

	YORK CATHOLIC DISTRICT SCHOOL BOARD	
	BOARD POLICY	
	<i>Policy Section</i>	<i>Policy Number</i>
	Program/Curriculum	308
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	608	1 of 4
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POLICY TITLE: TEXTBOOKS

SECTION A

1. PURPOSE

The purpose of this policy is to ensure that appropriate textbooks are selected by the York Catholic District School Board and its schools. Textbooks approved by the Ministry of Education in accordance with the eligibility requirements and evaluation criteria outlined in [Guidelines for Approval of Textbooks](#) are listed on the *Trillium List*.

2. OBJECTIVE

In accordance with the [Education Act](#), the applicable *Regulations of Ontario* and the [Guidelines for Approval of Textbooks](#), it is the policy of the York Catholic District School Board to select and approve the use of textbook titles contained in the *Trillium List*. Textbook selections shall support the teachings of the Catholic Church and principles of equity which acknowledges the diversity of the human experience and the dignity and worth of all persons.

3. PARAMETERS

- 3.1 The selection and approval of all textbooks shall be guided by the Ontario Ministry of Education's [Guidelines for Approval of Textbooks](#), the Ontario Catholic School Graduate Expectations and our Catholic Teachings, including our Catholic virtues and character traits.
- 3.2 In the case of those subjects where the *Trillium List* does not list titles in specific grades or courses, textbooks, if deemed essential to the delivery of course material, shall be selected by the Principal in consultation with the teachers and/or subject councils and in accordance with the [Culturally Responsive and Relevant Pedagogy](#) (CRRP) Toolkit and Policy 319 [Supplementary Learning Resources](#).

- 3.3 The selection of Religious Education textbooks and resources, shall be consistent with the expectations in the Ontario Catholic Curriculum Policy Documents from the Institute of Catholic Education. Where the Assembly of Catholic Bishops of Ontario have recommended a specific textbook, that textbook will be used unless prior approval has been obtained by the Director of Education.
- 3.4 Schools may recover the costs for the replacement or repair of lost or damaged textbooks. These charges shall not exceed the replacement or repair cost (Ontario Ministry of Education: [Fees for Learning Materials and Activities Guideline](#)).

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance of the Selection and Approval of Textbooks Policy and Independent Procedures.

4.2 Superintendent of Education – Curriculum and Assessment

- 4.2.1 To ensure that the selection of textbooks is consistent with this policy.
- 4.2.2 To consult with school board staff regarding the selection of textbooks as necessary.

4.3 Superintendents of Education

- 4.3.1 To support the implementation of this policy and related procedures.

4.4 Principals

- 4.4.1 To consult with the Superintendent of Curriculum and Assessment as well as teachers, when selecting from the list of the textbooks approved by the Ontario Ministry of Education and included in the *Trillium List* for the use of students of the school.
- 4.4.2 Where they consider a textbook to be required and no textbooks for that class/course are included in the Trillium List, shall select a suitable textbook in consultation with the teachers concerned and as per the evaluation criteria outlined in the Guidelines for the Approval of Textbooks, the [CRRP Toolkit](#) and in accordance with Policy 319 *Supplementary Learning Resources*.
- 4.4.3 To give preference to books that have been written by Canadian authors and published in Canada.
- 4.4.4 To provide without charge for the use of students enrolled, such textbooks as they relate to the courses in which the student is enrolled.

4.5 Teachers

- 4.5.1 To use and permit students to use textbooks that are approved by the Ontario Ministry of Education and included in the *Trillium List*, in their course or class.
- 4.5.2 Where they consider a textbook to be required and no textbooks for that class/course are included in the Trillium List, shall select a suitable textbook in consultation with the Principal and as per the evaluation criteria outlined in the Guidelines for Approval of Textbooks, the [CRRP Toolkit](#) and in accordance with Policy 319 *Supplementary Learning Resources*.

5. DEFINITIONS

5.1 Catholic Virtues

By practicing virtue, we become virtuous and our conduct reflects the teachings of the Catholic Church and the principles of equity and inclusion. Virtues are categorized as Theological, Cardinal and Moral. The Theological Virtues of Faith, Hope and Love are nurtured as the foundation of healthy and vibrant Catholic persons and communities. These also undergird the Cardinal Virtues of Prudence, Justice, Temperance and Courage that in turn enables us to be people and communities of virtue and grace. The *York Catholic Communities of Faith* document focuses on the Moral Virtues of unity, wisdom, perseverance, reverence, responsibility, integrity, courage, compassion, justice and hope that are embedded in the *Ontario Catholic School Graduate Expectations* and serve to:

- 5.1.1 Affirm our human dignity;
- 5.1.2 Promote the well-being and happiness of the individual;
- 5.1.3 Serve the common good; and,
- 5.1.4 Preserve our Separate School Rights in accordance with section 19 (1) of the Human Rights Code which states, "This Human Rights Act shall not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act. R.S.O. 1990, c. H.19, s. 19 (1).

5.2 Character Education (Traits)

Character Education can be defined as the development of positive character traits within persons that are infused into the climate and daily routine of our Catholic schools. Character Education draws on scripture, Catholic tradition and the community as sources of inspiration, knowledge, practice and resources. Character Education is inextricably linked to Catholic virtues and are expressed and celebrated in liturgical celebrations and spiritual formation. The *York Catholic Communities of Faith* document focuses on the character traits of inclusiveness, initiative, perseverance, respect, responsibility, honesty, courage, compassion, fairness and optimism that are embedded in the *Ontario Catholic School Graduate Expectations*. The infusion of positive character traits into the climate and daily routines of our Catholic schools also serves to:

- 5.2.1 Affirm our human dignity;
- 5.2.2 Promote the well-being and happiness of the individual;
- 5.2.3 Serve the common good; and,
- 5.2.4 Define our rights and obligations.

5.3 Ontario School Catholic Graduate Expectations

All personnel selecting textbooks for schools will be guided by the *Ontario School Catholic Graduate Expectations* as choices are made to support the success of each student as –

- 5.3.1 A discerning believer formed in the Catholic Faith community,
- 5.3.2 An effective communicator,
- 5.3.3 A reflective and creative thinker,
- 5.3.4 A self-directed, responsible, life-long learner,
- 5.3.5 A collaborative contributor,
- 5.3.6 A caring family member, and,
- 5.3.7 A responsible citizen.

5.4 Textbook

A comprehensive learning resource 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. Such a resource is intended for use by an entire class or group of students.

6. CROSS REFERENCES

[Education Act](#)

Ontario Ministry of Education [Fees for Learning Materials and Activities Guideline, 2011](#)

Ontario Ministry of Education, [Guidelines for Approval of Textbooks, 2008](#)

YCDSB 21st Century Competencies

YCDSB Culturally Responsive and Relevant Pedagogy Toolkit

YCDSB *Valuing Diversity: A Framework for Equity and Inclusive Education in the Curriculum*, 2010

York Catholic Communities of Faith Document, 2006

YCDSB Policy 312A [Textbooks, Program Enhancement Fees or Replacement of Materials - Elementary](#)

YCDSB Policy 312B [Textbooks, Program Enhancement Fees or Replacement of Materials - Secondary](#)

YCDSB Policy 319 [Supplementary Learning Resources](#)

YCDSB Policy 613 [Equity & Inclusive Education](#)

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