

Policy Manual – Administration

A.07 Selection of Learning Materials and Resources - PROCEDURES

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The Board requires that the selection of learning materials is consistent with the general educational goals of the Ministry of Education in Ontario and supportive of the distinctive character/dimension of Catholic education as outlined in the Board's Mission and Vision statement.

General Selection Criteria

- Relation to the curriculum:
 - Materials shall support and be consistent with the general educational goals of the Ministry of Education, the Board and the written expectations of specific courses/programs;
- Relation to existing collection:
 - The materials shall contribute to the balance of the individual school collection in terms of format and subject matter;
- Appropriateness:
 - Materials shall be appropriate for the subject area, the age level, learning styles, emotional development, ability level and the social development of the students for whom the material is selected;
- Resources on controversial issues:
 - The official Catholic viewpoint on matters of a morally sensitive nature shall be upheld and promoted. Learning materials which contradict or undermine Catholic teachings are not permitted;
- Whole vs part:
 - Each item shall be approached from a broad perspective, looking at the work as a whole and judging controversial elements in context rather than as isolated parts. Magazines, for example, should be selected and purchased for their overall reputations, and should not be rejected because of an occasional article which may be offensive;
- Canadian Origin:
 - In the selection of learning materials and resources, preference shall be given to Canadian authors, producers and publishers; and,
- Other important considerations:
 - Accuracy and authenticity;
 - Attractiveness and appropriateness;
 - Timeliness;
 - Organization;
 - Freedom from bias, e.g. sexism, racism, etc.;
 - Interest and appeal;
 - Validity e.g. does the video, **digital resource** enhance the content?;
 - Presentation of different points of view;

- Price, including licensing fees;
- Quality of writing/production;
- Readability/visual, audio, or technological effectiveness;
- Relevancy;
- Suitable style;
- Technical operation and design;
- Technical hardware requirements, including technical support and maintenance;
- Ease of operation of interactive media, electronic media, etc.;
- Search modes for electronic media appropriate for user ability/interest level; and,
- Content is sufficient in depth and scope to meet stated purpose(s).

The general selection criteria outlined above should be followed in the selection of all learning materials **and resources**. The following Board policies and expectations shall be observed with respect to specific media. i.e. textbooks, **DVDs, digital resources**, internet resources.

- **A.07 Selection of Learning Materials and Resources;**
- **S.22 – Copyright – Fair Dealing Guidelines; and,**
- **S.15 – Internet – Acceptable Use Policy for Schools.**

Textbook Selection and Adoption:

The Board's first commitment in selecting and adopting textbooks shall be the promotion of the student's right to learn in an atmosphere of academic freedom enriched by the ethos of Catholic Christian heritage.

The Board shall support the teacher's right to exercise professional judgment in their work; but, at the same time, shall require teachers to balance this right with an awareness of their responsibility to meet the educational goals, objectives, vision and values of the school system.

The Board shall recognize the rights of parents/guardians to influence the education of their children. The Board will receive the opinions of an individual person who may wish to question the appropriateness of certain materials in the selection process bearing in mind, however, the academic needs of the rights of the majority of students in any class.

In the selection process the mission of the Board is to be upheld at all times. In order to maintain this balance of rights, responsibilities and freedoms, appropriate professionals shall be consulted in the textbook selection process.

General Guidelines

1. Textbooks

Due to the instructional purposes of textbooks being of such importance, particular care should be taken in their selection as to content. Although many points must be examined, staff shall be particularly mindful of the following considerations:

- The needs of all learners, including exceptional students must be provided for;
- Insofar as possible, multicultural materials which reflect society should be selected;
- Textbooks must be free from racial, ethno-cultural, regional, gender-related or

- aged-related bias; or bias based on disability, socio-economic status or occupation;
- The textbook or textbook program shall lead the student beyond the textbook into a wide variety of other learning materials and educational experiences; and,
- If the textbook deals with problems and issues of the times, it should present and encourage examination and critical analysis of the various points of view.

2. Use of Copyrighted Materials

Internet access and digital resources facilitate **ease of access** by schools, teachers and students to a variety of **print and non-print resources**. The selection and use of these resources must be in accordance with the general selection criteria outlined above, as well as supportive of the distinctive character/dimension of Catholic education as outlined in the Board's Mission and Vision statement. (In particular, materials dealing with sexual morality must be referred for approval to the Board).

In addition, all legal and ethical requirements pertaining to intellectual property (copyright) must be respected and complied with. In particular, the Copyright - **Fair Dealing** Policy must be respected and applied to the use of all copyrighted materials. In addition, reference must be made to the Council of the Ministers of Education Canada document 'Copyright Matters' for guidance and interpretation of the Copyright Fair Dealing Policy.

Copyright – **Fair Dealing** Guidelines

The following are the main 2 guiding principles of the **Copyright - Fair Dealing Policy**:

- a) The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties; and,
- b) To qualify for fair dealing, two tests must be passed. First, the "dealing" must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test. The second test is that the dealing must be "fair".

2. Specific Media

As a general rule, the Copyright Act will only permit a commercially purchased software program to be used on a single computer. Multiple copying of a program and its subsequent use on a number of computers is illegal unless special network licenses have been purchased by the Board. The three types of software available for download from the Internet – public domain software, open-source software and freeware - are each governed by specific guidelines.

Anyone found making illegal copies of software may be subject to civil and criminal penalties.

3. Online and Digital Resources:

Internet use in school is governed by the HWCDSB's Internet Acceptable Use Policy for Schools and all staff and students must abide by the conditions outlined. In addition, in the

selection and use of **online and digital resources** (homepages, **digital interactives**, databases, etc.), particular attention should be paid to authoritativeness, accuracy and appropriateness.

All **online and digital resources** are to be regarded as copyrighted and, unless the use of the resources meets the Fair **Dealing** Guidelines, users must seek permission from the copyright owner before reproducing.

Regulations – Legislation on the Provision of Textbooks

The following excerpts from the Education Act, Chapter E.2, R.S.O. 1990, as amended, and from **R.R.O. 1990**, Regulation 298, relate to the selection and use of textbooks in Ontario schools.

Education Act

Under **section 8 (1)**, the Minister may,

- (4) establish procedures by which and the conditions under which books and other learning materials are selected and approved by the Minister;
- (5) purchase and distribute textbooks and other learning materials for use in schools;
- (6) select and approve for use in **schools** textbooks, library books, reference books and other learning materials;
- (7) cause to be published from time to time lists of textbooks, learning materials, reference books and library books, selected and approved by the Minister for use in elementary and secondary schools; and,
- (23) enter into an agreement with any board, person or organization in respect of the development and production of learning materials and pay all or part of the costs in connection therewith.

Under subsection 170 (1), every board shall,

- (13) subject to paragraph 31.1 of subsection 171 (1), provide, without charge, for the use of the pupils attending the school or schools operated by the board, the textbooks that are required by the regulations to be purchased by the board.

Under **subsection 171 (1)**, a board may,

- (31.1) require a pupil enrolled in a continuing education course or class that is eligible for credit towards a secondary school diploma to pay a nominal deposit for a textbook provided by the board that will be forfeited to the board in whole or in part if the textbook is not returned or is returned in a damaged condition.

Under subsection 264 (1), it is the duty of a teacher and a temporary teacher,

- (k) to use and permit to be used as a textbook in a class that he or she teaches in an elementary or a secondary school,
 - (i) in a subject area for which textbooks are approved by the Minister, only textbooks that are approved by the Minister, and

- (ii) in all subject areas, only textbooks that are approved by the board.

Under subsection 265 (1), it is the duty of a principal of a school, in addition to the principal's duties as a teacher,

- (h) to ensure that all textbooks used by pupils are those approved by the board and, in the case of subject areas for which the Minister approves textbooks, those approved by the Minister.

Regulation 298 – Operation of Schools - General

Section 7 of Regulation 298 states the following:

- (1) The principal of a school, in consultation with the teachers concerned, shall select from the list of the textbooks approved by the Minister, the textbooks for the use of pupils of the school, and the selection shall be subject to the approval of the board.
- (2) Where no textbook for the course of study is included in the list of the textbooks approved by the Minister the principal of a school, in consultation with the teachers concerned, shall, where they consider a textbook to be required, select a suitable textbook and, subject to the approval of the board, such textbook may be introduced for use in the school.
- (3) In the selection of textbooks under subsection (2), preference shall be given to books that have been written by Canadian authors and edited, printed and bound in Canada.
- (4) Every board shall provide without charge for the use of each pupil enrolled in a day school operated by the board such textbooks selected under subsections (1) and (2) as relate to the courses in which the pupil is enrolled.

Selection of Textbooks –Trillium list

1. Role of School

- i) The principal, in consultation with the teachers concerned, shall select the textbooks for use in the school, subject to the approval of the Board.
- ii) The consultation process where appropriate shall include:
 - a) teachers delivering the program;
 - b) curriculum personnel including the appropriate program coordinator;
 - c) Superintendent of Schools; and,
 - d) Catholic School Council.
- iii) Textbooks shall not be purchased prior to receiving Board approval.

Selection of Other Learning Materials and Resources

Learning materials **and resources** other than textbooks are located in school Library Learning Commons, **digital collections, digital databases**, departmental/classroom collections and in the Nicholas Mancini's Library Information Centre.

Responsibility for coordinating the selection and evaluation of learning materials based on the established criteria and making recommendations for purchase, rests with an ad hoc selection committee or a designated professionally trained person in the respective area.

The teacher-librarian shall be responsible specifically for evaluating the existing school **Library Learning Commons** collection and offering technical advice to the committee concerning that collection, as well as the reports of reputable, unbiased, professionally prepared evaluations of other resources. Efforts must be made to obtain materials which support and enhance one's understanding of our Catholic heritage and value system.

Book Fairs

"Book Fairs" are events where **print materials and other items** are exhibited by commercial vendors for the purpose of sale to children, parents and other workers of the school community. These "book fairs" are held in school Library Learning Commons to raise revenue for the purchase of library learning materials.

While the selection criteria and procedures described above cannot be applied in this context, the principal/teacher-librarian shall ensure that the materials on display do not conflict with the Catholic character and values of the Board.

Questioned Materials

All Board learning materials/resources shall be assumed to have met the selection criteria and guidelines outlined in the Selection of Learning Materials and Resources policy. Any parent shall have the right to file a complaint regarding questioned material to which he/she objects. The complaint shall be filed in writing. The procedures for processing such complaints are as follows:

School

1. The complainant(s) shall present the objections and reasons to the principal of the school involved. If the principal is unable to satisfy the complainant, then;
2. The principal shall refer the complaint to the Manager, Catholic Library Learning Commons;
3. The questioned material shall remain in use while the objections are reviewed;
4. Consultation with the parish priest or his designate, school teacher-librarian, teachers, Catholic school council and curriculum staff may be appropriate;
5. The principal shall respond to the complaint within two weeks of receipt of the complaint; and,
6. A summary of the complaint, action taken, and decision shall be sent to the Director of Education or designate.

Board

Should a complainant not be satisfied with the decisions of the review in the school, the complaint may be presented for consideration by the Board through the appropriate Trustee. The following procedures shall be followed:

1. The Board shall establish an ad hoc review committee consisting of the following membership:
 - a) Trustee;
 - b) Superintendent or designate;
 - c) One Principal;
 - d) One Priest when appropriate;
 - e) Catholic School Council Representative(s); and,
 - f) The appropriate Board personnel.
2. In its deliberation, the committee shall consider the following:
 - a) The original objection. The committee may choose to interview the complainant(s);
 - b) The school response to the complainant(s);
 - c) Professional reviews of the material involved; and,
 - d) The opinions of appropriate resource people.
3. The ad hoc review committee shall submit its recommended decision to the Board within four (4) weeks of the start of its deliberation.
4. The Board, at its next meeting, shall submit a final decision to all parties involved. This decision shall be binding.