational program.
- 4.5.3 The principal and teacher will meet with the petitioner to review the nature of the concern and the specific textbook and/or supplementary learning resource being questioned in order to resolve the issue informally.
- 4.5.4 A petitioner does not have the right to determine what learning resources are used by other students; however, a student or a parent/guardian of a student objecting to an approved learning resource on gender, moral or religious grounds shall have a substitute resource at the appropriate grade/level approved by the school, where such a resource is available.
- 4.5.5 If the issue cannot be resolved informally, or with a substitute textbook and/or learning resource, a “Request for Formal Reconsideration of a Supplementary Learning Resource” (Appendix 5.3) may be filed with the principal by the petitioner.
- 4.6 REQUEST FOR FORMAL RECONSIDERATION OF A TEXTBOOK AND/OR SUPPLEMENTARY LEARNING RESOURCE
- 4.6.1 The “Request for Formal Reconsideration of a Textbook and/or Supplementary Learning Resource” form (Appendix 3) shall be completed and signed by the Petitioner. The principal shall forward the completed form to the Area Superintendent and the teacher.
- 4.6.2 Upon receipt, the Area Superintendent shall review the request and direct the principal to convene an In-School Review Committee.
- 4.6.3 Upon notification by the Area Superintendent, the principal shall form and chair an In-School Review Committee. The composition of the Review Committee shall be as follows:
- a) one or more members of the school teaching staff;
  - b) one or more consultants/co-ordinators;
  - c) one division lead/department head;
  - d) one secondary student (if applicable);
  - e) one School Council member.
- 4.6.4 The In-School Review Committee may consult support staff, as necessary and/or community persons with related professional knowledge.

## 4.7 RESOLUTION OF THE ISSUE

- 4.7.1 The In-School Review Committee shall:
- a) familiarize itself with the selection criteria for supplementary learning resources;
  - b) review the resource in question;
  - c) determine professional acceptance by reading critical reviews of the resource (where available);
  - d) form opinions based on the material as a whole rather than on passages or sections taken out of context;
  - e) discuss the questioned resource in the context of the educational program;
  - f) meet with the petitioner if elaboration or further information is required;
  - g) prepare a report which must include recommendations regarding the questioned resource;
  - h) submit copies of recommendations to the Area Superintendent;
  - i) the Area Superintendent shall discuss the recommendations with the petitioner;
  - j) the petitioner shall have the right to appeal any decision of the In-School Review Committee to the Director of Education or designate.
- 4.7.2 Should the issue not be resolved, the Director may refer the matter to the Board for final resolution.

## 5.0 APPENDICES

- 5.1 Appendix 1 - Request for Permission to Use a Textbook not Listed by the Ministry of Education
- 5.2 Appendix 2 - Criteria for Assessing Textbooks and Supplementary Learning Resources
- 5.3 Appendix 3 - Request for Formal Reconsideration of a Textbook and/or Supplementary Learning Resource

**REQUEST FOR PERMISSION TO USE A  
TEXTBOOK NOT LISTED BY THE MINISTRY OF EDUCATION**

School:

Principal:

Date of Introduction:

Course Title:

Common Course Code Number:

Ministry Guideline:

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Title of Book:

Author's Name:

Publisher:

County of Publication:

Date of Publication:

Cost:

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**THE FOLLOWING ITEMS MUST BE INCLUDED. PLEASE CHECK EACH BOX.**

- a copy of the book
- a brief précis of the book indicating its relationship to the course/program
- a statement giving the reasons why this book and/or supplementary learning resource is preferred to those listed by the Ministry of Education and Training
- recommendation and comments of Principal

Signature of Area Superintendent: \_\_\_\_\_

## CRITERIA FOR ASSESSING TEXTBOOKS AND SUPPLEMENTARY LEARNING RESOURCES

### General Criteria for Choosing and Removing Textbooks and Supplementary Learning Material

The criteria outlined below should be used when purchasing new textbooks; removing old textbooks and using textbooks and supplementary learning resources. Although not ALL textbooks and supplementary learning resources will meet ALL of the criteria listed below, it is expected that staff members will exercise their professional expertise, judgement and sensitivity. They should consider the following criteria when choosing resources.

1. Appropriateness to Program
2. Suitability for Students
3. Nature and Degree of Bias
4. Canadian Content and Publication
5. Quality of Visual and Physical Format
6. Cost and Durability

### Specific Criteria

The criteria listed below expand on the six general criteria above by highlighting key points to be used when considering areas such as gender; race, religion, and culture; values; and Canadian content. The use of these specific criteria reflects the policies of the Board pertaining to equity in the curriculum and anti-discriminatory education.

1. Appropriateness to Program
  - the material supports the curriculum as outlined in Ministry, Board and school documents;
  - the material supports specific kinds of programs or modifications, (e.g., Special Education, ESL/ELD, enrichment, remediation, upgrading);
  - the material is appropriate for the grade/age.
2. Suitability for Students
  - the resource enriches the learning experiences of students;
  - the resource sustains the interest of students;
  - the resource is appropriate to the maturity and experience of students;
  - the resource is current, relevant and reflective of student's lives;
  - the resource is appropriate for learning styles and skills of the intended audience.

3. Nature and Degree of Bias

Recognizing that bias exists in all learning materials:

- people of a variety of races, religions, genders, sexual orientations, classes, abilities, and age are represented;
- aboriginal peoples and a range of their issues and experiences are represented;
- the material depicts individuals and groups in a range of social, economic and political environments;
- the resource addresses issues from a variety of perspectives;
- the examples of stereotyping and discrimination (including language, visuals, omissions, or distorted perspectives) can be used by the teacher for anti-discriminatory education purposes;
- if the material contains controversial issues, they can be addressed in ways that are educationally appropriate to students and program.

4. Canadian Content

- the material presents a broadly-based perspective of Canada within a global framework;
- the material presents aboriginal Canadians in contemporary contexts where appropriate;
- the material presents Canada and its people within a multicultural context;
- the material is written or edited by a Canadian author/publisher.

5. Quality of Visual and Physical Format

- the material is well-organized and presented clearly and logically;
- the format of illustrations, graphics, pictures, photographs, and artwork are of a high quality.

6. Cost and Durability

- the cost of the material is justified for its use;
- the resource is durable.



**REQUEST FOR FORMAL RECONSIDERATION  
OF A TEXTBOOK AND/OR SUPPLEMENTARY LEARNING RESOURCE**

Title of Supplementary Learning Resource:

Author (if applicable):

Producer (if applicable):

Distributor (if applicable):

Publisher (if applicable):

Request Initiated By:  Telephone:

Home School:  Date:

The Petitioner who is initiating this request is asked to complete the following section in order to assist in the review of the supplementary learning resource(s) and to identify an alternative resource(s) that may be appropriate.

1. What specifically is the cause of concern with respect to the supplementary learning resource?

2. Did you read/view, examine the entire resource?  yes  no If, no, what sections did you examine?

3. Are there any parts of the material that are acceptable to you?

4. What would be a satisfactory solution? Why?

5. Please include further comments.

6. Please forward to the Area Superintendent.

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Petitioner's Signature

School

Date

I have read the above document.

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Principal's Signature

School

Date