

## 1. Purpose:

The cornerstone of the Catholic school system is its rootedness in the teaching mission of the Roman Catholic Church. In Ontario, the Institute for Catholic Education, created by and serving the Ontario Conference of Catholic Bishops, as well as the National Office of Religious Education, created by and serving the Canadian Conference of Catholic Bishops, are recognized as having the legitimate and particular authority to propose and promote curricula and instructional resources (including, but not limited to, textbooks) in the areas of religious and family life education.

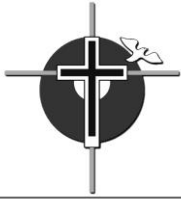
Notwithstanding, only the local Ordinary has the authority to approve the curricula and resources in the areas of religious and family life education, including resources used in Health and Physical Education, in those areas of his diocese that are coterminous with the Catholic District School Board of Eastern Ontario.

In order to meet provincial directives and Board initiatives, it is the responsibility of the School Principal to select and purchase the classroom textbooks therefore Catholic School Councils shall not assume responsibility in the selection and purchase of textbooks.

## 2. Administrative Procedures

### a) Approval of Religious Education/Family Life Curricula and Instructional Resources

1. It shall be the practice of the CDSBEO to use a single prescribed program in the elementary panel. This shall be comprised of resources used in the Board approved list.
2. Insofar as a school participates in the sacramental preparation of students, they shall follow the program and use the resources prescribed by the diocese, as approved by the local Ordinary, and in collaboration with the local pastor.
3. It shall be the practice of the CDSBEO to offer at the secondary level the prescribed courses according to the Institute of Catholic Education Policy statement on Secondary School Religious Education Curriculum (1999).
4. Resources for secondary courses must be chosen from the Board approved list. Supplementary resources must be approved by the Principal in consultation with the Principal of Religious Education.



**2. b) Approval of Textbooks**

The CDSBEO requires that all student textbooks be selected for classroom use from a list of Board or Ministry approved resources as outlined in the Ministry memorandum in the Trillium List dated September 15, 2003. When new resources become available and decisions regarding purchase must be made in a timely manner, the following guidelines must be applied to evaluate texts by staff at the school or board level. Where applicable to courses in religious education and family life education, must have the approval of local Ordinary.

1. Resources purchased for student use must be chosen from the Trillium list of approved textbooks. Resources, which have been developed since the publication of these lists, must be evaluated against the criteria outlined below and the Ministry's "Guidelines for Approval of Texts (2002).

Teachers or school administrators at the board or school level may conduct the review of resources.

Textbooks which meet the criteria and which are recommended for purchase will be submitted to the appropriate superintendent of Education for final approval using the form "Board Approval for Non Trillium List Textbooks".

Supplementary Resources are subject to approval of Principal.

**2. Criteria/Guidelines:**

**a) Catholicity:**

- Consistent with the values and teachings of the Catholic Church
- Supports the integration, infusion or extension of the Ontario Catholic School Graduate Expectations in program

**b) Curriculum Correlation:**

- Provides a thorough alignment of expectations for the grade/subject matter
- Provides a variety of information types and sources that are inclusive

**c) Bias and Inclusivity or stereotyping:**

- No subtle biases evident including; socio-economic, gender, race, disabilities, family structures or ethno-cultural, stereotyping
- Diversity is embraced



- d) Audience and Age Appropriate
- Engaging and relevant for students
  - Appropriate for students of diverse backgrounds
  - Supports various learning styles
- e) Considerations for Exceptional Learners:
- Suggestions for adapting activities available
  - Opportunities available for remediation, consolidation and enrichment
- f) Methodology
- Instructional Strategies are appropriate to expectations
  - Assessment Strategies align with Ministry and Board policies
  - Opportunities for student self-assessment available.
- g) Canadian Content:  
Textbooks must be manufactured in Canada and, wherever possible, are to be written, adapted, or translated by a Canadian citizen or citizens or by a permanent resident or residents of Canada.
- h) Quality Construction:
- Materials are durable and of high quality
  - Content is accurate and up-to-date
- i) Technology  
The content must reflect uses of technology related to the subject/discipline, where appropriate, and allow students to use and develop these skills.
- j) Language Level:
- The language used must be appropriate for the reading level of the grade for the elementary subject or secondary course.
  - The material must be written in a style appropriate to the subject or discipline, and should include graphics and other aids to help students understand the information.
  - Discipline-specific language and symbols must be used accurately, and technical terms must be used on contexts that students would understand.
  - Diagrams and graphics must be accurate.



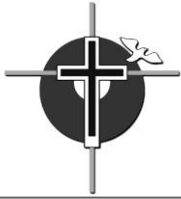
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## **APPENDIX I**

### **Definition of Terms**

*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 for a specific grade and subject in elementary school or for a course in secondary school. Such a resource is intended for use by an entire class or group of students.

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



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**APPENDIX II**

**Request for Approval  
For Non-Trillium List Textbooks/Learning Media**

A. School: \_\_\_\_\_  
Principal: \_\_\_\_\_  
Teacher: \_\_\_\_\_

B. Title: \_\_\_\_\_  
Author: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Date of Publication: \_\_\_\_\_

C. Course: \_\_\_\_\_  
Grade Level: \_\_\_\_\_  
Does this request accompany a course approval request? \_\_\_\_\_

D. Usage: Full year's work: \_\_\_\_\_  
Part of year's work: \_\_\_\_\_  
Distribution: one book per student: \_\_\_\_\_  
Other: \_\_\_\_\_  
Number of textbooks/learning media to be ordered: \_\_\_\_\_  
Proposed date of introduction: \_\_\_\_\_

E. Rationale for introducing this book/learning resource:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

F. Other textbooks/learning media considered:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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G. Basis for selection:

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H. Is this book/learning resource to be used as an alternate to one now listed in Trillium List?

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If yes, explain its advantages:

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I. Is this book/learning resource to become the only learning source for the course?

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J. If not, list all core titles/resources to be made available to the students:

Title: _____	Title: _____
Author: _____	Author: _____
Publisher: _____	Publisher: _____
Title: _____	Title: _____
Author: _____	Author: _____
Publisher: _____	Publisher: _____

Date: \_\_\_\_\_

Principal: \_\_\_\_\_

Superintendent responsible for the school: \_\_\_\_\_

Superintendent responsible for Curriculum: \_\_\_\_\_

OR

Superintendent responsible for Religious Education/Family Life \_\_\_\_\_