

ADMINISTRATIVE PROCEDURES

SUBJECT: Selection of Textbooks and Supplementary Learning Resources
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Preamble:

The following administrative procedures are written in compliance with, Ministry of Education “Guidelines for Approval of Textbooks”, 2008, and Lambton Kent District School Board Policy (P-PR-231) and Regulations (R-PR-231).

1.0 Definitions:

1.1 Textbook:

A textbook is defined as a comprehensive learning resource that is in print or electronic form, or that consists of any combination of print, electronic, and non-print materials collectively 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. Such a resource is intended for use by an entire class or group of students.

1.2 Supplementary Resources:

Supplementary resources are defined as resources that support only a limited number of curriculum expectations, or the curriculum expectations in a single strand, outlined in the curriculum policy for a specific subject or course, or a limited number of expectations for a Kindergarten learning area. Such a resource may be intended for use by an entire class or group of students. Examples are readers, novels, spelling programs, dictionaries, atlases, computer software and instructional guides.

2.0 Criteria for Selection and Review of Learning Resources:

It is the responsibility of the professional staff, under the direction of the school administration and/or Superintendents of Education - Program, to select textbooks and supplementary resources for use in the schools that support and enrich the curriculum and that comply with Ministry of Education guidelines and the Lambton Kent District School Board’s policy, regulations and administrative procedures. Individuals involved in the selection of textbooks and supplementary resources should consider the following criteria, understanding that not all of the following criteria may be met in each resource.

Learning Resources should:

- be relevant to the curriculum as outlined by the Ministry, the Board and the school
- support and enriches the curriculum in order to stimulate intellectual growth
- have aesthetic, literary, and social value
- facilitate an awareness of Canada’s pluralistic society, its multicultural and multipath nature
- promote an appreciation of differing points of view, indigenous and other various cultures, and the contributions made by diverse groups to their community, to Canada as a multicultural nation and the world
- assist students in examining their own attitudes and behaviours and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in society
- address the interests, abilities, learning styles, maturity levels and needs of students in terms of their emotional, intellectual and social development

- provide opportunities for students to analyze, evaluate, and make informed judgements
- 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
- include, and provide fair and sensitive representation to, gender and peoples of diverse backgrounds, beliefs and experiences
- exclude bias and stereotypes (unless learning resources which are biased or prejudiced in content are being used to meet specific curriculum objectives, for example, to recognize an ideology and its purpose in a given context or to balance an argument). The selection of learning resources on controversial, historical, and contemporary issues will be directed towards presenting an equitable view.
- be current and accurate in content, and of sound scholarship
- have good organization, and clear and logical presentation
- have appropriate visuals (e.g. pictures, charts, graphs, tables, maps, etc.)
- be of high quality, durable materials
- have content that reflects uses of technology related to the subject
- be Canadian learning resources where appropriate

3.0 Role of Principals

Principals will:

- 3.1 review Board policy, regulations and administrative procedures annually with staff responsible for the selection of textbooks and supplementary resources
- 3.2 ensure that staff consult selection aids when considering new textbooks and supplementary resources for purchase or when reviewing existing resources. Selection aids consist of:
"Guidelines for Approval of Textbooks", Ministry of Education, 2008 "Trillium List", <http://www.trilliumlist.ca/>
- 3.3 consult LKDSB Program Department staff with any questions concerning textbooks and supplementary resources
- 3.4 require staff to review textbooks and supplementary resources on a regular basis to ensure that all resources meet current criteria, support challenging curriculum needs and reflect the needs of the school community
- 3.5 respond to complaints and concerns regarding supplementary resources being used in the school
- 3.6 implement procedures to address challenges regarding the use of specific resources
- 3.7 assist staff in selecting resources based on their strengths

4.0 Role of Program Department

- 4.1 Evaluate textbooks and supplementary resources that will be recommended for district use
- 4.2 Co-ordinate the pilot use of such materials when deemed necessary
- 4.3 Consult with schools regarding the selection of textbooks and supplementary resources
- 4.4 Co-ordinate reviews of current textbooks and supplementary resources
- 4.5 Superintendent of Education – Program will respond to issues and concerns regarding textbooks and supplementary resources that have not been resolved at the school level

5.0 Reconsideration of a Learning Resource – School Level

- 5.1 A challenge may be initiated by a group or individual (18 years of age or older) who feels a resource is objectionable or inappropriate for instructional use.
- 5.2 The challenge is directed to the school administrator where the resource is being used.
- 5.3 The school principal will discuss the concern with the concerned party and explain the intended purpose of the resource, and the reason for inclusion of the resource, and offer any additional information that is relevant to its use. The school administrator will also provide copies of the LKDSB policy and regulations on the "Selection of Textbooks and Supplementary Resources".

- 5.4 Should the concern relate to a specific student and the resource being used the principal will determine if it is acceptable to find an alternate learning resource.
- 5.5 Should the issue not be resolved the principal will provide the concerned party with the "Request for Formal Reconsideration of a Learning Resource" (See Appendix 1).
- 5.6 The "Request for Formal Reconsideration of a Learning Resource" must be completed and signed by the petitioner before an in-school review committee is convened to review the matter (See Appendix 2 for recommended format for review committee).
- 5.7 Upon receipt of the "Request for Formal Reconsideration of a Learning Resource" the principal will convene the In-School Review Committee. The Committee will consist of:
 - School Principal
 - One member of the school teaching staff
 - The Curriculum Leader for the specific subject
 - A representative from the School Council
 - An appropriate member of the LKDSB Program Department
- 5.8 The In-School Committee will:
 - Familiarize itself with the selection criteria for textbooks and supplementary resources
 - Review the resource in question
 - Determine professional acceptance by reading critical reviews of the resource (where available)
 - Form opinions based on the material as a whole rather than on passages or sections taken out of context
 - Discuss the challenged resource in the context of the educational program
 - Meet with the petitioner if elaboration or further information is required
 - The "In-School Review Committee" will decide:
 - to retain the resource in question for its present use, or
 - to substitute an alternate resource
 - to retain the resource in question for restricted use (e.g. for a particular grade level), or
 - to deem the resource inappropriate and remove it from use in the school.
 - Prepare a report that must include a recommendation(s) regarding the questioned resource. The petitioner will receive a copy and one copy will be kept on file at the school.

The petitioner has the right to appeal any decision of the "In-School Review Committee" to the Director of Education, or designate.

Implementation Date: February 12, 2003

Revised: February 26, 2018

Reference: LKDSB Policy and Regulations

"Guidelines for Approval of Textbooks", Ministry of Education, 2008

"Trillium List", <http://www.trilliumlist.ca/>



APPENDIX 1

REQUEST FOR FORMAL RECONSIDERATION OF A LEARNING RESOURCE

Title of Learning Resource: _____

Producer (if applicable): _____

Author (if applicable): _____

Distributor (if applicable): _____

Publisher (if applicable): _____

Request Initiated by: Name _____ Phone: _____

Home School: _____ Date: _____

The Parent/Guardian or student (age 18 or over) who is initiating this request is asked to complete the following section in order to assist in the review of the learning resource(s) and to identify an alternate resource(s) that may be appropriate.

1. To what in the learning resource do you object and why?

2. What do you feel might be the detrimental result of using this resource?

3. Did you read/view, examine the entire resources () yes () no
If no, what sections did you examine?

4. In your opinion does your concern eliminate the value the resource may have for your child? Other children? Why?

5. Briefly explain whether the resource should be used elsewhere in the school system, if so, where?

6. In order to assist the selection procedure, please recommend other resources that you consider to be more appropriate.

7. Please write any further comments that you feel would help the committee in their deliberations.

APPENDIX 2**Recommended Format for an “In-School Review Committee”**

- It is important to establish a positive environment for the “In-School Review Committee”.
- Creating a private space where all contributors feel comfortable is important.
- All participants should be made to feel welcome.
- Opportunity should be given for the petitioner to provide their concerns.
- Opportunity should be given for the committee to ask pertinent questions.
- The following questions may assist administrators to facilitate conferences
 1. How was this resource brought to your attention?
 2. Do you represent an individual concern or a group? If you represent a group, which one?
 3. I’d like to confirm the resource(s) that you would like to be considered.
 4. Have you read or reviewed the resource in its entirety?
 5. Are you aware of its historical/social context?
 6. What is the nature of your concern?
 7. Have you discussed your concern with the teacher or the teacher-librarian? If so, what was the outcome of your discussion?
 8. Have you reviewed the resource in light of the Ontario curriculum expectations?
 9. What would be a satisfactory resolution for you? Why?
 - Continue using the resource with the student(s) after the context is explained?
 - Substitute another resource/other resources for the student(s)
 - Restrict the use of the resource within the school
 - Remove use of the resource across the school system
- The petitioner should be told when the decision of the “In-School Review Committee” will be communicated.
- The petitioner should be told the process for appeal if he/she is not satisfied with the decision of the “In-School Review Committee”.