

Procedure Title	Textbooks and Supplementary Learning Resources		
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Review Date		Originator	Administrative Council
References			
Education Act; Ontario Regulation 298; Ministry of Education Guidelines for Approval of Textbooks - Trillium List; BP 6303-D "Equity and Inclusive Education"; BP 7520-D "Human Rights"; Copyright Act; Fair Dealing Guidelines; Policy/Program Memorandum No. 157 "Use of Copyright-Protected Works for Education"; AP 2320-D "Copyright"; Trillium Lakelands District School Board Procedure 5006a "Selection of Supplementary Learning Resources"; Motion Picture Association of Canada, Film Ratings webpage https://www.mpa-canada.org/film-ratings/			

1.0 RATIONALE

- 1.1 Bluewater District School Board is committed to providing textbooks and a wide range of supplementary learning resources in accordance with the requirements of the Education Act, Ontario Regulation 298, Section 7, and the requirements outlined in this procedure, where applicable.

2.0 DEFINITIONS

2.1 Non-Approved Textbook

A non-approved textbook is a book that is not listed on the Trillium List, and which would require consideration following this procedure before it can be used in a Bluewater District School Board classroom.

2.2 Supplementary Learning Resource

A supplementary learning resource refers to any print, non-print, or material other than textbooks, including digital platforms, whether purchased, borrowed, locally produced, or downloaded for instructional purposes with teacher supervision, with instructional content or function that is used for formal or informal teaching and/or learning purposes, and which would require consideration following this procedure before it can be used in a Bluewater District School Board classroom.

2.3 Textbook

A textbook is a book which has been pre-approved by the Ministry of Education and is listed on the Trillium List.

- 2.4 While initial resource selection falls within the scope of these procedures, the transitory nature of these resources requires caution. Resources are a dynamic form of information. A resource may be recommended for use, but responsibility for continual monitoring rests with the teacher.

- 2.5 While the primary focus of these procedures is on supplementary learning resources rather than on human resources, it is recognized that many people are brought into our schools to enrich the teaching and learning experiences of students. This practice is encouraged and the general principles of selection which follow can be used to determine the appropriateness of the many outside human resources available to supplement the programs of the schools.

3.0 PROCEDURE

- 3.1** Textbooks used by Bluewater District School Board will be selected from the Trillium Textbook list and Guidelines for Approval of Textbooks, whenever possible. However, other suitable supplementary learning resources may be selected using the following procedure.

3.2 Principles of Selection of Supplementary Learning Resources

- 3.2.1** Bluewater District School Board affirms that it is the responsibility of its professional staff to:
- 3.2.1.1** select resources are relevant to learning expectations and 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;
 - 3.2.1.2** ensure that connections to learning expectations are made clear to students when resources are presented in the context of classroom discussion, activities, and study of the selection resource. When only a portion of the resource is related to learning expectations, then just this portion should be used (e.g., clips from a feature film may be sufficient to demonstrate or elaborate on educational concepts; viewing the complete film may not be necessary or an appropriate use of class time);
 - 3.2.1.3** 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;
 - 3.2.1.4** select resources that contribute to the students' growing understanding and appreciation of their culture and other cultures so that they can live compassionately with all people in our society;
 - 3.2.1.5** 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;
 - 3.2.1.6** ensure compliance with board purchasing and procurement procedures when obtaining learning resources.

3.3 Responsibility for Selection of Supplementary Learning Resources

- 3.3.1** It is the responsibility of the principal to be knowledgeable about material and human resources and to ensure their selection in consultation with the professional staff employed by the board.
- 3.3.2** The board recognizes the value of, and need for, interaction with the educational community, including administrators, teachers, and other staff members in selecting system learning resources.
- 3.3.3** The selection process may involve students and members of the school community, where deemed appropriate.
- 3.3.4** The responsibility for coordinating the selection of supplementary learning resources and making the recommendation for purchase rests with the school's principal and professional staff.

3.4 Criteria for Selection of Supplementary Learning Resources

- 3.4.1** In selecting 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 of the actual resources and may consult reputable sources or periodicals to support their evaluations.

- 3.4.2 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.
- 3.4.3 Supplementary learning resources shall support and be consistent with the general educational goals of the Ministry of Education and Bluewater District School Board. They should reflect the stated aims and objectives of individual schools and support the curriculum expectations for specific courses and programs for which they are being considered.
- 3.4.4 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.
- 3.4.5 All textbooks and supplementary learning resources must be selected and used within applicable copyright laws (i.e., the Copyright Act, and the Fair Dealing Guidelines), Policy/Program Memorandum No. 157 "Use of Copyright-Protected Works for Education", administrative procedure AP 2320-D "Copyright".
 - 3.4.5.1 Under the Copyright Act, the presentation of movies in an educational setting is allowed without the payment of fees. Any screenings within a leisure context must be licensed (e.g., family movie nights, indoor recess, fundraisers, etc.), and schools that provide this type of screening will be required to obtain single event licenses.
 - 3.4.5.2 Bluewater District School Board purchases a system-wide Society of Composers, Authors and Music Publishers of Canada (SOCAN) license. This license allows for the performance of copyright protected music in extra-curricular activities (e.g., sporting events), and background music before/after classes and during lunch/breaks.
 - 3.4.5.3 Where films/videos are rated General (suitable for viewing by all ages), and the content complies with the requirements of this procedure, they may be shown at the elementary level or secondary level without parental consent.
 - 3.4.5.4 Films/videos classified as Parental Guidance (themes or content may not be suitable for children) may be shown at the elementary school level if in the opinion of the principal it meets the requirements of this procedure. The principal will advise parents when a film/video rated with this classification is selected for viewing in an elementary school.
 - 3.4.5.5 Films/videos classified Parental Guidance may be shown in secondary schools, without parental consent, if in the opinion of the principal they meet the requirements of this procedure.
 - 3.4.5.6 Films/videos classified in any of the other categories may only be selected for viewing where it has been determined that the content strongly supports and enriches the curriculum and meets the requirements of this procedure. The principal will ensure that parental consent has been received.
- 3.4.6 The criteria outlined below apply to all supplementary learning resources. Although not all supplementary learning resources will meet all the criteria listed below, it is expected that staff members will exercise their professional expertise, judgement, and sensitivity to apply the criteria when choosing resources (See Appendix A):
 - 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
7. Date of Publication

3.5 Selecting Guest Speakers

- 3.5.1 Bluewater District School Board supports the use of guest speakers as a supplementary learning resource. Contents of presentations must adhere to the expectations and principles outlined in this procedure, as well as in board policies and procedures, such as, but not limited to, BP 6303-D “Equity and Inclusive Education” and BP 7520-D “Human Rights”.
- 3.5.2 The content needs to have a direct correlation with specified curriculum expectations or board/school initiatives.
- 3.5.3 An overview and/or summary of the guest speaker’s presentation should be reviewed and approved by the staff extending the invitation.
- 3.5.4 School administration should be made aware of all guest speakers attending the school.

3.6 Procedures for Reconsideration of Supplementary Learning Resources

- 3.6.1 The expression of concern about supplementary learning resources is a fundamental right of students, staff, and the parents/guardians of students in BWDSB.
- 3.6.2 Any student (age 18 or older), parent/guardian, staff member, or member of a school council in the BWDSB system may raise concern regarding supplementary learning resources currently being used in an educational program.
- 3.6.3 Expressions of concern regarding textbooks/resources are to be referred to the principal of the particular school involved, who shall, upon obtaining a written explanation of the concern, convene a meeting with the petitioner.
- 3.6.4 If further discussion is required (following the meeting noted in section 3.5.3), the parties may mutually agree to meet with the school council and/or the designated superintendent of education. Through this process a determination will be made which should resolve the matter informally. If the matter is not resolved through this informal meeting process, an appeal may be made to Administrative Council who will coordinate a meeting of the Textbook Appeal Committee. The Textbook Appeal Committee will review the complaint and will provide a recommendation to the Board of Trustees, who will determine the final resolution of the matter.

APPENDIX A
CRITERIA FOR ASSESSMENT SUPPLEMENTARY LEARNING RESOURCES

A. General Criteria

The criteria outlined below apply to all supplementary learning resources. Although not ALL 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 to apply the 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
7. Date of Publication

B. Specific Criteria

The criteria listed below expand on the six general criteria above by highlighting key points to be used in such areas (not limited to) as gender; race, religion, and culture; values; and Canadian content. The use of these specific criteria reflects the policies of the board pertaining to human rights and equity and inclusive education.

1. Appropriateness to Program

Consider if the resource:

- aligns with the Ontario curriculum as outlined in Ministry of Education, board, and school documents
- supports the principles of diversity, equity, and inclusion
- supports specific programs or modifications, e.g., special education, ESL/ELD, enrichment, remediation, upgrading, etc.
- is appropriate for the grade(s) and level(s) of instruction

2. Suitability for Students

Consider if the resource will:

- enrich the learning experiences of students
- sustain the interest of students
- be appropriate to the maturity and experience of students
- be relevant and reflective of student's lives
- be appropriate for learning styles and skills of the intended audience

3. Nature and Degree of Bias

- Recognize and normalize that we all have implicit bias or blind spots based on our own lived experiences. Take notice of your blind spots and be open to teaching from an equity-centred approach.
- Recognize that bias exists in all "of us" and in learning materials and consider the following questions:
 - Are people of a variety of races, religions, genders, sexual orientations, classes, and abilities, and ages represented? Is there representation of the intersectionality of identities?
 - Other considerations: body size, language, family dynamics, citizenship, neurodiversity, socioeconomic status, cultural traditions
 - How are they represented? Are these identities presented in a positive way that empowers their voice and agency and acknowledges the complexity within a social identity group?
 - Who is not represented? Are there specific voices missing in the learning media? Does the representation reinforce stereotypes, disempowering norms, bias, and prejudices?

- Is the resource representative of the diversity of the school, community and differing societal views?
- If the material contains controversial issues, can they be addressed in ways that are educationally appropriate to students and programs? Can we facilitate students to express healthy, constructive ways of critical reflection that promotes inclusion and social justice rather than minimizing voices who are disproportionately impacted?
- Does the resource:
 - address issues from a variety of perspectives?
 - facilitate discussion about differences?
 - accurately reflect the lived experiences of all students, for example, culture, language, sense of belonging, emotional needs?
 - present a present day, accurate, and complete representation, and global perspective?
 - enhance motivation, belongingness, achievement, and inclusion for all?

4. Canadian Content and Publication

Consider if the resource:

- presents a broadly-based perspective of Canada within a global framework
- presents Indigenous Canadians in contemporary contexts, where appropriate
- depicts Canada and its people within a multicultural context
- is written or edited by a Canadian author
- is edited, printed, or bound in Canada

5. Quality of Visual and Physical Format

Consider if the resource:

- is well-organized and presented clearly and logically
- contains high quality illustrations, graphics, pictures, photographs, and artwork

6. Cost and Durability

Consider if:

- the cost of the material justified for its use
- the resource durable

7. Date of Publication

Consider:

- how current the publication is in relation to its subject matter
- the relevancy and appeal of the resource to 21st century learners