

# **Submission Procedures for Textbooks for *The Trillium List***

**2006**

# Contents

Introduction .....	2
Submission Procedures .....	2
Approval and Listing Process .....	4
Definitions .....	5
Selection and Acquisition Process for Boards and Schools .....	5
<b>Appendices</b>	
A: Submission Indicators Form .....	6
B: Requirements for Approval of Textbooks by the Ministry .....	8
C: Information on Textbooks in the Submission Package .....	11
D: <i>The Trillium List</i> – Statement of Attestation of Conformity to Criteria Regarding Canadian Authorship and Manufacturing in Canada .....	14

Une publication équivalente est disponible en français sous le titre suivant : *Processus de soumission de manuels scolaires pour la Liste Trillium, 2006*.

This publication is available on the Ministry of Education's website at <http://www.edu.gov.on.ca>.

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## Introduction

This document outlines the procedures to be followed by learning resource developers/publishers that wish to submit textbooks, as defined on page 5 of this document, for approval by the ministry and for inclusion in the provincial *Trillium List*. The submission, evaluation, and acquisition procedures outlined in this document are in effect until rescinded by the Ministry of Education.

*Note:* For further information, learning resource developers/publishers should refer to the document entitled *Guidelines for Approval of Textbooks*, which is available on the ministry's website, at <http://www.edu.gov.on.ca/trilliumlist>.

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## Submission Procedures

1. Eight (8) weeks prior to the intended submission date, learning resource developers/publishers must fax the Submission Indicators Form (see Appendix A) to the appropriate evaluation corporation, as outlined below:
  - All resources intended to support the English-language curriculum policy documents or the Kindergarten policy document (i.e., documents in effect in English-language schools, including those for French as a second language programs) should be submitted to Curriculum Services Canada (CSC), fax 416-591-1578.
  - All resources intended to support the French-language curriculum policy documents or the policy document for *Jardin d'enfants* (i.e., documents in effect in French-language schools) should be submitted to *Centre canadien de leadership en évaluation* (le CLÉ), fax 613-747-7277. These resources include English-language textbooks that support courses in *Anglais pour débutants* and in English for French-language schools.

*Note:* The Submission Indicators Form assists the evaluation corporation in planning for your submission.

2. Learning resource developers/publishers submit directly to the relevant evaluation corporation student textbooks and accompanying teacher's guides that meet the eligibility requirements and evaluation criteria stated in Appendix B. The addresses are as follows:

*For resources relevant to the English-language curriculum:*

Curriculum Services Canada (CSC)

439 University Avenue

18th Floor

Toronto, ON M5G 1Y8

Attention: Director, Evaluation Services

*For resources relevant to the French-language curriculum:*

Centre canadien de leadership en évaluation (CLÉ)  
2445, boul. St-Laurent, bureau B120  
Ottawa ON K1G 6C3

Attention: Gestionnaire de la Liste Trillium

It should be noted that all resources (student textbook and the accompanying teacher's guide) must be submitted in the form of "final product" (see definition on page 5).

***The procedures outlined below in points 3–8 pertain to the submission of resources relevant to the English-language curriculum. For the procedures that pertain to the submission of resources relevant to the French-language curriculum, see Processus de soumission de manuels scolaires pour la Liste Trillium, 2006.***

3. Cheques for payment of evaluation costs must be submitted as follows:
  - A deposit cheque must be included with each submission, payable to Curriculum Services Canada, in the amount of \$3500.00 plus GST for each textbook. For packaging instructions, please see points 4 to 6.
  - In cases where a single textbook is submitted for consideration as a learning resource that can support more than one course, payment of \$3500.00 plus GST is to be made for a separate evaluation for each course.
  - The exact title of the submitted textbook must appear on the face of the cheque to which it relates.
  - The cheque(s) will be returned to the learning resource developer/publisher if a preliminary assessment reveals that the resources submitted do not warrant a full evaluation. Should a full evaluation of the material be conducted, however, the payment will be retained by CSC to cover its costs, and is non-refundable.
4. The same title for the textbook must be used in all related documentation.
5. For each resource submitted for evaluation, the learning resource developer/publisher must provide resource-specific information in a binder that is clearly marked "For use in the evaluation process" and clearly labelled with the title of the resource to which it relates. The binder must contain the following materials:
  - The deposit cheque to cover evaluation costs. As stated in point 3, the exact title of the submitted textbook must appear on the face of the cheque.
  - The form entitled Information on Textbooks in the Submission Package. (See Appendix C.)

- A Curriculum Correlation Chart for each course for which the textbook is submitted for evaluation. This document is to be developed by the learning resource developer/publisher.
  - A signed Statement of Attestation of Conformity to Criteria Regarding Canadian Authorship and Manufacturing in Canada. (See Appendix D.)
6. For each title submitted, the following must be provided:
- a) a properly labelled box, marked “For CSC Administration” and containing:
    - a binder with the information outlined in point 5;
    - three (3) sets, in final product form, of all resources submitted, i.e., student textbook/textbook package and teacher’s guide;
  - b) another box (or boxes) labelled “For Reviewers” and containing:
    - three (3) sets, in final product form, of all resources submitted, i.e., student textbook/textbook package and teacher’s guide;
    - three (3) copies of the Curriculum Correlation Chart developed by the learning resource developer/publisher.

All boxes in a submission must be numbered in full; e.g., the boxes in a submission of 5 boxes must be numbered 1 of 5, 2 of 5, 3 of 5, etc.

All boxes must bear the name of the learning resource developer/publisher and the title of the resource being submitted.

*Note:* Since separate evaluations are conducted for each course for which a resource is being submitted, a complete, separate submission package, as outlined above under 6(a) and 6(b), must be provided for each such course.

7. Copies of reviewed resources will not be returned.
8. At their own expense, learning resource developers/publishers may make arrangements with CSC to pick up copies of the materials they submitted that did not meet the eligibility requirements and that are therefore ineligible for evaluation.

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## Approval and Listing Process

The process of approval of textbooks (as defined on page 5) is as follows:

1. Textbooks will be evaluated by the evaluation corporation. Those textbooks that are deemed to meet the eligibility requirements and evaluation criteria will be recommended by the evaluation corporation to the ministry for approval.
2. Textbooks approved by the ministry will be listed in *The Trillium List*, posted on the ministry’s website at <http://www.edu.gov.on.ca/trilliumlist>.

3. Textbooks approved by means of the provincial evaluation process will normally be retained in *The Trillium List* for a period of five school years following the date of their initial listing. Textbooks removed from the list at the end of this period may be used for two school years following the year in which their listing expires. School boards will be responsible for ensuring that expired titles are not used as textbooks in their schools after this two-year period.

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## Definitions

*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.

*Final product* is defined as the format in which the resource will be delivered to the purchaser.

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## Selection and Acquisition Process for Boards and Schools

The selection and acquisition process will be as follows:

1. Schools will select from among textbooks in *The Trillium List* those which best meet their local needs.
2. Boards or schools will place orders directly with the learning resource developer/publisher, using their existing ordering procedures.
3. Learning resource developers/publishers will invoice district school boards, school authorities, and Provincial Schools directly.
4. A board will pay the learning resource developers/publishers according to the board's established payment procedures.

# Appendix A: Submission Indicators Form

**Complete all sections and fax to:** Curriculum Services Canada

Fax: 416-591-1578

OR

Centre canadien de leadership en évaluation

Télécopieur : 613-747-7277

**Fax is to be received:** 8 weeks prior to the intended submission date

Developer/Publisher: \_\_\_\_\_

Distributor: \_\_\_\_\_

Contact name (please print): \_\_\_\_\_

Telephone number: \_\_\_\_\_ Toll-free number: \_\_\_\_\_

Fax number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Website: \_\_\_\_\_

Title of textbook/textbook package (exactly as it is to appear in *The Trillium List*):

\_\_\_\_\_  
\_\_\_\_\_

Author(s):

*Note:* A maximum of three (3) authors may be listed; i.e., “Author 1, Author 2, Author 3, et al.”

\_\_\_\_\_

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## Elementary or Secondary (Grades 1 to 12)

Grade: \_\_\_\_\_ Course code, if applicable (secondary disciplines only): \_\_\_\_\_

Discipline/subject: \_\_\_\_\_

Exact and full title of the Ontario curriculum policy document that this resource supports:

\_\_\_\_\_

## Kindergarten Program

Learning area: \_\_\_\_\_

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ISBN: \_\_\_\_\_

*Note:* Multi-component student textbooks must be listed as a single ISBN. Student textbooks submitted with multiple ISBNs will not be evaluated.

Number of components in student textbook: \_\_\_\_\_

Number of components in teacher's guide: \_\_\_\_\_

Approximate number of boxes to be shipped: \_\_\_\_\_

*Note:* **Six (6)** textbook packages must be submitted.

Expected date of submission: \_\_\_\_\_

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(please print name)

\_\_\_\_\_  
(company)

\_\_\_\_\_  
(date)

# Appendix B: Requirements for Approval of Textbooks by the Ministry

Textbooks, as defined in this document, may be approved by the Ministry of Education for use in Ontario schools if they successfully meet all of the following requirements and criteria.

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## Eligibility Requirements

### **Congruence With Curriculum Policy**

- a) The content must be consistent with that in one or more elementary subjects or secondary courses described in Ontario curriculum policy documents, or with that in one or more Kindergarten learning areas, and must support at least 85 per cent of the expectations for a Kindergarten learning area, an elementary subject in a specific grade, or a secondary course (i.e., a course in a specific grade in a secondary subject/discipline).
- b) In the case of a series, at least one title in the series must support at least 85 per cent of the expectations for a Kindergarten learning area, an elementary subject in a specific grade, or a secondary course. Individual titles in a series that do not support 85 per cent of the expectations for a learning area, subject, or course are not eligible for evaluation.
- c) If non-print material (for example, a CD-ROM or manipulative material) makes up part of a textbook, and if the whole textbook package of which it is a part supports at least 85 per cent of the expectations for a Kindergarten learning area, an elementary subject in a specific grade, or a secondary course, this material will be eligible for consideration and will be included in the evaluation.
- d) A multimedia package that supports at least 85 per cent of the expectations for a Kindergarten learning area, an elementary subject in a specific grade, or a secondary course will also be considered to be a textbook and will be eligible for evaluation.

### **Provision of a Teacher's Resource Guide**

Textbooks must be accompanied by a teacher's resource guide. This guide must be provided in both languages of instruction (English and French) if the textbook is translated.

### **Canadian Orientation**

The content must have a Canadian orientation. It must acknowledge Canadian contributions and achievements and use Canadian examples and references

wherever possible. It must use Canadian spelling conventions and SI units (units of measurement of the *Système international d'unités*, or International System of Units) for measurement references. The vocabulary and examples should be familiar to Canadians.

### **Canadian Product**

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.

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## **Evaluation Criteria**

### **Content**

#### *Quality*

The content must be of sound scholarship and must have contemporary relevance. The information must be presented in adequate depth and sophistication for the grade or learning area/subject/course and build on students' previous knowledge and skills. Graphics, such as charts, diagrams, and illustrations and photos should be used where appropriate to support students' understanding of the content.

#### *Reference to Use of Technology*

The content must reflect uses of technology related to the Kindergarten learning area, elementary subject, or secondary course, where appropriate, and allow students to use and develop these skills.

#### *Health and Safety*

Attention to safe practices must be evident through appropriate warnings and information; portrayal of people in learning, working, and playing situations; and the suitability of the learning activities.

#### *Environmental Responsibility*

The content must reflect concepts of environmental responsibility, where appropriate, within the context of the Kindergarten learning area, elementary subject, or secondary course.

#### *Language Level*

The language used must be appropriate for the reading level of the grade for the elementary subject or secondary course, or for the Kindergarten program. The material must also be written in a style appropriate for the learning area/subject/discipline. Language, symbols, and technical terms that are subject- or discipline-specific must be used in contexts that students would understand.

### ***Instructional and Assessment Strategies***

The content must support a broad range of instructional strategies and learning styles. The activities must be appropriate for the skills and knowledge described in the curriculum or learning expectations. The activities must also provide opportunities for students to engage in higher-order thinking and problem solving, to apply concepts and procedures, and to communicate their understanding. There should be a range of tasks – that is, open-ended tasks, teacher-directed tasks, and tasks for students to do independently. The content and activities should be appropriate for students from diverse backgrounds and at different levels of physical ability. It should include, as appropriate, ways of helping students make connections within and between the strands of the subject or course, or within and between learning areas in Kindergarten, and between the subject/course content and the community and workplace.

The connections between instructional strategies and assessment should be meaningful and should be consistent with the assessment strategies for the subject or course.

### ***Bias***

The content must be free from racial, ethnocultural, religious, regional, gender-related, or age-related bias; bias based on disability, sexual orientation, socio-economic background, occupation, political affiliation, or membership in a specific group; and bias by omission. The material should present more than one point of view, and be free from discriminatory, exclusionary, or inappropriately value-laden language, photographs, and illustrations.

## **Format**

### ***Suitability for Student Use***

Textbooks must be intended primarily for use by students, rather than for use by teachers. The organization should be logical and easy to follow to promote ease of comprehensibility.

### ***Durability***

Textbooks must be constructed of high-quality materials sufficiently durable to support frequent use by many students. For print materials, the size, weight, and shape of the textbook should be such that the textbook is easily transported with little risk of damage.

# Appendix C: Information on Textbooks in the Submission Package

*Complete all applicable sections. Incomplete submissions will delay the evaluation process.*

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## 1. Textbook/Textbook Package Information

Title of textbook/textbook package (exactly as it is to appear in *The Trillium List*):

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Copyright date: \_\_\_\_\_ Country of manufacture: \_\_\_\_\_

ISBN: \_\_\_\_\_

*Note:* Multi-component student textbooks must be listed as a single ISBN. Student textbooks submitted with multiple ISBNs will not be evaluated.

Author(s):

*Note:* A maximum of three (3) authors may be listed; i.e., “Author 1, Author 2, Author 3, et al.”

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For a multi-component student textbook, please attach a list of the components, including the title and format of each (e.g., print, CD-ROM, DVD).

### Elementary or Secondary (Grades 1 to 12)

Grade: \_\_\_\_\_ Course code, if applicable (secondary disciplines only): \_\_\_\_\_

Discipline/subject: \_\_\_\_\_

Exact and full title of the Ontario curriculum policy document that this resource supports:

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### Kindergarten Program

Learning area: \_\_\_\_\_

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## 2. Availability of French-Language Version

The student resource is available in a translated and adapted version in support of the relevant curriculum policy document for French-language schools:

Yes       No

If “yes” is checked, please provide the following information.

Title of textbook: \_\_\_\_\_

ISBN: \_\_\_\_\_ Copyright date: \_\_\_\_\_

Author(s):

*Note:* A maximum of three (3) authors may be listed; i.e., “Author 1, Author 2, Author 3, et al.”

Developer/Publisher: \_\_\_\_\_

Distributor: \_\_\_\_\_

Exact and full title of the Ontario curriculum policy document that this resource supports:

\_\_\_\_\_

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## 3. Teacher’s Guide Information

Title of teacher’s guide: \_\_\_\_\_

ISBN (teacher’s guide only): \_\_\_\_\_ Copyright date: \_\_\_\_\_

Country of manufacture: \_\_\_\_\_

For a multi-component teacher’s guide, please attach a list of the components, including the title and format of each (e.g., print, CD-ROM, DVD).

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#### 4. Contact Information

Developer/Publisher: \_\_\_\_\_

Distributor: \_\_\_\_\_

Contact name (please print): \_\_\_\_\_

Telephone number: \_\_\_\_\_ Toll-free number: \_\_\_\_\_

Fax number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Website: \_\_\_\_\_

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(please print name)

\_\_\_\_\_  
(company)

\_\_\_\_\_  
(date)

# Appendix D: *The Trillium List* – Statement of Attestation of Conformity to Criteria Regarding Canadian Authorship and Manufacturing in Canada

Complete all sections that apply.

## 1. Authorship

I hereby declare that my firm has applied due diligence in attempting to have the textbook written by a Canadian citizen or citizens or by a permanent resident or residents of Canada.

### *For Print Materials*

I certify that the print components:

were written by a Canadian citizen or citizens or by a permanent resident or residents of Canada.

OR

were written by a person or persons other than a Canadian citizen or citizens or a permanent resident or residents of Canada (explanation attached).

### *For Non-print Materials*

I certify that the non-print or electronic components:

were written by a Canadian citizen or citizens or by a permanent resident or residents of Canada.

OR

were written by a person or persons other than a Canadian citizen or citizens or a permanent resident or residents of Canada (explanation attached).

## 2. Manufacture

I certify that both the print and non-print components were manufactured in Canada.

Authorized signing officer:

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(please print name)

Company:

\_\_\_\_\_  
(please print)

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