

CONSULTATION ON K TO 12 EDUCATIONAL PUBLISHING IN CANADA

PREPARED BY
Glenn Rollans and Simon de Jocas

Under the direction of the
Association of Canadian Publishers
Education Committee



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Association of Canadian Publishers
174 Spadina Avenue, Suite 306
Toronto, Ontario M5T 2C2
www.publishers.ca

Table of Contents

Introduction ...	3
Notes on Methodology ...	3

One Background and State of the Industry

A.	Introduction ...	11
B.	Introduction to the K to 12 publishing sector ...	12
C.	Where K to 12 educational resources come from ...	15
D.	Recent changes in the market: an update ...	16
E.	Contending forces ...	26

Two ACP Members in Context

A.	Building from modest beginnings ...	35
B.	Canadian authorship ...	38
C.	Mining trade backlists ...	39
D.	A word on competitive disadvantages ...	39

Three Elements of a Strategic Plan and Recommendations

A.	Digital strategy ...	43
B.	Make a virtue of decentralized buying decisions ...	47
C.	Presence ...	50
D.	Make the most of joint and collective opportunities ...	52
E.	Break down the barriers ...	56
F.	Invest in development and marketing ...	57
G.	Watch for centralized spending ...	58
H.	Go back to the well ...	59
I.	Research impacts on student results ...	59
J.	Take an active interest in copyright ...	60
K.	Consider expanding your Aboriginal resources list ...	61

Four Key Province-by-Province Information

- Introduction ... **65**
- A. Ontario ... **66**
- B. Québec ... **93**
- C. British Columbia ... **110**
- D. Alberta ... **125**
- E. Manitoba ... **142**
- F. Saskatchewan ... **152**
- G. Nova Scotia ... **162**
- H. New Brunswick ... **171**
- I. Newfoundland and Labrador ... **181**
- J. Prince Edward Island ... **188**
- K. Northwest Territories ... **194**
- L. Nunavut ... **198**
- M. Yukon ... **202**

Introduction

The Association of Canadian Publishers (ACP) commissioned this consultation in pursuit of a strategic plan for the ACP and its members to increase their involvement in the K to 12 educational resources publishing sector.

This work began in January 2012, and will conclude with the presentation of the final report on 14 June 2012 at the Annual General Meeting of the ACP.

This report provides an overview of the K to 12 publishing sector, identifies ACP members' strengths and resulting opportunities, and details key information for participating in the K to 12 sector in all provinces and territories. As part of identifying ACP members' strengths and resulting opportunities, it describes the elements of a strategic plan for K to 12 educational resources publishing for the ACP and its members, and makes recommendations on how the association and its members should proceed toward the goal of increasing their share of the K to 12 market.

As part of this project, the consultants also met with eight individual companies in order to consult with them on their particular situations, and provided advice to a ninth company. The results of those consultations are confidential.

Notes on Methodology

Project team

Glenn Rollans was the lead consultant on this project with overall responsibility for both the research and the report.

He held senior positions in trade and academic publishing before joining Les Éditions Duval as co-principal owner in 1999. Duval was a bilingual house working primarily in the K to 12 sector, although it had a short list of post-secondary products. Since the sale of Les Éditions Duval in 2006, its program has continued as Duval Éducation, a department of Nelson Education based at Modulo in Montreal.

Rollans re-entered active publishing in the post-secondary educational resources sector in December 2011, through the purchase of Detselig Enterprises Ltd. with business partner Fraser Seely. Detselig Enterprises Ltd. became Brush Education Inc. on 1 June 2012.

Simon de Jocas participated in both research and reporting on this project, with the general responsibility of bringing his exceptional experience and networks to all aspects of it. He works as a consultant in educational technologies and resources. He was previously Vice-President, New Market Development, at De Marque Inc., which is well known among both Canadian publishers and educators for its programs in digital products and services. Before that, he accumulated enormous experience in K to 12 publishing with several major publishers, including Duval, in positions that took him across the country and beyond on a frequent basis. He has been very active in related agencies, including l'ANEL and the International Reading Association.

Approach

The consultants' overall approach to the study was to:

1. pool the knowledge and experience of the project team through close consultation between Rollans and de Jocas,
2. carry out an extensive review of public sources of information,
3. draw on their personal knowledge of and contacts in the K to 12 sector to organize and conduct discussions, in person, by telephone or Skype, and by e-mail in order to expand, correct, clarify and add nuance to their findings.

Information gathering. The researchers were provided with a letter of introduction that allowed them to represent themselves to information sources in these or similar terms:

“To Whom it May Concern:

“This letter will introduce Glenn Rollans and Simon de Jocas, who are working on behalf of the Association of Canadian Publishers in our dealings with education

ministries across the country. They are fully endorsed by the ACP as our representatives on matters relating to publishing for the K-12 sector. We will be most grateful for your extending to them the same access and courtesy that you would to any ACP members or staff.

"Yours truly,

"Carolyn Wood

"Executive Director"

The consultants emphasized that the goal of the project was to enable ACP companies to be more effective suppliers to the K to 12 sector in Canada.

The consultants worked with information suppliers under a general commitment of confidentiality. When asked, they informed information suppliers that they would not be listed as sources for this study, and that their comments and responses would not be attributed specifically to them unless the researchers asked for and obtained subsequent specific permission for listing and attribution.

Where possible, the consultants conducted open, relatively unstructured interviews in person or by telephone, allowing interviewees to raise and comment on their own concerns. The consultants checked against a template as a broad guide to help ensure that each interview contributed towards fulfilling the terms of reference for the project. They presented these templates or similar questions to information suppliers who preferred to work by e-mail.

After submitting the interim report and receiving comments from reviewers, the consultants compiled a list of gaps in information and prepared templates for following up with information providers.

Rollans and de Jocas consulted with 47 individual information suppliers in ministries, key boards, key agencies, and non-participating companies, distributed across all provinces and territories except Yukon. Unfortunately, their only sources for information on Yukon were publicly available sources and persons outside of Yukon. In most

cases, the consultants had multiple contacts with each individual information supplier.

During the term of the research, the consultants went to British Columbia, Alberta, Manitoba, Ontario, Québec, New Brunswick, Newfoundland and Labrador, Nova Scotia and Prince Edward Island and talked with information suppliers in person in those provinces.

The consultants compiled a list of URLs for websites they reviewed and documents they consulted. The consultants will provide hyperlinks to these URLs for distribution through the ACP.

As mentioned above, the consultants also carried out eight individual confidential consultations with ACP member companies. These consultations included at least one face-to-face meeting and one follow-up meeting, either face-to-face or by telephone, with each member company. These consultations will conclude with confidential written advice to the participating companies. The consultants also provided advice by telephone to a ninth ACP member company.

These individual consultations addressed the project objectives of identifying curriculum areas that align with the strengths of ACP publishers, and identifying opportunities for joint ventures.

Discussions during these consultations also helped inform this report. The consultants want to express their appreciation to the participating ACP members for the many helpful and challenging points raised during these discussions, and for the many constructive suggestions that found their way into this report.

The consultants worked under the direction of the Education Committee of the ACP, and the work was carried out under contract with the ACP, administered by Kate Edwards. Following their selection for the project, the consultants met by teleconference with the Education Committee on 8 December 2011 to receive start-up direction. After they submitted an interim report on 16 April 2012, the consultants met again with the Education Committee by teleconference 2 May 2012 for discussion, critique and redirection. The consultants met twice with Kate Edwards and Carolyn Wood, ACP Executive Director, and stayed in close contact with Kate Edwards during

the course of the project. We are very grateful for the guidance, support and patience of the Education Committee, Ms. Edwards and Ms. Wood during this project, and we want especially to thank Ms. Edwards for the time, dedication, expertise and good sense she brought to the project.

Constraints and limitations. This project deals with a fragmented, complicated national sector, operating within both formal rules and informal practices that change constantly. The personnel involved also change constantly. Time was limited, and the volume of information to be reviewed, assembled, tested and verified was substantial. Even if the information is error free, which the consultants intend but do not claim, it will become steadily less reliable as time goes by.

Canada's ten provinces and three territories organize their K to 12 systems in varying ways, and they do not standardize the information they track regarding K to 12 education and educational resources, so the information presented in this report varies province to province.

This project took place during a tumultuous time in the relationship between K to 12 educational resource publishers and their customers across Canada. Purchasing has dropped sharply, as will be discussed further below, and this creates stress within publishing houses, between publishers and their customers, and among competing publishers. The process of amendment of the Copyright Act has entered its final stages, meaning substantial new freedoms for unpaid uses of copyright-protected resources are in sight for K to 12 educators. The Council of Ministers of Education, Canada, and copyright holders await the decision of the Supreme Court on the appeal of the Copyright Board's tariff decision for copying in the K to 12 sector.

These conditions, combined with ordinary and justified concerns in government about behaving fairly and properly in dealing with potential suppliers, have created a degree of information "chill" in this sector. Some potential information suppliers were cautious, reluctant, or unresponsive when approached by the consultants.

Finally, it may go without saying that the consultants do not know the future. They offer carefully considered advice and recommendations based on their experience and recent research, but they cannot offer any guarantees.

Chapter One

Background and State of the Industry

A. Introduction

A new era has begun for educational resources publishing for Canadian schools.

After decades of predictable, strong cycles of curriculum renewal driving the development and centralized purchasing of new resources, those cycles have been disrupted.

Provincial ministries of education—traditionally a prescriptive force pursuing standardized goals for student achievement—have embraced highly disruptive technologies, creating an unresolved tension between their accountabilities and their methods.

Constraints on government funding compound the situation. Educational resources remain one of the few elastic items in educational budgets. Despite amounting to less than one percent of educational spending, educational resources come under pressure when money gets tight.

That figure, “less than one percent of educational spending,” may be hard to believe, given the prevalent notion of excessively expensive educational resources, so it is worth careful description. In its most recent reporting, Newfoundland and Labrador, a small jurisdiction where centralized spending is still the rule, spent a total of about \$10,100 per student on its K to 12 system. Per-student purchases through the Learning Resources Distribution Centre in St. John’s amounted to roughly \$109 per student, or 1.1 percent of total educational spending. Manitoba, where schools spend a clearly reported provincial allocation, reported per-student spending of about \$13,400 per year, and educational-resource purchases of about \$63 per student, or less than 0.5 percent. In Alberta, which reported total per-student spending of about \$9,800 last year, schools spent a per-student allocation of about \$12 plus a hard-to-track portion of their school-based budgets. Last year this amounted to roughly \$34 per student in purchases through the central Learning Resources Distribution Centre (about \$21.5 million, or less than 0.4 percent of total spending, down about 20 percent from the previous year) and

an estimated \$50 or less per student in total educational resources spending (roughly 0.5 percent of total educational spending). These provinces exemplify a Canadian pattern: overall spending on educational resources, which is declining, accounts for less than one percent of overall spending on education.

High quality, professionally developed educational resources have traditionally had a strong position in a sequence of steps designed to achieve improved, intended student results. This sequence starts with new standardized curricula, implements the curricula through teacher development and customized resources, and follows up with redesigned student assessment. Over the last few years, under the impacts of new technologies and budget restrictions, this role for customized educational resources has been diminished.

This changes the business of educational resources publishing.

B. Introduction to the K to 12 publishing sector

This report will not attempt to offer a comprehensive description of this industry; instead, it will consider recent changes, the position of ACP members in the industry, and opportunities for ACP members. It will also provide some tools and recommendations for pursuing those opportunities.

In 2010, the Department of Canadian Heritage released *Study of the Canadian K to 12 Educational Book Publishing Sector*, a descriptive study of the industry by Glenn Rollans and Michel de la Chenelière (available through the department's website). Readers of this report who are new to this sector should consider starting with this earlier study as a way of getting familiar with the structure and vocabulary of K to 12 educational resources publishing. A few brief definitions, however, are essential.

Some terms

First, “K to 12” is shorthand for “kindergarten to grade 12,” which describes a typical primary and secondary education in Canada. In fact, of course, some jurisdictions begin with pre-kindergarten, which would make this “P-12,” and in Québec these levels begin at maternelle and go through secondaire 5, which would be “M-S5.” This report will use K to 12 to include all of these variations.

Next, this report often refers to a key distinction between “core” resources and “supplemental” resources, which sometimes go by other names.

Core resources, sometimes called “basic” resources, deliver all or most of the curriculum outcomes for a given subject at a given grade level. They typically are developed to support new or revised curricula, and take one to three years and hundreds of thousands to millions of dollars to develop. They are published in hopes of achieving large sales in specific jurisdictions, followed by a longer period of lower but steady sales, and the opportunity for new editions in the future.

Supplemental resources, sometimes called “support” resources, directly support curriculum outcomes in structured, well-organized ways, but they do not attempt to be comprehensive. They are often less specific to a specific jurisdiction, quicker and less expensive to develop, and published in expectation of less concentrated revenues, spread over more time and a wider area, but not necessarily lower revenues than core resources.

Last, this report uses the term “authorized” to refer to the certification given by ministries of education or their delegates to resources that have been reviewed for their curriculum fit and content and found to satisfy the requirements of that jurisdiction.

Some jurisdictions will only authorize core resources, while others will consider supplemental resources for authorization. In some situations, authorization results from a competition or selection process, which is followed by coordinated or required purchasing by entire jurisdictions. In others, publishers can apply for authorization at any time, and then take their chances in the marketplace. Jurisdictions use a variety of alternative terms, such as “recommended” or “approved.”

An art AND a science

Success in K to 12 resources publishing comes from practicing and mastering skills and processes, not following rules. Official processes for creating curriculum, authorizing resources, and purchasing resources differ across Canada. Some of the detail around those processes can be found in Chapter Four, but no amount of static detail can substitute for staying closely and continually involved with the sector.

Risks and advantages

The K to 12 sector demands of publishers a specialized set of skills, heavy investment in new products, engagement with new technologies, and a strong commitment to marketing. A publisher's customers often compete directly with publishers, by developing their own resources. Digital environments teem with low-cost or zero-cost resources that, while not perfect, can substitute for custom-developed resources offered for sale. The Canadian education sector appears close to a Pyrrhic victory in the copyright wars, where expanded fair dealing will allow them more free access to a steadily deteriorating stock of old resources, while undercutting effective, low-cost suppliers of new resources. Customers of educational resources steadily expect more, while expecting to pay less. Their rigorous requirements circumscribe publishers' creative limits. And an uncertain future in this sector demands confident investment by publishers today.

Why, then, would anyone enter this sector, or stay in it?

In comparison to the book trade, K to 12 publishing offers some clear advantages. You can get to know your customers, personally and directly; you can learn their needs in advance, and develop resources specifically to suit their needs. Your customers will buy from you at low-to-zero discounts, and they will pay promptly with almost zero bad debt. And they will return very few purchases. You can operate a carefully planned publishing business, in which you can quantify and control your risks. And, even within circumscribed limits, you can make a creative contribution to an essential service—

primary and secondary education—that can also be understood as an essentially cultural project.

C. Where K to 12 educational resources come from

Many publishers in the book trade hold the misconception that their young-adult, fiction and non-fiction lists have strong potential as educational resources. Although there are exceptions, we have to emphasize that this is rarely the case.

Even if you prepare a teacher's resource describing how to meet curriculum outcomes with trade titles, they will still be trade titles.

Most successful K to 12 resources begin their lives as K to 12 resources. They are purpose-built, square pegs for curriculum's square holes. They are scoped to fill all or a strategic subset of those square holes, and they are sequenced to build skills and knowledge in pedagogically sound steps.

This usually takes planning, consultation with experts and your customers, and expensive and time-consuming development. Authors of K to 12 resources are typically very well compensated, often with large advances. They are supported by very actively involved editors, and by publishers' investments in what the book trade would consider authors' expenses: permissions, images, multi-media, maps, indexes and so on.

Spending on a single grade of an original, full-year, core student resource at a primary grade level in a larger province commonly starts at about \$400,000, and for a secondary resource double that. It is not unusual for costs on secondary projects to be measured in millions of dollars. The Rollans/de la Chenelière study describes typical development costs in more detail (pp. 26–30).

Those costs reflect differences in primary and secondary resources. Primary resources tend to be smaller, with fewer words and more illustration, and can often comprise several small modules. Their price points tend to be lower. Secondary resources are normally longer, wordier and more complex. They too can often involve multiple components, and they usually have higher price points than primary resources. Per-

course enrolments tend to fall off in higher grades, partly because school completion is well below a hundred percent in all Canadian jurisdictions, and partly because most systems offer high-school students a variety of options. Some of the strongest opportunities for educational resources publishers have traditionally been core subjects such as math and science taken by all secondary students at the middle-school levels, especially grades 8 and 9.

Publishers create K to 12 resources to conveniently and reliably solve problems for their customers. Those customers, usually educators, are accountable for delivering curricula. Most teachers are not experts in everything they teach; when required to teach new subjects, new grade levels, new curricula or new skills, they often rely on educational resources for an effective teaching framework. They want choice and flexibility, but unless they are teaching in their strongest area of expertise, they usually do not want to start from scratch from primary sources.

Some trade titles, especially trade series, do have potential in schools as library volumes or library sets, in reading centres in classrooms, or as supplemental support for areas of study such as language arts, social studies, health, philosophy, history and law. Unless publishers offer something very closely matched to their markets' responsibility for delivering curricula, however, their sales will resemble trade sales, rather than the strong, recurring markets sometimes available in the K to 12 sector.

D. Recent changes in the market: An update

The *Study of the Canadian K to 12 Educational Book Publishing Sector* emphasizes several changes in the K to 12 industry. This section reconsiders, expands, and updates that list.

1. The K to 12 industry is shrinking.

Since the Rollans/de la Chenelière report, the consultants have watched the overall size of the K to 12 industry in Canada shrink dramatically.

Their estimates relate to confidential, proprietary information, but they have confirmed them with several reliable sources. Some of the strong indicators include sales volume through provincial wholesalers, and sales by individual companies. From their research during this project, they estimate that the total K to 12 industry outside of Québec has declined roughly 30 percent over the past two years, following several flat years previous to that. This brings it down from roughly \$240 million, to the region of \$170 million to \$175 million. Some sources suggest an even greater decline over that period: as much as 40 percent.

In an era when the customers and even public opinion demand rapid adaptation by the industry, this level of decline is potentially catastrophic. Low sales reduce the availability of funds for developing new products at a time when expectations around new products are rising. The perfect new resource is customized for a jurisdiction; available in print; enhanced in its digital version with multi-media content, interactive dimensions, and learning management functions; shareable without limitations; and low priced. The capacity of this sector to serve its customers could disappear along with disappearing sales, and some evidence suggests that the customers do not expect to regret the loss.

This creates a very challenging—but interesting—scenario for K to 12 publishing in Canada.

2. Following the money: Look to the tech sector and the public sector.

While K to 12 publishing is often described as a large and highly profitable business, no one should assume that it is either, any more. At considerably less than a billion dollars per year it was never large in Canada, and where it is still profitable its profits are hard won following significant risks.

In comparison, Canada's tech sector is enormous, as is Canada's K to 12 educational system itself. Both are measured in the tens of billions of dollars, and both have a direct

interest in strong K to 12 educational resources.

This suggests that capital, development partners, and acquirers of K to 12 publishers will increasingly be found in the technology and public sectors. Publishers should consider these sectors when looking for ways to increase their reach and capacity through joint ventures.

3. The “coming digital revolution” in K to 12 publishing.

This revolution continues, and like all revolutions it brings a degree of chaos, and some of von Clausewitz’s “fog of war.”

The available data on sales of digital books are confusing enough to appear deliberately spun. The most prominent announcements often come from actors who are promoting their own digital businesses, who cherry-pick the data to suggest that the revolution is over and digital books have overwhelmed print. Some media releases from Amazon, for example, describe e-book sales skyrocketing, exceeding specific categories such as mass market or trade hardcover, leaving the impression that they are exceeding print sales in general. This is not true, and it is not true in education.

Even careful researchers mix educational, trade and other categories in their e-book data, making it hard to reach conclusions about the K to 12 sector.

All reports suggest that the proportion of digital sales is rising. Evidence from the music industry suggests that massive changes in the industry began occurring at roughly a 10 percent shift to digital purchasing (see, for example, Tamblyn, Michael, “Modeling the Impact of eBooks on Consumer Spending in the Canadian Book Industry,” Toronto: BookNet Canada, 2008, p. 7). Publishers of educational resources, along with book publishers in general, have been expecting the dam to break for about two decades. With sales of digital products at or near that 10 percent level now, the dam may be breaking.

The Association of American Publishers (AAP), a good source of reliable data including K to 12 data, reported in August 2011 in its comprehensive BookStats report that e-

books rose from 0.6 percent market share in the US trade in 2008 to 6.4 percent in 2010. It reported sales of \$878 million in e-books on total book sales in the US of \$27.94 billion, suggesting a 3.1 percent market share across all categories. In February 2012, the AAP's monthly statistics reported that 2011 sales of e-books rose to \$969.9 million; it described this as an increase of 117.3 percent over the previous year, representing 8.6 percent of total book sales of \$11.276 billion across unspecified categories.

This information is only suggestive regarding e-book sales in Canada, but it is strongly suggestive. It tells us little directly about digital sales in education, but in combination with anecdotal reports from people in the industry, it does help us form an estimate of the market.

Sales of digital resources have not overtaken sales of print resources in the K to 12 sector in Canada. The consultants' best guess is that digital resources represent roughly 20 percent of total use in the classroom, but only about 5 percent of total sales of educational resources. Furthermore, this very low proportion of digital sales occurs within a context of declining overall sales.

K to 12 publishers with strong digital lists tend to be either confident that their digital sales will soon represent the majority of their sales, or mystified about why this has not happened already. They should be neither confident nor mystified: we have not yet reached this tipping point.

They should, however, be cautious and prepared, because the data suggest it is coming. As digital sales in the overall book market approach 10 percent, we are witnessing the disruptive effect this is having particularly on book retailing.

With use of digital resources in the region of 20 percent, one should remember Michael Tamblyn's comment from his BookNet research paper: "[A] shift of more than 20 percent will require new technologies...and a shift in culture." The culture has shifted dramatically in K to 12 education over the last three years.

Provinces have reduced their spending on educational resources, while spending heavily on technology for the classroom and repositories (including interprovincial

repositories) for storing and delivering digital resources. These repositories are now populated with resources of mixed quality, but they have the capacity to store and serve professionally developed resources in those situations where publishers successfully recruit customers for their digital resources. New digital devices have entered the market at steadily falling prices. Teachers have adapted to a shortage of new authorized resources by developing their skills in new technologies, and many use these skills in part to find or create educational resources that can adequately if imperfectly substitute for purchased resources.

Across Canada, province by province, ministries of education express through their policies and programs varying levels of support for the use of digital resources in education, but none expresses opposition. British Columbia, Alberta, Manitoba, Ontario and Québec allow decentralized decisions about resource purchases, but they offer provincial-level programs and services that promote the use of digital resources. Saskatchewan, Nova Scotia, New Brunswick, Prince Edward Island and the territories are all less active in promoting digital resources, perhaps because as smaller jurisdictions they expect others to pilot the way, but are still generally supportive. Newfoundland and Labrador, unique in its continued commitment to centralized buying of educational resources for implementation in all schools, expects to rely on traditional resources for at least the next five to ten years, but it is nonetheless actively involved in creating digital resources for some subject areas in-house, as is almost every other jurisdiction.

Very significantly, the world's most-capitalized company, Apple, has signaled that it intends to enter and conquer the K to 12 resources industry, not as a publisher, but as a device-designer, retailer, and promoter of democratizing authorware. Walter Isaacson's popular biography describes the late Steve Jobs as seeing educational publishing as an industry "ripe for digital destruction" (Isaacson, Walter, *Steve Jobs*, Toronto: Simon and Schuster, 2011, p. 509). Where Apple goes, Apple's competitors must intensify their efforts, because the alternative is surrender. So expect Google, Amazon and Microsoft to expand their involvement in this sector. The culture will continue to shift.

K to 12 educational resources publishers should recognize that although the overwhelming majority of their revenues come from print resources, they need to prepare for a tilt towards digital resources. Whether it continues to be gradual or becomes sudden and dramatic, that shift is already underway.

As reported in the DCH study, the consultants see seven factors shaping the rise of digital resources in the K to 12 sector:

- **Ministry goals.** Despite unrealized savings and untested impacts on student achievement, the political level of the K to 12 system continues to favour and enthusiastically fund digital solutions. This creates demand for digital resources, although not always purchased digital resources.
- **Teacher and student preferences.** Many teachers and students still prefer print resources. Many digital resources are printed before they are used in the classroom. Confident teachers want choice; less confident teachers appreciate reliable, integrated resources; all teachers want resources that fit their needs and preferences. Younger teachers are more agile in digital environments than older teachers, but all experience the need to be creative and flexible when resource budgets shrink. Assume that your customers' preferences will include both print and digital resources.
- **Centralized spending.** Provincial ministries have plenty of spending power to drive the development of K to 12 resources by Canadian publishers. They may do this more often as they monitor the impact of “found” and homemade resources on student achievement. Where they focus their spending, as we have seen ministries do in a few cases, they create significant opportunities for K to 12 publishers.
- **The economy.** A slow economy will mean fewer digital-ready classrooms in Canada. Digital-ready classrooms come before purchasing digital resources in the K to 12 sector, so a slow economy means poor prospects for digital sales.
- **Student achievement.** Improving results correlated with increased use of digital resources will pump up digital sales. Falling results will bolster print sales, while not necessarily affecting digital sales.

- **Time.** As each existing resource ages (both physically and in terms of its content) and deteriorates, time creates an opportunity for replacement by a digital resource. Use of digital resources will increase over time; this is a one-way street.

But print resources are very durable, and there are hundreds of millions of dollars worth of print resources now in use in Canadian schools. This “installed base” will not disappear overnight, it will continue to some extent to be maintained as it deteriorates, and it will continue to shape preferences among teachers and students. Expect the total market for print resources to continue falling, but expect print resources to continue as the most-used resources for some years to come.

- **Government programs and policies.** Direct support from government actors such as the Canada Book Fund and the Ontario Media Development Corporation, and measures such as investment tax credits for technology investments available to every company active in this sector, will help capitalize digital resource development. The existence of effective, professionally developed digital resources will encourage purchasing of digital resources, rather than using zero-cost, “good-enough” resources.

Since the submission of the interim report, the consultants were asked for a more blunt answer to the question of whether they see a future for digital student resources. The answer is yes, but for publishers of educational resources, digital sales will not surpass sales of traditional resources any time soon, for two reasons.

First, as mentioned above, digital classrooms must precede digital resources. Even large school systems (such as Toronto District School Board) and prosperous school systems (such as West Vancouver School District) report that they face difficulties in creating digital-ready classrooms throughout their jurisdictions, and that they cannot make a wholesale shift to digital resources until all their classrooms are digital ready.

Canadian jurisdictions still estimate digital readiness will be accomplished some years in the future; the shortest estimate the consultants encountered was two years, and the longest was ten years. Most digital hardware has a lifespan of only a few years. This means that the economic challenge of creating digital classrooms will immediately

overlap with the challenge of renewing existing digital classrooms. Publishers should therefore conclude that traditional educational resources will co-exist with digital resources for many years into the future.

At the same time, however, purchases of traditional resources will suffer as spending shifts to digital purposes. For example, while publishers report a freeze on resource purchases by the Toronto District School Board, the TDSB reports recent purchases of 3,500 MacBooks and plans to purchase 17,000 Netbooks (“Director’s Mid-Year Progress Report,” Toronto: TDSB, February 2012, p. 3).

Second, in-house and open-source digital educational resources will continue to compete very strongly with private-sector developers. These non-commercial suppliers have gained strength and support in the marketplace partly because publishers were late coming to the table, and partly because lacklustre purchasing of private-sector products has done little to encourage strong offerings from the private sector. And, in a self-reinforcing circle, lacklustre sales of digital resources seem likely to continue partly because acceptable open-source and in-house resources are increasingly available.

4. The end of cycles?

The consultants see a clear weakening of the link between central authorization and resource purchases across Canada. Centralized buying has become rare. The disruptive influence of new technologies, effective lobbying by teachers for options and choice, a strong continuing trend towards school-based budgeting, and a weak economy have all combined to shake up the old model of centrally authorized and purchased resources. K to 12 publishers need to treat authorization as one key to entering the market, not *the* key.

In the past, ministerial authorization and dedicated funding ensured that new curricula were followed with waves of resource purchases. This pattern has virtually disappeared during the economic downturn, and with the on-rush of technological change it may never reappear.

Industry-wide cycles may be a thing of the past, and K to 12 publishers may instead need to think in terms of cycles within their companies, where periods of intensive development are followed by periods of strong sales.

Again, following the interim report, the consultants were asked for a more straight-forward prediction on the future of authorized core resources supported by dedicated funding for implementation: is this part of the educational resources industry dead, wounded, without a future, or with an uncertain future?

The answer is that it is badly wounded, with an uncertain future. The high costs to develop digital/traditional bundles, lower purchasing levels, the popularity of the open educational resources movement, new approaches to curriculum, a new emphasis on grassroots-up decision making rather than centralized authority, and the disruptive influence of new technologies and the tech industry have combined to do the wounding.

5. Recent curriculum reform in Québec is over, along with its wave of resource purchases.

This driver of strength in the Québec industry may or may not return in the future. There is no guarantee that the cycles we have seen in the past will repeat in the future. The current wave of spending in Québec is \$240 million for classroom hardware (see, for example, “2011-2012 Budget Press Release No. 5,” Québec City: Cabinet du ministre, Ministère des Finances, 17 March 2011). This may or may not create a following wave of digital resource development and purchasing. This has not followed promptly in other jurisdictions, but it might in Québec with government support.

6. Initiatives in Aboriginal education have gained momentum.

Aboriginal (meaning First Nations, Métis and Inuit) perspectives are now incorporated into almost all new curricula in Canada, for all students in all grades and subject areas.

This makes it essential for educational resources to incorporate authentic Aboriginal elements, which in turn requires Aboriginal authors, contributors and reviewers.

At the same time, awareness has grown of disparities between Aboriginal and non-Aboriginal Canadians when it comes to their educational experiences and outcomes.

Many Aboriginal and non-Aboriginal governments, authorities and organizations have stepped up their efforts to address these disparities, sometimes with well-publicized initiatives. This has created the perception of potential new opportunities for educational resource developers.

For example, in 2008 the Government of Canada announced through Aboriginal Affairs and Northern Development Canada its First Nation Education Reform Initiative, and it committed \$268 million over five years to promote long-term improvement of First Nations education. As part of this initiative, the federal government began accepting applications for projects under their Education Partnerships Program in 2010, which supports partnerships among First Nations, provincial governments, and Aboriginal Affairs and Northern Development.

Since 2004, the Council of Ministers of Education, Canada (CMEC), through which provincial ministries collaborate, has identified Aboriginal Education as a priority area for programs and initiatives.

In 2008, former Prime Minister Paul Martin launched the Martin Aboriginal Education Initiative. It brings together businesses, Aboriginal organizations, First Nations school boards, provincial school boards and the post-secondary education sector to tackle specific objectives, and has pursued at least one educational resources project: student and teacher resources for Aboriginal Entrepreneurship in grades 11 and 12.

Despite these initiatives, Aboriginal resources remain a demanding specialization for educational resources publishers rather than an easy opportunity to make up sales lost in other areas. Student populations are low in general. Community by community and language group by language group, they are very low, often measured in hundreds rather than thousands. Authority structures are complicated: the federal government is responsible for the education of First Nations students with status under the Indian Act,

but services may be delivered through First Nations school boards or provincial boards. Provincial responsibilities extend to non-status Aboriginals, but through partnerships with First Nations school systems and the federal government, they take an active role with status communities, too. And development processes must usually involve the communities themselves, so that leaders and elders can embrace the resources as their own rather than opposing them as something imposed from the outside. Process costs are high.

While initiatives in Aboriginal education have recently been very prominent, those initiatives have in general not focused on educational resources as a driver of change. In general, they have also been structured to operate through multi-stakeholder partnerships involving Aboriginal organizations in both governance and service delivery. There will be opportunities in this area for educational resources publishers, but successful publishers in this area will have to take a long view, motivated by an interest in service as well as building business volume, and founded on building strong, mutually beneficial relationships with Aboriginal communities and organizations.

E. Contending forces

If we are experiencing the end of reliable, predictable cycles in the K to 12 industry of curriculum renewal supported by the purchase of authorized resources, along with the waning of centralized buying and the diminishing importance of authorization—and the consultants believe we are—we may also be entering a period of opportunity for the ACP's K to 12 publishers.

The political level of Canada's K to 12 sector is accountable to a diverse electorate for, among other things, student achievement and defensible content in resources.

For decades the sector has relied on professionally developed, authorized educational resources—provided as part of a continuum including curriculum development, teacher training, and coordinated assessment—to contribute to student achievement. These authorized educational resources have also been a key mechanism for ensuring that

the content of classroom resources is defensible: the process of authorization weeds out irrelevant, archaic, objectionable and otherwise inappropriate content, while ensuring alignment with curriculum, prescribed instructional approaches and other priorities of the education system.

But teachers and parents now increasingly demand choice and agency rather than standardization in both curriculum and educational resources.

Curriculum. For decades, curricula mandated for Canadian schools have been steadily evolving from what could be called “laundry lists” of specific knowledge objectives and outcomes to much more flexible documents focusing on principals, skills and processes.

Newer curricula are both shaping and being shaped by other trends in education. For example, the concept of distributed learning, where learning happens “any time, any place, at the students’ own pace” (to borrow Alberta Education’s phrase), is seen at work in the numbers of students who spend at least part of their school career outside of traditional classrooms. Curriculum designers now accommodate this flexibility. Charter schools in some jurisdictions offer parents and students more influence over educational processes and objectives, and again, curricula accommodate this fact.

Constructivism has gained influence. In constructivist learning, students “construct” new knowledge from their own experience, which is structured around primary concepts rather than specific outcomes and sub-outcomes. Constructivism values diverse perspectives including the students’ perspectives, rather than a single standardized perspective. British Columbia now pursues a “co-constructed” approach to curriculum development itself, where curricula develop through a grassroots-up approach, rather than an authority-driven, top-down model.

New approaches to curriculum present challenges for educational resource developers who look to curriculum as their guide for creating authorized educational resources. Many publishers report a highly iterative process of authorization, in which authorities struggle to express exactly what they are looking for, and prefer to review a series of options in search of what they can endorse. In the end authorities may authorize

resources that are out of step with what teachers want for their classrooms.

New technologies. New technologies also dilute and disrupt traditional ministerial authority, the power through which standards have traditionally been developed and implemented throughout the public education system. Whether or not this is a good trend—and many argue that it is—it certainly complicates an already complicated marketplace for K to 12 educational resource publishers.

Digital technologies offer the tantalizing promise of low-cost, diverse, up-to-date, highly accessible options available now or just around the corner.

On top of that, economic times have been tough, and digital technologies are widely believed to offer cost-effective options to buying professionally developed educational resources from the private sector.

Administrators in K to 12 education have very few elastic items in their budgets. Salary questions often get settled at the political level. Utilities companies must be paid. Buses must run. Buildings need maintenance. But educational resources stand out as items that can be cut, because a ministry or a school has options. They can delay purchases, reduce quantities while improving sharing within their system (including digital sharing), make more use of open-source educational resources, and employ a variety of other strategies to avoid outside purchasing.

They can also assign teachers or set up work units to develop in-house resources, a practice that has become common across Canada. Open School BC, for example, operates as a cost-recovery unit of the BC Ministry of Education, creating educational resources owned by the Province: in short, they are a public-sector publisher in direct competition with the private sector. The Calgary Board of Education operates the Innovation and Learning Commons, and the Edmonton Public School Board has its own Resource Development Service. Whether this practice actually saves the system money is debatable, but it internalizes spending, and it certainly reduces purchases from private-sector publishers.

As a result, as described above, overall sales by the private sector K to 12 resources industry in Canada are plummeting.

Political and popular sentiment favours digital resources as being self-evidently cheap and effective. In fact, even open-source digital resources are expensive to implement, when all costs of creating, supporting and continually renewing digital-ready classrooms are considered.

The educational benefits of digital strategies are also unproven. A recent study available on the Ontario Education website, for example, states, “In the literature reviewed, there is a notable lack of evidence that directly links 21st century skills, technology and learning to increased student achievement” (Jenson et al., “Critical Review and Analysis of the Issue of ‘Skills, Technology and Learning’, Final Report,” Toronto: Faculty of Education, York University, 2010, p. 13).

Yet, inarguably, digital strategies are full of potential. That potential will likely continue to attract educational spending for the foreseeable future.

Ironically, from a publisher’s perspective, the K to 12 educational sector spends far more on digital devices and connectivity in education than on purchasing digital content for those devices to use. Québec’s \$240 million investment in digital hardware, described above, by itself equates to about one entire year’s sales volume for the entire K to 12 educational resources industry for Canada including Québec, of which total digital sales are a small fraction, also as described above.

Even more ironically, while the existing K to 12 industry has been a dedicated supplier of resources that have been custom built to support centralized and standardized educational outcomes, the technology sector is specifically and vocally disruptive, promising enormous flexibility and almost unlimited choice. Apple, for example, promotes its recently launched software iBooks Author with a powerful, democratizing vision: “Available free on the Mac App Store, iBooks Author is an amazing new app that allows anyone to create beautiful Multi-Touch textbooks—and just about any other kind of book—for iPad” (www.apple.com/ibooks-author/).

Apart from its effects on K to 12 education in general, the technology sector is specifically disruptive of the educational resources industry. The traditional educational resources industry is often characterized in public as huge, print-focused, exploitive,

unwilling to adapt, and profiteering. Some tech companies stand to benefit from this characterization as they offer solutions to the K to 12 sector designed to encourage in-house development of educational resources, and solutions that involve the publishers on new terms that have been decided by the tech companies.

But the educational resources industry is actually small in comparison to the tech sector and other major industries, and it is shrinking. It is full of essential professional skills that add value to educational resources and to K to 12 education generally, and that are not being renewed. It is also eager to digitize despite the weakness of the market for digital educational resources.

The strategies pursued by tech companies—promoting fee-free digital libraries of content, encouraging self-publishing of resources in proprietary formats sold through proprietary digital retailers, lowering price points for educational resources sold through e-retailers, promoting the importance of broad-band-connected digital classrooms, promoting one-to-one and front-of-classroom digital devices, and so on—should therefore be understood as being more about building the tech companies' share of educational spending than about bringing necessary reform to old-fashioned, reluctant publishers.

On top of those competitive pressures, the simple existence of digital educational resources as an option for educators has presented at least two major challenges to the educational resources industry. First, digital resources typically allow flexible paths through disaggregated content, raising the basic question of how to create an authorized resource that has no certain scope or sequence. Second, although digital resources do not require printing, they are expensive to design, they often incorporate multi-media components that are expensive to produce, and they often require separate third-party rights clearances, which are also expensive. Since a low percentage of Canadian classrooms are digital-ready, few jurisdictions will buy digital resources without the support of a print version, which means the publisher must produce both. So the existence of digital resources often requires publishers of authorized resources to spend more to attract customers who are buying less.

Crisis or opportunity. Disruptive forces sometimes generate positive outcomes, but they are not guaranteed to do so. In this scenario, technological change and new curricula introduce clear alternatives to the centralized authority vested in education ministries and embodied in authorized educational resources. There is no sign so far that the ministries view these alternatives as a disruption of ministerial authority and control.

As a result, the decades-long, steady spread in Canada of high-quality, professionally developed, regionally customized, truly Canadian authorized resources has stalled. We have slid sideways into a much more ad hoc era, where resources come increasingly from a variety of relatively ad hoc sources.

If it is true that strategically coordinated curriculum, teacher training, resources and assessment tools combine to drive student achievement, this may prove to be a dark age for student achievement. Some ministry staff suggested during this study that they already see signs of that dark age in declining Programme for International Student Assessment (PISA) scores in some jurisdictions.

The silver lining may be that weakened central control offers more elbow room for educational resource publishers. In a more open marketplace, the task of attracting discretionary money at the school or district level will put more emphasis on marketing directly to consumers of educational resources, rather than through ministries. This strategy will be available to publishers with or without authorization.

It will be possible to thrive in K to 12 publishing during this era. It will, however, be difficult to maintain or grow large operations. It will be much easier to grow from modest beginnings. This suits the situation of most ACP K to 12 publishers.

Chapter Two

ACP Members in Context

A. Building from modest beginnings

ACP member companies now in the K to 12 sector come close to defying generalizations, and the full ACP membership is even more diverse. The largest companies are larger than some companies in the Canadian Educational Resources Council (CERC), and the smallest are very small. Some publish mixed programs, comprising trade and post-secondary lists along with K to 12 resources. Some focus on a single subject area in the K to 12 sector.

With that said, and although there are exceptions to the rule, ACP companies involved in K to 12 publishing tend to be small to middle-sized, with less than \$5 million in total annual sales across all sectors. They publish mixed lists, and employ small numbers of staff who must wear many hats.

The DCH listing of Canada Book Fund (CBF) grants offers a public window on the overall scale of sales by ACP's K to 12 companies. We have used those data to draw an aggregated picture. Using the last two years of data, we can roughly describe their experience during the recent economic downturn and the simultaneous decline in the overall market for K to 12 resources in Canada.

ACP companies sit in a tough competitive position in the K to 12 sector. They face dominant competitors, which in general are the CERC companies, most of which are internationally owned.

We have estimated the ACP companies' share of the overall K to 12 market based on published CBF numbers, recognizing that CBF grants reflect only eligible sales. We also note that not all ACP companies participate in the CBF and not all ACP-eligible companies are members of the ACP.

Using our estimate of the overall annual market for K to 12 resources outside Québec of \$175 million, we find that the **ACP-eligible, non-CERC companies** command **no more than 21 percent** of the total market outside of Québec.

Of that total, only about a third comes from **ACP members**, making their share **roughly 7.5 percent** of the total market outside of Québec.

These numbers should be treated as guesses, but well-informed guesses.

We count more than 20 CBF-eligible active K to 12 publishers outside of Québec. Of those, four of the five largest are not ACP members.

If we make the assumption that their eligible sales in the CBF are proportional to total sales, the CBF companies, in aggregate, appear to show solid growth while the overall market declined. Those more than 20 CBF-eligible companies grew over the last two granting cycles: **up 22 percent of aggregated sales**, with a **median growth rate of 14 percent**.

Growth by individual companies ranged from -43 percent to 166 percent.

The ACP companies (we count 10—your count may differ depending on some categorizations of mixed companies) show **aggregated sales growth of 26 percent**, with a median growth rate of **14 percent**, and a range in growth from -26 percent to 97 percent.

These findings suggest strongly that, for individual companies in this sector, particularly smaller companies, growth can be squeezed from a shrinking overall market.

The experience of each company can be easily skewed by the influence of new product launches—their presence or their absence. These findings may also reflect a general bounce-back in the national economy from the deepest stage of the recent recession. But they are still encouraging.

The ACP companies in this admittedly weak data set include companies focused on core resource publishing, and companies focused on supplemental publishing. Of the CBF-eligible, non-ACP companies, supplemental publishers predominate among the largest companies, although the list includes both core and supplemental specialists. This suggests that core resource publishing is not necessarily the driver for growth in small and middle-sized companies during this era of rapid change in K to 12 publishing.

Today's K to 12 environment offers opportunities to smaller, faster companies, those

with more flexible business models, open to partnering, capable of undertaking opportunities that do not fit standard business models, regionally tuned in, free of the stigma that sometimes attaches to large corporations, and still at a scale where they can grow by doing one or a few things right rather than trying to do everything.

Such companies are less brittle, more adaptable, and—if they are ACP members—probably eligible for provincial and national grants and programs of support. This is an era where small can be beautiful.

Areas of strength in ACP members' publishing programs.

The consultants emphasize again that effective and successful K to 12 educational resources begin their lives as K to 12 resources. Publishers often find incremental markets in the K to 12 sector for their trade products, but these markets are typically similar to trade and library sales. Rather than large purchases of class sets at zero discounts for implementation as an instructional support in schools, districts or provinces, trade products tend to be purchased for schools at short discounts in smaller quantities for use in school libraries or reading centres, if at all.

All areas of children's and young adult fiction, children's and young adult non-fiction, and adult fiction and non-fiction have some potential for sales of this kind. Schools will make their own decisions on how controversial is too controversial, and how adult is too adult. Cross-curricular connections—identified in promotional material or through teacher guides—are useful, but they will not convert trade products to educational resources, which are normally conceived and developed as square pegs for square holes. Companies should therefore temper with caution their investments in identifying such connections.

ACP member companies involved in K to 12 educational resource publishing in general already know in detail how their products align with curriculum. That topic was also part of confidential consultations with individual companies. As a group, their products support a wide range of subjects, including:

- social studies, including citizenship, history and geography,
- physical education,
- English language arts,
- French language and language arts,
- French as a second language,
- English as a second language,
- Spanish as a second language,
- mathematics,
- science,
- Aboriginal language and language arts,
- Aboriginal culture,
- music, and
- religion.

Among them, ACP member companies publish in many of these subject areas in both English and French.

In general, ACP member companies' lists demonstrate a level of focus commensurate with their size, which is sensible and advisable. Larger companies publish in more subject areas; smaller companies focus on fewer.

B. Canadian authorship

One finding in the *Study of the Canadian K to 12 Educational Book Publishing Sector* (Rollans and de la Chenelière, pp. 64–65) is that Canadian authorship is not an exclusive benefit offered by Canadian-owned companies. When purchasing resources, and especially core resources, Canadian educators prefer Canadian authorship whether the publisher is Canadian or internationally owned.

Canadian authorship bears less importance to customers in supplemental resources than it does in core resources, so the percentage of foreign authorship is higher in

supplemental resources now in use.

Canadian-authored supplemental resources could be an important positioning advantage for ACP companies, with the additional benefit that they improve the publisher's position in the CBF.

C. Mining trade backlists

Backlists of Canadian fiction and non-fiction do provide a useful resource, but as described above they do not usually provide a starting point for successful K to 12 resources. They can be aggregated as library sets, or sold individually to school libraries, but school libraries are disappearing, along with their budgets. Adding teacher resources can help, but this cannot in itself make a structured curriculum resource out of a creative work. K to 12 resources are born K to 12.

D. A word on competitive disadvantages

Finally, to avoid the charge of rose-coloured glasses, the consultants confirm that smaller companies also face disadvantages.

In comparison to the CERC companies, most ACP K to 12 publishers lack dedicated national sales forces.

Some have divided attention (for example, trade versus K to 12), with no clear divisions among staff and systems addressing disparate sectors.

Many lack staff with specific expertise in this sector.

Most lack the overwhelming, ubiquitous, decades-long presence in the market enjoyed by the CERC companies.

Most are short of capitalization, limiting their ability to develop new products, and new products are a quicker route to growth than expanding markets for existing products.

Almost all lack the ability to draw on content or systems built by international affiliates.

Some lack visibility to and familiarity with many of the officials making curriculum and buying decisions about their resources.

Finally, with no slight intended to the ACP, these companies all lack a focused national association with specific expertise in K to 12 educational resources. Despite their best efforts, the ACP's staff are spread thin, with multiple commitments across several sectors. This makes it difficult for the ACP to bring specialized expertise to meetings with ministries that demand to deal with the K to 12 industry at the national association level.

For all the reasons above, the ACP K to 12 companies, as a group, are starting well behind the CERC companies. Nevertheless, under today's conditions, the consultants would rather be working to build a small or middle-sized company than trying to preserve the sales volume and market share of a large company.

Chapter Three

Elements of a Strategic Plan and Recommendations

The subsections below describe the areas where we think ACP members active in K to 12 publishing need to focus their energies in order to expand their presence in Canadian markets, particularly outside of Québec. Under each section, the consultants make one or more recommendations.

Some recommendations describe strategies for the association, or for groups of companies; some describe strategies for individual companies; and some can be addressed on both levels. Some individual recommendations will apply unevenly to individual companies, because of the diversity of the companies in ACP.

A. Digital strategy.

This issue tends to stress and preoccupy K to 12 publishers more than any other, partly because it is essential to act now, but impossible to know the future in this area.

On the one hand, educators demand digital resources, and increasingly use digital resources. On the other hand, they do not yet tend to buy digital resources in preference to print resources.

They do, however, use more digital resources than they buy. Some they create themselves, individually or collaboratively, sometimes from borrowed content sourced on the web or scanned from print resources. Some they acquire from repositories created and maintained at the district, board, ministry or regional level.

Publishers who have responded to requests to develop “born-digital” resources report that sales continue to be weak, and that revenues from these resources have not come close to replacing lost revenues from declining print sales. While print sales have themselves declined dramatically over the last two years as part of overall sales declines, they remain the lion’s share of overall sales: typically more than 80 percent, and for most publishers more than 95 percent.

The possible reasons for the persistence of a purchasing preference for print include:

1. A large “installed base” of print resources already in use. Maintaining this stock is more cost-effective than replacing it.
2. A preference among many students and teachers for print.
3. A lack of “digital-ready” districts, boards and provinces, despite the existence of many digital-ready classrooms. Education authorities cannot mandate standard digital resources when many in their systems will be unable to use them, and getting everyone ready to use them is a very expensive proposition, even with the arrival of economical tablets and readers, and front-of-classroom technologies.

Publishers are in a bind. In a context of declining overall revenues, customers are requesting born-digital resources that include functions that go well beyond a standard e-book: multi-media content, classroom management tools, individual study tools and so on. These resources are expensive to develop, but in general they are not generating strong sales.

Yet the lesson from other industries, including software and music, is that even when people have been using no-cost products, they will pay when they are offered exactly what they want, at a high level of quality, conveniently, and at a reasonable price.

Recommendations

- 1. Think print AND digital rather than print or digital.** Recognizing that at this stage print drives revenue, offer print. Recognizing that your customers demand digital, offer digital. Make every new resource a print and digital combination.
- 2. Go beyond digital conversions.** Be more ambitious than ePub or pdf versions of your print resources. Do your best to offer multi-media, front-of-classroom display resources, student-activity apps, assessment tools, and other enhancements, either along with a standard e-book or as part of an enhanced e-book.
- 3. Spend what you can afford to spend, but spend.** At this stage, plan for low to zero digital revenues, but still invest in digital resources. Recognize that, despite being

an essential way to position your company as progressive and responsive, digital resources have unproven markets. Treat their costs as part of the overall costs of a print/digital resource bundle in your accounting, and their revenues as part of the overall revenues of that bundle, while offering them to your customers both separately and as part of a bundle. The separate digital versions may eventually outsell the print, but in the meantime they will work in tandem, with print generating most of the revenue.

4. Partner, partner, partner. If you are daunted by the learning curve or the required investment, look for technology partners. Consider lowering upfront costs by sharing downstream revenue. Consider your customers as potential technology partners, which may also make them part owners.

5. Build relationships with your customers. When you sell a print resource, the transaction creates a tangible relationship between you and your customer, one that includes useful information for your future business decisions. Do your best to collect this information and build these relationships in connection with your digital sales. If your e-retailers do not provide customer information, build in requirements or incentives for your customers to register directly with you. Where possible, try to sell a subscription or a system-wide license to a school, district or province rather than selling individual “units” or selling rights outright. If you do take a services contract to develop a digital resource that will then be owned by your customer, consider structuring payment over time, with service and improvements as part of the deal. Reliable streams of revenue over time are what let you build capacity and value in your company.

6. Remember, it is not about computers any more. Your resources may be used on many different devices, but few of them will be computers. Plan to format your resources for one or more devices such as interactive white boards, interactive tables, tablets, one-to-one devices, and personal devices such as smart phones, rather than for computers.

7. Avoid “closed ecosystems,” or pick the right one. While closed ecosystems are an available strategy for the largest companies—some of which offer proprietary

learning-management systems, or systems linking e-retailer, format and device—smaller developers should plan for digital resources that are platform and device agnostic. When it is essential to know the target device before you develop the resource, survey your market and let the numbers rule. Do not release multiple digital formats unless the numbers warrant.

8. Ask your customers what they are buying, not just what they want. Publishers report that where educators have described the digital resources they want, they have not followed through by buying them. Talk with teachers, students, board and district consultants, and ministry officials about what they are buying. Remember that the political and administrative levels of the education system tend to be out ahead of the classroom when it comes commitment to digital solutions. If you are listening to what the political and administrative levels want, be sure they will be doing centralized buying before you build to suit. Otherwise, listen to those doing the buying.

9. Be cautious in your use of e-retailers. The K to 12 sector has been a net-pricing or low-discount marketplace. Avoiding high discounts to intermediaries increases a publisher's ability to invest heavily in the development of new resources while keeping prices reasonable. From this perspective, it makes sense to sell directly to your customers whenever possible. This will also control your exposure to the agency-pricing war now being fought through US courts.

10. Use technical protection measures (TPMs) or digital rights management (DRM). This has become a very controversial area, with many commentators suggesting that using TPMs (sometimes called digital locks) and DRM tools that limit or track copying unfairly restricts the rights of purchasers of digital products.

It is also widely held that TPMs and DRM create disincentives for purchasers. iTunes purchases, for example, came with restrictions in the early years, but sales have exploded in the unprotected era.

It must be admitted that all locks can be broken. A locked digital version of an educational resource, for example, can often be circumvented simply by scanning its print version and creating a PDF file. With that said, the consultants recommend using

TPMs or DRM when distributing digital educational resources.

Your options range from encrypted, password-protected files and websites to simple but persistent watermarking that identifies the original purchaser and the uses allowed—in other words, a locked vault to a gentle reminder. They can be applied, in some cases, by the click of a mouse when you set up a digital resource for distribution through a repository and distribution service such as eBOUND or Transcontinental.

The consultants believe that grey areas and disputes regarding what can be copied without compensation make at least a reminder of what remains proprietary sensible and important to the survival of an already stressed industry.

B. Make a virtue of decentralized buying decisions.

As described above, the K to 12 industry has been dealing with increasingly decentralized buying decisions.

Authorization of new resources is less commonly accompanied by tied or enveloped funding for the purchase of those resources. This weakens what was already a modest tool for promoting centrally developed standards in education. When divorced from purchasing, central authorization should be viewed by publishers as useful but not sufficient. The approval that counts happens at the purchasing level, typically the district, board or school.

Curriculum schedules themselves have become unpredictable: what educators used to describe as a cycle should now be understood as disconnected events, often announced then postponed. In jurisdictions where authorization of a core resource used to function as a guarantee of substantial sales, it now functions as more of a promotional advantage, with no guarantees. Even when substantial purchases are made, they are often at lower quantities than in the past: schools, districts and boards have developed many strategies for serving more students with fewer resources.

This scenario makes winning authorization or adoption less of a plum than it used to be. If the substantial investment of time and resources needed to create authorized resources covering one hundred percent of the curriculum is not rewarded with a substantial return, this is the wrong place to compete, particularly for smaller companies.

Recommendations

1. Concentrate on real value. Good educational resources solve problems and meet needs for teachers and students. Districts, boards, schools and parents will spend discretionary money—money that is not tied to the purchase of authorized resources—on resources that meet their preferences for delivering the goals set out in the curriculum, whether or not those resources meet one hundred percent of the goals (often a requirement for authorization), or have been sanctioned by their provincial ministry or its designate.

2. Think supplemental, not core. Where developing an authorized core resource is not an available strategy for your company, consider building supplemental resources with careful attention to curricula. Make smaller investments in smaller, excellent, unauthorized projects—look at your strengths as a company and cherry-pick among your opportunities.

Supplemental resources are typically less expensive to develop, faster to develop, appropriate to more jurisdictions, less costly to customers, easier to version and update, and within the discretion of individual schools or even teachers to purchase. Your resources can be proscribed if you do a bad enough job on them, but they do not need to be prescribed to be sold. Where you cannot obtain authorization, look for credible recommendations, use those recommendations as introductions to new reviewers who can provide their own recommendations, and continue accumulating recommendations once the resources are in the market.

Supplemental resources, through their potential fit for many jurisdictions, offer a route to what the consultants have called “the New Zealand model,” practiced by publishers such as Learning Media and Essential Resources. New Zealand, despite a population of less than 4.5 million, has a very substantial educational resources industry, which develops products for export to multiple countries. New Zealand’s developers typically invest in series of new products in basic areas such as literacy, mathematics and biology. They show prototypes to potential partners at major international events such as the Frankfurt Book Fair and in one-to-one meetings; they seek contracts for the delivery of finished products in minimum quantities on an agreed schedule; and they enter into co-developer relationships so that the products can be properly customized for individual jurisdictions before manufacture. The website of the New Zealand Department of Trade and Enterprise cites “the development of quality education resources” ahead of the animation technology seen in the *Lord of the Rings* movies as examples of New Zealand’s successful creative industries. This model is an available strategy for ACP member companies

Large publishers are also looking for supplemental opportunities to make up for their declining revenues on front-list core resources, so expect this to be a highly competitive area, but one with many potential niches.

3. Do your numbers. Plan for smaller purchases spread across more purchasers and territories, and model this in revenue projections and cash-flow planning before you invest. Sales to smaller, dispersed customers do not deliver the “big hits” of revenue that used to come reliably from central purchases of authorized core resources. Where possible, bundle supplemental resources into sets or licences appropriate to libraries or classroom work centres, and price the bundles so that customers are encouraged to make a substantial purchase. Do not spend development money until you have a workable business plan for the product.

4. Step into the gap. When new curricula are announced, look for opportunities to enter the market with unauthorized resources, preferably new or newly adapted resources, before authorized resources have been developed or selected.

When new curriculum is delayed or overdue, consider getting in early with innovative resources, ahead of curriculum.

C. Presence.

It is essential to have a strong presence in the field. Building market share in K to 12 requires constant personal contact with your customers.

Sales reps are important eyes and ears for their companies, identifying product opportunities, potential authors, key decision makers, potential reviewers, resource gaps and available funds in their territories, as well as organizing in-service training to promote resources, attending displays, and actually generating orders.

Most purchases take place in the months from May to August, but K to 12 marketing must continue year-round.

Not all smaller publishers embrace this fact. They recognize the strategic disadvantage of lacking the budget to put sales representatives in the field across the country, but they do not employ the low-cost alternatives available to them. If you cannot afford your own reps, you have to find other solutions.

Do not default to independent reps with the expectation that they will fulfill all of these functions. Your service and intelligence from shared reps will be available to everyone else using their services, and they have to devote their time to the strongest products in their basket, which may or may not be yours. They can deliver value in some situations, but continually test whether their commissions are an effective use of your scarce resources.

You have other options, and you should pursue some or all of them, rather than accepting the frustration of being the only one at a display or ministry meeting who sits alone, wondering why other companies seem to have the inside track.

Recommendations

1. Build and maintain contacts. Use e-mail, social media and the telephone to build and maintain the broadest-based list of contacts possible. Also use the fax machine; it is still a good strategy for landing on the desk of the right person in a large institution where you lack personal contacts.

Maintain a strong website with a business-to-business zone, and use the other media to drive customers to the right pages, or to custom selections such as those one can build in CataList, offered through BookNet.

2. Dedicate some person-hours in your company. Make sure that someone in your company is building and maintaining up-to-date contact lists, and regularly touching base—individually and personally if possible—with everyone on that list. If you cannot afford to make this a position, make it part of a position. Focus your contact list to your best prospects and most-productive markets, and shorten it to fit the time available. You need dedicated hours on this task.

3. Dedicate some head-of-firm hours. The key person or persons in your company must make time to meet face to face with your company's key contacts in education. You cannot say you are too busy to make key calls, host key lunches or dinners, and attend key displays if you hope to build your market share. Decision makers among your customers want to build relationships with decision makers in your company. When you delegate this task, you disappoint your customers, and you miss opportunities to listen and learn, along with opportunities to sell.

4. Attend key conferences and displays. Successful K to 12 publishers attend the key conferences and displays in their key territories and key subject areas. Make sure your company is there, in person, whenever possible. Remember that Livres Canada Books programs may support events not listed on their standard list.

5. Distribute sample copies in large numbers. The best promotion for a good resource is the resource itself, or a substantial sample of the resource. Let your customers see your resources. E-book versions make this relatively quick and

inexpensive, and some of the commercial and non-commercial repositories available to book publishers offer this distribution service.

6. Do in-service training. Teachers will buy your resources—or encourage their schools, districts and boards, or ministries to buy your resources—if they become familiar with how your resources solve their problems. Work with your ministry, board and teacher contacts to organize in-service sessions to introduce and promote your resources. You can sometimes schedule these as part of conferences or conventions if you submit a proposal far enough in advance. Sometimes you can schedule in-service sessions during teacher prep time, or on professional development days.

7. Make your size a virtue. Through long familiarity, some buyers of educational resources are hostile to the largest educational resources publishers, or to internationally owned publishers. Remind potential customers that, even though it is a struggle for smaller companies, you are making the effort to make contact because you want the opportunity to serve them, and with their support you will serve them better. In Canadian markets, promote yourself as a Canadian-owned company, engaged in the shared national project; this is a competitive advantage that costs you nothing.

D. Make the most of joint and collective opportunities.

The ACP has a growing membership of active K to 12 educational publishers. They range—on the scale of the Canadian K to 12 sector—from small to large. All of them stand to benefit from sharing tasks and information, and by generating recognition among their customers of the importance of independent, Canadian-owned publishers in this sector.

At present, however, the ACP's K to 12 publishers are not well recognized as a group in their marketplace, not strongly organized as a group, not effectively sharing information, and not combining their efforts effectively on joint tasks.

They also face capacity challenges. New product development—whether in response to a request for proposals (RFP) from the K to 12 sector, or on a company's own

initiative—can be very expensive, and smaller companies tend to be cash-strapped and short on capital and credit. This makes it hard to assemble capable and experienced teams on contract, and their in-house teams tend to work at maximum capacity most of the time.

Sharing the load and therefore the risk can help solve both problems. A smaller company can build capacity by entering into partnerships, or joint ventures, much more quickly than through growth. Joint ventures normally involve sharing the return in proportion to each partner's investment, but for a growing company "a little of a lot is better than a lot of a little," in the words of former Duval partner Jean Poulin. Joint ventures can quickly fuel a good idea with capital, technical expertise, marketing reach and other benefits that a smaller company might struggle for years to acquire.

When your joint-venture partner is your customer, which is more possible than ever before since the K to 12 system is so actively involved in in-house resource development and digital systems, a partnership can also transform one's company from an outsider to an insider, and from an occasional supplier to a long-term affiliate.

For a larger company partnering with a smaller company, the relationship can bring essential team members, regional knowledge and relationships, along with co-investment. Sharing capital risk is important for even the largest companies when their capital budgets are squeezed, as they have been during this period of declining sales.

Recommendations

1. Recruit. There are more than a dozen K to 12 publishers outside of Québec who are eligible for the Canada Book Fund but not members of the ACP, and in total they are twice as big by sales volume as the ACP member companies. Four of the top five by sales volume are not members of the ACP. Recruit these companies to the ACP and the education committee, and your strength and visibility as a player in this sector will triple. Non-member companies, as a rule, have strongly held reasons for not being members, but perspectives change with the times, and this is an unusually stressful time in the K to 12 educational resources sector.

2. Adopt the l'ANEL education committee model, or increase dedicated ACP office support.

Some provincial ministries limit their communications with the K to 12 industry to national level associations. In the ACP's case, this means that the executive director or a member of the staff must attend meetings and receive information that fall outside their expertise, and then pass that information on to interested members.

It is important also to recognize that CERC companies, as a group, benefit from better capitalization, higher development capacity, stronger sales forces, a much greater presence of their resources in schools, and international affiliations that give them huge potential efficiencies in resource development.

Specialized staff at the ACP will not by itself leapfrog members over this gulf, but the Education Committee has considered, with an eye on the example of CERC, whether hiring senior staff with standing in the K to 12 sector to represent the ACP in these settings would improve their competitive position. This would definitely be desirable, but so far it has proven to be financially impossible. The Education Committee should reconsider whether it will work within the ACP to increase staff support in this area.

L'ANEL's education committee has roughly the same standing in Québec as CERC does outside of Québec, even though several of the largest K to 12 publishers in Québec are not members of l'ANEL. L'ANEL designates the vice-president responsible for the education committee—a delegate of a member company—as its representative at ministry meetings, rather than its director general. This avoids the expense of additional association staff and puts a K to 12 expert at the table for important discussions, while admittedly putting a substantial load on the president of the day, and creating competitive stresses among members. If the Education Committee decides against seeking more ACP staff support, it should consider the l'ANEL model.

3. Work as a group to identify grant opportunities that can support group priorities. Just as this project attracted funding in support of a shared benefit, others may.

One possibility identified by a member company since the interim report is a review of digital initiatives in school systems in other jurisdictions around the world. Such a

review could help predict where the Canadian educators are headed, suggest suppliers or partners, and identify export markets.

Another potential project that could attract funding is a national roundtable on digitization in education, convened with participation from educators, academics, suppliers and other stakeholders. If the ACP were to lead such an initiative, it could ensure the inclusion of the perspectives of professional educational resources publishers.

4. Develop structures for information sharing within the ACP Education

Committee. Delegate the tasks of monitoring government sites for calls for resources (CFRs) and services, requests for proposals (RFPs), and new curriculum. Many hands make light work. Share and aggregate province-by-province sales information by member companies. This opens the possibility of losing competitive advantage against other ACP members, but this is a much smaller risk than the risk of losing ground in comparison to the dominant companies.

5. Consider a cooperative national sales force. The Literary Press Group (LPG) suggests a model for a shared sales force for the K to 12 “caucus” at ACP, or for some of its members, in preference to a network of independent reps. The unpredictability of government project funding, however, demonstrates the importance of a self-funding, or at least a secure funding model, for such a sales force.

6. Consider building a Canadian Educational Resources Portal. Building a “one-stop shop” for Canadian educators seeking educational resources on-line could be an efficient way to improve market access. Access Copyright and eBOUND Canada both offer digital repository services available to ACP members that could be the foundation of such a portal.

7. Consider joining CERC. There, we said it. CERC membership is complementary to ACP membership. Several companies in the past have been simultaneous members of the ACP and CERC, and some have been simultaneous members of l’ANEL and CERC. Overlapping membership will tend to improve information flow to ACP members. Associate membership is still available to the ACP as an organization and

should again be explored as a benefit to all members of the ACP.

8. Look for joint venture opportunities. When you identify a good opportunity that you cannot tackle on your own, look for complementary partners in the same position.

If you are strong on content development but weak on digital development, look for a tech partner lacking experience in K to 12 resource development. If you have a strong English-language resource that undersells in jurisdictions that require French-language editions, consider looking for a Francophone partner rather than a translator. If you are developing a supplemental product with good possibilities in the US but no presence in the US, consider recruiting a US partner in the development stage, rather than trying to market rights to a product when it is too late to tweak it to fit US priorities. If you want to develop Aboriginal educational resources, plan on authentic partnerships with Aboriginal organizations.

Be flexible in your approach to partnerships. Look for real benefit to your company: cash investment, cash subsidy, guaranteed purchase of products, long-term licences, expert design or authorship, and strong marketing guaranteed by advances can all transform an impossible risk to a reasonable risk.

Be ready to share the imprint. Expect to share revenues.

Beware of problems masquerading as benefits: inexperienced authorship, expert review bottlenecks, unreliable contributors, and large potential markets without advance purchases or guarantees can lead you into delays, cost increases, and over-estimations of your revenues. Try not to give away more than you get in genuine benefit.

E. Break down the barriers.

The availability of capital limits some of the ACP K to 12 publishers, and the lack of skilled staff limits the capacity of all K to 12 publishers.

Recommendations

1. Lobby for the CBF. The Canada Book Fund is an essential source of development capital for the ACP's K to 12 publishers. The DCH and legislators should hear the message that the CBF is important to education, as well as to other areas of culture in Canada. The Loan Loss Reserve program operated by DCH in the past was an extremely useful tool for growth; a replacement would be very welcome.

2. Train K to 12 editors and publishers. Canada's universities and colleges are arguably training too many aspiring publishers and editors, but few have any chance to build the special skills used in developing and publishing educational resources. We need young, digital-native K to 12 professionals, and since they are hard to find, we need to build some. Offer professional development to your own employees and new hires.

3. Again, look for joint-venture opportunities. As described above, you can build capacity more quickly through partnerships than through growth. When you encounter opportunities that will not wait, look for ways that you can take them on successfully, without overloading your teams or your available capital and financing.

F. Invest in development and marketing.

If you are new to K to 12 publishing, or if you are working to grow, expect to face substantial risks. Proper preparation takes time and money, as does effective marketing.

Recommendations

1. Invest in outside experts. Every prominent educator you can add to your team introduces you to a new group of potential customers. Educational resource customers like to see someone they know and respect, preferably from their own region, associated with a resource they are considering purchasing.

District-level and provincial-level consultants and former consultants are, in some situations, able to contribute to the authorship of educational resources. Be careful to respect the limits allowed by conflict-of-interest policies, but do your best to assemble the most-influential team of contributors possible.

2. Do careful job-costing, and cash-flow and revenue projections. Be rigorous, and realistic. Do not exaggerate your sales potential. Make sure you have the resources in place to successfully bring a project to its market, and that you will not outspend your potential returns. When lots of resources are in play, you have the potential of large failures as well as large successes.

G. Watch for centralized spending.

If student results suffer from the broken link between authorized curricula and authorized core resources, and if the economy strengthens, we may see markets strengthen for centrally authorized and purchased core resources.

Opportunities may take many forms, including:

- calls for resources (CFRs),
- requests or calls for proposals undertaken at the publisher's risk (RFPs),
- subsidized RFPs,
- fee-certain contracts,
- partnered development with government, and
- guaranteed purchases.

Recommendation

1. Be attentive and flexible. Do not miss the opportunities that appear. If you do not have all the skills or resources necessary for building a strong development plan, look for partners to complete the team.

H. Go back to the well.

Look at your existing business for areas where you have built customer interest and loyalty, and where existing products give you an efficient way to add new products.

Recommendations

- 1. If you have strong teacher resources, consider adding related student resources.** Each classroom has one teacher, and twenty to thirty students.
- 2. If you have a strong older resource that has fallen off, consider redoing and reissuing.** Do not be tempted to reissue without redoing. Images, text and pedagogy all age rapidly.
- 3. If you have a strong regional resource, consider versioning for other regions.** The strength of many resources is their specific fit for specific regions. Look for chances to use the armature of existing resources to build new resources quickly and efficiently. Enlist current customers to help you attract new customers for the new versions.

I. Research impacts on student results.

Even though most teachers and parents believe that access to good educational resources improves student achievement, this is a hard proposition to prove. Research on the role of professionally developed educational resources in driving student results is weak, to the point where some administrators and educators see no justification for the expense.

A related issue is that very little research has examined the relative effects of print and digital resources on student achievement.

Recommendations

- 1. Look for opportunities to track the impact of your own resources.** Even anecdotal reports from satisfied teachers are very valuable.
- 2. Look for ways as an association to stimulate research in this area.** As mentioned above, a national roundtable on digitization in education, convened by the ACP with participation from educators, academics, suppliers and other stakeholders, might attract grant funding and would help to bring perspective to still-unproven strategies that at present attract more uncritical support than they do scholarship.

J. Take an active interest in copyright.

Bill C-11 will soon be law, including its addition of “education” as a purpose for fair dealing, which is potentially very damaging to companies whose entire business is selling copyright-protected works to the K to 12 sector.

Recommendations

- 1. Make a business case.** Opponents of effective copyright protection often portray copyright holders as giant corporate exploiters. ACP’s K to 12 publishers, who typically operate small to medium-sized businesses in communities across Canada, should plan to be heard as the Government of Canada formulates regulations governing implementation of the amended act. Publishers of educational resources should do everything possible to remind politicians and regulators that fair dealing is not intended to undermine the commercial viability of copyright-protected works.
- 2. Maximize the value of Access Copyright to your business.** Under the amended act, the K to 12 education sector will likely continue to probe the limits of uncompensated uses, with the intent of expanding them. Given that it is practically impossible for individual publishers of any size to effectively control or obtain

compensation for the disaggregated uses of their content in Canadian classrooms, including digital uses, they should work to ensure that Access Copyright is able to fulfill those roles for them and to their benefit. Collective licences help put for-purchase resources on an even footing with free resources when teachers prepare their approach to the curriculum, and they are therefore an essential competitive tool in the changing marketplace, especially for smaller publishers.

Access Copyright also offers a straightforward strategy for addressing the loss of revenue experienced by some publishers because of declining sales of consumables, and unauthorized consumables. If your company has not already done so, contact Access Copyright for the correct form of notice to ensure that your consumables are included in surveys of compensable copying, rather than being excluded from the calculation.

K. Consider expanding your Aboriginal resources list.

Current initiatives in Aboriginal education respond to unacceptable disparities and urgent needs, but they do not create easy opportunities for publishers of educational resources.

Recommendations

1. Make service your motivation ahead of business development. Lead with the value-added skills you bring as educational resources professionals, rather than your business needs.

2. Build authentic partnerships with Aboriginal organizations and communities.

These initiatives are all constructed as joint efforts involving Aboriginal groups and governments, and sometimes also involving businesses. Expect to invest considerable time developing knowledge and relationships. Community support does not come

without time spent with the community, and community support is essential for successful Aboriginal educational resources. Expect to share imprints, kudos and revenues. Respect that you may be the expert on educational resources, but your partner is the expert on language, community and culture.

Chapter Four

Key Province-by-Province Information

Introduction

The following section presents region-by-region information.

As described above, building K to 12 market share depends on skills and process, not rules. The following questions can help publishers evaluate the risks and opportunities created by official processes that affect educational resources. Use them to improve and update the information below.

- What financial incentives are in place for schools to purchase recommended or authorized learning resources?
- What, if any, school funding is earmarked for learning resources in general?
- Does the ministry or department of education work with publishers to create custom learning resources?
- Does the ministry or department of education create learning resources through other mechanisms (e.g., distance learning, e-learning, locally produced by schools)?
- What is the fee structure for these resources?
- What funds or grants for learning resources are available to publishers for particular subject areas (e.g., Aboriginal education, French-language education, ESL) or particular learners (e.g., visually impaired)?
- What is the schedule for curriculum renewal?
- In what ways is the publishing industry included in curriculum renewal?

As mentioned under “Constraints and limitations” above, Canada’s ten provinces and three territories organize their K to 12 systems in varying ways, and they do not standardize the information they track regarding K to 12 education and educational resources. The information presented in this section, therefore, varies by province and territory.

Ontario

Part 1: K-12 statistics

Student population 2009–10	Total 2,061,390 • French-language 92,976
Total education spending 2010–11	\$20.3 billion (operating budget)
Spending on learning resources (2010–2011 actuals)	\$548 million (textbooks, learning materials, classroom supplies)

School districts

Anglophone with more than 10,000 students (of 60 total—31 public and 29 Catholic)

Toronto District School Board (DSB)	250,000
Peel DSB	152,755
York Region DSB	1193,66
Toronto Catholic DSB	92,034
Dufferin-Peel Catholic School Board	85,334
Ottawa-Carleton DSB	73,243
Thames Valley DSB	71,067
Durham DSB	66,228
Waterloo Region DSB	60,000
York Catholic DSB	55,000
Halton DSB	52,769
Simcoe County DSB	52,598
Hamilton-Wentworth DSB	48,403
Waterloo Catholic DSB	40,000

Anglophone school districts with more than 10,000 students (cont'd)

DSB of Niagara	37,954
Greater Essex County DSB	36,632
Ottawa Catholic DSB	36,000
Upper Grand DSB	34,247
Kawartha Pine Ridge DSB	32,090
Upper Canada DSB	29,800
Hamilton-Wentworth Catholic DSB	29,775
Grand Erie DSB	27,758
Halton Catholic DSB	27,731
Lambton Kent DSB	24,256
Durham Catholic DSB	23,885
Windsor-Essex Catholic DSB	23,663
Niagara Catholic DSB	21,916
Limestone DSB	21,394
Simcoe Muskoka Catholic DSB	21,000
London District Catholic School Board	20,536
Bluewater DSB	17,960
Trillium Lakelands DSB	17,881
Avon Maitland DSB	16,999
Hastings and Prince Edward DSB	16,449
Peterborough Victoria Northumberland and Clarington Catholic DSB	14,487
Rainbow DSB	14,366
Algonquin and Lakeshore Catholic DSB	12,122
Algoma DSB	10,960
Near North DSB	10,806
Brant Haldimand Norfolk Catholic DSB	10,496
Lakehead DSB	10,102
Renfrew County DSB	10,001

Francophone with more than 10,000 students (of 12 total—8 Catholic and 4 public)

Conseil scolaire (Cs) de district catholique de Centre Est de l'Ontario	20,101
Cs de district catholique Centre-Sud	14,000
Cs des écoles publique de l'Est de l'Ontario	11,788
Cs de district catholique de l'Est ontarien	10,600

Part 2: Learning resources: official processes for development, approvals and purchasing

Development

Key organizations:

- e-Learning Ontario (eLO) /Apprentissage électronique Ontario (AÉO) — A branch of the Ontario Ministry of Education which provides online courses and resources. See below under “special processes for digital resources.”

Process:

- The general strategy of the Ontario Ministry of Education is not to develop (commission) resources, but to set standards for approved resources.

Approvals

Key organizations:

- Ontario Ministry of Education.
- Curriculum Services Canada (CSC) — A non-profit agency that evaluates English-language core resources for the Ontario Ministry of Education. This agency also reviews supplementary resources, but not for the ministry. It creates its own list of “approved” supplementary resources.
- Centre canadien de leadership en évaluation (CLÉ) — The French-language equivalent of CSC.
- School boards (see Part 4, below).

Process:

NOTE: Quotes are from “Ontario Schools K-12 Policy and Program Requirements” at <http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf>.

- The Ontario Ministry of Education approves core resources in English and French (“textbooks”). Its policy regarding approvals for supplementary resources may be changing (more details below). The stated policy to date is that the ministry does not approve supplementary resources.
- Textbooks are “comprehensive learning resources [print, non-print, or combination] intended for use by an entire class or group of students, designed to support a substantial portion (85%) 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 (85%) of the expectations for a learning area in the Ontario Kindergarten program. A textbook must also support the philosophy and intent of the curriculum policy for the subject or course and grade.”
- Supplementary resources are “resources that support only a limited number of expectations, or the expectations in a single strand, as outlined in the curriculum policy document for a specific subject or course or for a Kindergarten learning area. Such a resource may be intended for use by an entire class or group of students. Examples are leveled texts, novels, dictionaries, atlases, and computer software and instructional guides.”
- Approved textbooks appear on the Ontario Ministry of Education’s *Trillium List*. Once resources are listed in a specific grade or subject, school boards are expected to purchase only these resources. If no resources are available for a grade or subject, school boards are free to choose the resources they feel best fit curriculum needs.
- The Ontario Ministry of Education uses CSC and CLÉ to evaluate textbooks for the Trillium list. Evaluations are done by educators.
- Review fees — The CSC says its review fees are determined case by case, but the ministry’s website connects to a 2008 policy with the following fee schedule: \$3,500 per textbook review (refundable if an initial assessment is negative), whether the resource is recommended for the Trillium list or not. CLÉ’s review fee is federally subsidized through Canadian Heritage. Ontario Ministry of Education policy (again, 2008) lists it as \$400 per review.
- “In order to meet their local needs, boards are responsible for selecting textbooks from the *Trillium List* and approving them for use in their schools” (<http://resources.curriculum.org/occ/trillium/index.shtml>).
- The stated policy to date regarding supplementary resources is that school boards are responsible for approving them. In 2010, however, the

ministry contracted with CLÉ to produce a list of French-language supplementary resources. It is not clear what standards of evaluation this list meets, or whether it is “ministry approved.”

Purchasing

Key organizations:

- School boards.

Process:

- According to Ontario Ministry of Education policy, “school boards are responsible for selecting textbooks for use in their schools from the Trillium List” (“Ontario Schools K-12 Policy and Program Requirements” at <http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf>.)
- School boards purchase resources directly from the publisher or distributor.
- There are no financial incentives to buy Trillium List resources, but the ministry sometimes provides funding earmarked for the purchase of learning resources.

Special processes for Aboriginal resources

- The Ontario Ministry of Education has a section devoted to Aboriginal education: the Aboriginal Education Office (see contacts, below).

Special processes for Francophone resources

- The Ontario Ministry of Education delivers a French minority-language education system parallel to its Anglophone system.
- The section within the ministry for Francophone education is the French-Language Education Policy and Programs Branch (see contacts, below).

Special processes for digital resources

- “The Ministry of Education designed the e-Learning Ontario (eLO) strategy to assist school boards with providing e-learning opportunities for students. Through e-Learning Ontario, the ministry offers participating school boards access to valuable software and resources as well as information on technology and implementation. Participating school boards gain access both to the Learning Management System (LMS) (which contains online credit courses for Grades 9 to 12, elementary resource packages, and Prior Learning Assessment and Recognition challenges

posted by the ministry) and to the Ontario Educational Resource Bank (which offers thousands of digital resources to support instruction in all grades, from Kindergarten through Grade 12)” (“Ontario Schools K-12 Policy and Program Requirements” at <http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf>).

- eLO/AÉO, in conjunction with teachers from school boards, facilitates the development of “beta” courses, which are then made available to all publicly funded school boards in Ontario. Boards then customize these courses to meet their own local needs.
- eLO/AÉO also takes all developed online courses, converts them to digital objects, and puts them in the Ontario Educational Resource Bank/ Banque de ressources éducatives de l’Ontario (OERB/BRÉO). The OERB/BRÉO is a learning-object repository housing digital resources linked to the Ontario curriculum. It currently has more than 28,000 digital learning resources (20,000 English and 8,000 French). About 10 percent of the OERB/BRÉO resources have been contributed by teachers; the other 90 percent are from courses that have been developed by the ministry.

Special processes for subject areas or grades

- No special processes are currently in place.
- In the past, the Ontario Ministry of Education has occasionally issued calls for resources (CFRs) with financial incentives for specific subjects with relatively low enrolments.

Key contacts: learning resources development, approvals, purchasing — Ontario

Name	Position	Phone and e-mail
Susan Orchard	Manager, Curriculum and Learning Resources Policy Unit, Ontario Ministry of Education (MOE)	416-325-2852 susan.orchard@ontario.ca Notes: For MOE policy on learning resources. This person is also listed for information on curriculum, below.

Key contacts: learning resources development, approvals, purchasing — Ontario (continued)

Jennifer Ricci	Administrative Assistant, eLearning Ontario, Ontario MOE	416-314-1466 Jennifer.Ricci@Ontario.ca
Alayne Bigwin	Director, Aboriginal Education Office, MOE	416-325-8561 alayne.bigwin@ontario.ca
Denys Giguère	Director, French-Language Education Policy and Programs Branch, Ontario MOE	416-327-9072 denys.giguere@ontario.ca
Anita Sherwin-Hamer	Director, Evaluation Services, CSC	416-591-1576 Toll free: 1-800-837-3048 ashamer@curriculum.org
Nicole Cantin	Directrice, Service d'évaluation de ressources pédagogique, CLÉ	613-747-7021 x1005 Sans frais: 1-800-372-5508 ncantin@lecle.com
Carmen Brisson	Coordonnatrice, Service d'évaluation de ressources pédagogique, CLÉ	613-747-7021 X1002 Sans frais: 1-800-372-5508 cbrisson@lecle.com

Part 3: Curriculum development

Development process

Key organizations:

- Ontario Ministry of Education.
- Curriculum and Learning Resources Policy Unit.
- French-Language Curriculum Policy Unit.
- Curriculum Council — A council appointed by the ministry that considers

how to integrate ministry-specified topics into the curriculum. The council appears to be coordinated through the Curriculum and Learning Resources Policy Unit in the Ontario Ministry of Education.

Process:

- “In 2003, the Ministry of Education established a schedule for ongoing curriculum review. Each year, a number of subject areas enter the review process, to ensure they are kept current, relevant and age-appropriate. The current review cycle will be completed in 2012” (“Frequently Asked Questions” under “Elementary Curriculum” at <http://www.edu.gov.on.ca/eng/curriculum/elementary/>).
- In 2011–12, the Curriculum Council is “considering the integration of equity and inclusive education principles and bullying prevention across the curriculum” (<http://www.edu.gov.on.ca/curriculumcouncil/index.html#q2>). In previous years, it has reviewed environmental education and financial literacy. It is not clear what branch of the ministry coordinates the council, but it is probably the Curriculum and Learning Resources Policy Unit.

Coordination with learning-resources development:

- The ministry convenes publisher meetings in the lead-up to, and in coordination with, the development of new curriculum.
- The ministry lists the stakeholders it consults in curriculum reviews and these do not include publishers.

Current schedule for curriculum development — Ontario

Subject	Grade	Schedule
Health and Physical Education	9, 10, 11, 12	<ul style="list-style-type: none"> • now under review • completion: 2012
Social Sciences and Humanities	9, 10, 11, 12	<ul style="list-style-type: none"> • now under review • completion: 2012
Social Studies	1–6	<ul style="list-style-type: none"> • now under review • completion: 2012
History and Geography	7, 8	<ul style="list-style-type: none"> • now under review • completion: 2012
Canadian and World Studies	9, 10, 11, 12	<ul style="list-style-type: none"> • now under review • completion: 2012
French as a Second Language: Core French	4–8	<ul style="list-style-type: none"> • now under review • completion: 2012

Current schedule for curriculum development —Ontario (continued)

French as a Second Language: Extended French	4–8	<ul style="list-style-type: none"> • now under review • completion: 2012
French as a Second Language: French Immersion	1–8	<ul style="list-style-type: none"> • now under review • completion: 2012
French as a Second Language: Core, Extended and Immersion French	9, 10, 11, 12	<ul style="list-style-type: none"> • now under review • completion: 2012
Native Studies	9, 10, 11, 12	<ul style="list-style-type: none"> • now under review • completion: 2012
Native Languages	1–12	<ul style="list-style-type: none"> • now under review • completion: 2012
Classical and International Languages	9, 10	<ul style="list-style-type: none"> • now under review • completion: 2012
Classical Studies and International Languages	11, 12	<ul style="list-style-type: none"> • now under review • completion: 2012
Interdisciplinary Studies	11, 12	<ul style="list-style-type: none"> • now under review • completion: 2012

Key contacts: curriculum — Ontario

Name	Position	Phone and e-mail
Susan Orchard	Manager, Curriculum and Learning Resources Policy Unit, Ontario MOE	416-325-2852 susan.orchard@ontario.ca Notes: Also listed above re learning-resources policy.
Irene Charette	Manager, French-Language Curriculum Policy Unit, Ontario MOE	416-325-6187 irene.charette@ontario.ca

Part 4: School district processes

Approvals

- School districts (SDs) recommend that schools purchase Trillium List resources.
- If desired resources are not listed, SDs have internal-approval committees that can authorize non-listed resources.
- Individual schools do not generally purchase resources without first getting SD approval.

Submitting resources

- Publishers should submit resources to the appropriate consultant or coordinator of curriculum for evaluation. In some cases, SDs simply ask that the relevant information about the resources be submitted (not the resources themselves) to avoid unnecessary cost in postage and handling.
- Publishers can present resources to teachers and school administrators, but should not do so without having also submitted the resource to the SD consultant or coordinator.

Purchasing

- SDs are presently reviewing fund allocation for resources due to the Drummond report (report of a commission reviewing funding for public services in Ontario, which was released in February 2012 and recommended cutbacks).

Key contacts: school districts — Ontario

Anglophone district school boards (DSBs) — Ontario

Algoma DSB

Mario Turco	Director of Education	(705) 945-7111 1-888-393-3639
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Algonquin and Lakeshore Catholic DSB

Mr. Jody DiRocco	Director of Education	dirocco@alcdsb.on.ca 613-354-6257 Ext. 448
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Avon Maitland DSB

Ted Doherty	Director of Education	info@fc.amdsb.ca (519) 527-0111
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Bluewater DSB

John Bryant	Director of Education	communications@bwdsb.on.ca 519-363-2014
Marnie Coke	Superintendent of Education	communications@bwdsb.on.ca 519-363-2014
Alana Murray	Superintendent of Education	communications@bwdsb.on.ca 519-363-2014
Steven Reid	Superintendent of Education	communications@bwdsb.on.ca 519-363-2014
Lori Wilder	Superintendent of Education	communications@bwdsb.on.ca 519-363-2014

Brant Haldimand Norfolk Catholic DSB

Cathy Horgan	Director of Education	519-756-6505 Ext. 223
Chris Roehrig	Superintendent of Education	519-756-6505 Ext. 240
Patricia (Trish) Kings	Superintendent of Education	519-756-6505 Ext. 242
William (Bill) Chopp	Superintendent of Education	519-756-6505 Ext. 244
Carla DiFelice	Program Consultant Equity/Safe Schools	519-756-6505 Ext 255
Peter Svec	Program Consultant Secondary High Skills Major	519.751.2066 Ext. 280
Joyce Young	Program Consultant Religion and Family Life	519-756-6505 Ext. 253
Dave Szuty	Program Consultant Information Technology - Assistive Technology	519-756-6505 Ext. 414
Karen Wilkinson	Program Consultant Elementary	Phone: 519-756-6505 Ext. 243
Michael Pin	Program Consultant Arts	519-756-6505 Ext. 247

Brant Haldimand Norfolk Catholic DSB (continued)

Marian O'Connor	Program Consultant Intermediate/Senior Literacy	519-756-6505 Ext. 258
Lisa Kuyper	Program Consultant Elementary	519-756-6505 Ext. 254
Agnes Grafton	Program Consultant Intermediate/Senior Numeracy	519-756-6505 Ext. 252
Brian Englefield	Program Consultant Information Technology	519-756-6505 Ext. 321

Dufferin-Peel CDSB

John B. Kostoff	Director of Education Curriculum, Instruction and Special Education Support Services	(905) 890-0708 x24201
Ralph Borrelli	Assistant Director Instructional Services	(905) 890-0708 x24378
Department	French Immersion program Department	(905) 890-0708 x24332
Department	Elementary Program	(905) 890-0708 x24430
Department	Secondary Program	(905) 890-0708 x24564

Durham Catholic DSB

Paul Pulia	Director of Education	paul.pulia@dcdsb.ca (905) 576-6150 x2317
Mitch LePage	Superintendent of Education Policy development and Aboriginal Education	mitch.lepage@dcdsb.ca (905) 576-6150 x2250
Tracy Barill	Superintendent of Education Program K-12	tracy.barill@dcdsb.ca (905) 576-6150 x2254

Durham DSB

Luigia Ayotte	Superintendent of Education Curriculum development, program reviews, learning outcomes	ayotte_luigia@durham.edu.on.ca (905) 666-6356
Sylvia Peterson	Education Officer Literacy and Numeracy k-6	peterson_sylvia@durham.edu.on.ca (905) 666-6314
Jan Bate	Education Officer e-Learning Durham	bate_jan@durham.edu.on.ca (905) 666-6971
Sue Lun	Education Officer Aboriginal Studies	lunn_sue@durham.edu.on.ca (905) 666-6397
Tim Ralph	Education Officer Programs, Curriculum and Technology	ralph_tim@durham.edu.on.ca (905) 666-6303
Shirley Towers	Education Officer ESL, ELD	towers_shirley@durham.edu.on.ca (905) 666-6944
Geoff Collins	Program Facilitator FSL	collins_geoffrey@durham.edu.on.ca (905) 666-6389
Chris Howes	Program Facilitator Sciences and Technology	howes_chris@durham.edu.on.ca (905) 666-6384
Mary McMulkin	Program Facilitator Social Studies, Canadian and World Studies, Humanities and Business Studies	mcmulkin_mary@durham.edu.on.ca (905) 666-6398
Michael Black	Program Facilitator English	black_michael@durham.edu.on.ca (905) 666-6387
Leah Franklin	Program Facilitator Mathematics	franklin_leah@durham.edu.on.ca (905) 666-6391

Grand Erie DSB

John Forbeck	Director of Education	john.forbeck@granderie.ca (519) 756-6301 x281137
Brenda Blancher	Supervisory Officer Elementary Program	brenda.blancher@granderie.ca (519) 756-6301 x281153
Andy Nesbitt	Supervisory Officer Secondary Program	andy.nesbitt@granderie.ca (519) 756-6301 x281145
Wayne Baker	Superintendent Education	wayne.baker@granderie.ca (519) 756-6301 x545201
William Valoppi	Principal-Leader Elementary Program	william.valoppi@granderie.ca (519) 756-6301 x281041
Lynn Abbey	Program Coordinator Secondary Literacy and Numeracy	lynn.abbey@granderie.ca (519) 756-6301 x545225
Nancy Norton	Program Coordinator Elementary Literacy and Numeracy	nancy.norton@granderie.ca (519) 756-6301 x281044

Greater Essex Catholic DSB

David Joseph	Consultant ESL, Core French, French Immersion, International Languages	(519) 255-3200 x10218
Warren Kennedy	Director of Education	director@gecdsb.on.ca (519) 255-3200 x10250
Paul Antaya	Superintendent Secondary Program	(519) 255-3200 x10319
John Howitt	Superintendent Education Technology	(519) 255-3200 x10253
Dan Fister	Superintendent K – 12 Effectiveness	(519) 255-3200 x10316
Jeff Hillman	Superintendent K – 12 Effectiveness	(519) 255-3200 x10369

Halton Catholic DSB

Pautler, Michael	Director of Education	director@hcdsb.org 905-632-6314 x 115
Burns, Gregory	Curriculum Consultant Secondary	burnsg@hcdsb.org 905-632-6314 x 568
Di Donato, Cesare	Curriculum Consultant Secondary	didonatoc@hcdsb.org 905-632-6314 x 208
Ellison, Sonia	Curriculum Consultant Elementary	ellisons@hcdsb.org 905-632-6314 x 206
Galloway, Donna-Lynn	Curriculum Consultant Elementary	gallowayd@hcdsb.org 905-632-6314 x 210
Holmes, Antonietta	Manager Early Childhood Educators	holmesa@hcdsb.org 905-632-6314 x 222
Kohl, Sylvianne	Curriculum Consultant Elementary	kohls@hcdsb.org 905-632-6314 x 205
Lutyk, Caroline	Curriculum Consultant Elementary	lutykc@hcdsb.org 905-632-6314 x 211
O'Connor, Barbara	Curriculum Consultant Elementary	occonnorb@hcdsb.org 905-632-6314 x 213
Paradiso, Susan	Curriculum Consultant Elementary	paradisos@hcdsb.org 905-632-6314 x 214
Santucci, Babe	Curriculum Consultant Secondary	santuccib@hcdsb.org 905-632-6314 x 203
Stevenson, Katharine	Curriculum Consultant Elementary	stevensonk@hcdsb.org 905-632-6314 x 200

Halton DSB

David Euale	Director of Education Curriculum development, program reviews, learning outcomes	(905) 335-3663
Mary Stevenson-Baratto	Coordinator Arts	(905) 631-6120 x452
Renée Meloche	Coordinator (Acting) French	meloche@hdsb.ca (905) 631-6120 x437

Hamilton-Wentworth Catholic DSB

Patricia Amos	Director of Education	paquettea@hwcdsb.ca (905) 525-2930 x2180
Mr. C. Ciapanna	Superintendent of Education FSL / French Immersion	doylech@hwcdsb.ca (905) 525-2930 x2206
G. Boyko	Consultant Computer	(905) 525-2930 x2828
P. Jeffrey	Manager Library and Information Services	(905) 525-2930 x2873
John Malloy	Director of Education	pat.stones@hwdsb.on.ca (905) 527-5092 x2297

Hastings and Prince Edward DSB

Rob McGall	Director of Education	directors.office@hpedsb.ca (613) 966-01170 x2201
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Kawartha Pine Ridge DSB

W. Rusty Hick	Director of Education	kpr_info@kprdsb.ca 705-742-9773 x2171
Jennifer Leclerc	Superintendent of Education Teaching and Learning	Jennifer_Leclerc@kprdsb.ca 705-742-9773 x2031
Mélanie Bergeron-Langlois	Consultant FSL	Melanie_BergeronLanglois@kprdsb.ca 705-742-9773
Steve Russell	Consultant Arts	steve_russell@kprdsb.ca 705-742-9773

Lambton Kent DSB

Jim Costello	Director of Education	costelji@lkdsb.net (519) 336-1500 x31297
Joy Badder	Superintendent of Education Elementary Program	badderjo@lkdsb.net (519) 336-1500 x31263

Lambton Kent DSB (continued)

Bert Phills	Superintendent of Education Secondary Program	phillsbe@lkdsb.net (519) 336-1500 x31464
Jane Baldwin-Marvell	Program Consultant Core, Immersion, Extended, Native	baldwija@lkdsb.net (519) 354-3775 x31366
Kim Davis	Program Consultant Early Years and grades 1-3 (all subjects)	skatzmair@lkdsb.net (519) 354-3775 x31202
Cheryl Wolting	Program Consultant Junior grades 4-6 (all subjects)	woltinch@lkdsb.net (519) 354-3775 x31209
Kathryn Morris	Program Consultant Intermediate 7-8	morriska@lkdsb.net (519) 336-1530 x31234

Lakehead DSB

Catherine Siemieniuk	Director of Education	csiemieniuk@lakeheadschools.ca 807-625-5131
Sherri-Lynne Pharand	Superintendent of Education	spharand@lakeheadschoools.ca 807-625-5158
Colleen Kappel	Superintendent of Education	colleen_kappel@lakeheadschoools.ca 807-625-5126
Ian MacRae	Superintendent of Education	imacrae@lakeheadschoools.ca 807-625-5158

Limestone DSB

Brenda Hunter	Director of Education	inq@limestone.on.ca (613) 544-6920
---------------	------------------------------	--

London District Catholic School Board

Wilma de Rond	Director of Education	(519) 663-2088 x40002
Tamara Nugentq	Superintendent of Education	(519) 663-2088 x40007

Near North DSB

Geof Botting	Director	director@nearnorthschools.ca (705) 472-8170 x5050 1-800-278-4922 x5050
Tim Graves	Superintendent of Schools and Programs	gravesti@nearnorthschools.ca (705) 472-8170 x7031 1-800-278-4922 x7031

Niagara DSB

Gerda Klassen	Consultant Arts – K-12	gerda.klassen@dsbn.org (905) 227-5551 x52287
Julie Stapleton	Consultant FSL and International Languages	julie.stapleton@dsbn.org (905) 227-5551 x52220
Sue Greer	Superintendent School Support Services	sue.greer@dsbn.org (905) 641-1550 x54135
Kevin Graham	Consultant Technology and Experimental Learning	kevin.graham@dsbn.org (905) 227-5551 x52299
Paula McIntee,	Consultant Literacy K-8	paula.mcintee@dsbn.org (905) 227-5551 x52274

Niagara Catholic DSB

John Crocco	Director of Education	john.crocco@ncdsb.com 905-735-0240 ext. 220
Yolanda Baldasaro	Superintendent of Education	yolanda.baldasaro@ncdsb.com 905-735-0240 ext. 227
Mario Ciccarella	Superintendent of Education	mario.ciccarella@ncdsb.com 905-735-0240 ext. 230
Lee Ann Forsyth-Sells	Superintendent of Education	leeann.forsythells@ncdsb.com 905-735-0240 ext. 229
Mark Lefebvre	Superintendent of Education	mark.lefebvre@ncdsb.com 905-735-0240 ext. 231
Frank Iannantuono	Superintendent of Education	frank.iannantuono@ncdsb.com 905-735-0240 ext. 228

Ottawa Catholic DSB

Brenda Wilson	Superintendent Elementary Schools	student.success@ocsb.ca (613) 224-4455 x2345
Manon Séguin	Superintendent Secondary Program	student.success@ocsb.ca (613) 224-4455 x2371
Chantal Soucy	Consultant FSL	chantal.soucy@ottawacatholicchools.ca (613) 224-4455 x2234
Patricia Fiorino	Consultant Arts	patricia.fiorino@ottawacatholicchools.ca (613) 224-4455 x

Ottawa-Carleton DSB

Barrie Hammond	Director of Education Curriculum, Instruction and Special Education Support Services	(613) 596-8219 x8219
Department	Curriculum Services See staff directory	(613) 596-8292

Peel DSB

Tony Pontes	Director of Education Curriculum, Instruction and Special Education Support Services	tony.pontes@peelsb.com (905) 890-1010 x2006
Carla Kisko	Assistant Director Learning Technology Support Services	carla.kisko@peelsb.com (905) 890-1010 x2180
Pam Tomasevic	Assistant Director French Immersion, Learning Choices, Technology, Special Education and ESL review	pam.tomasevic@peelsb.com (905) 890-1010 x2232
Shawn Moynihan	Superintendent, Curriculum Curriculum development, program reviews, learning outcomes	shawn.moynihan@peelsb.com (905) 890-1010 x2559

Peterborough Victoria Northumberland and Clarington Catholic DSB
 Greg Reeves **Director of Education** (705) 748-4861 x224

Rainbow DSB

Norm Blaseg	Director of Education	(705) 674-3171 1-888-421-2661
Bruce Bourget	Superintendent of Schools 7-12 program, student success	(705) 674-3171 1-888-421-2661
Lesleigh Dye	Superintendent of Schools K-6 program, French as a second language, equity and inclusiveness	(705) 674-3171 1-888-421-2661
Sharon Speir	Superintendent of Schools First Nations, Métis and Inuit education	(705) 674-3171 1-888-421-2661

Renfrew County DSB

Roger Clark **Director of Education** (613) 735-0151

Simcoe County DSB

Mary Marshall	Coordinator Elementary Literacy, Assessment and Evaluation	marshallm@hdsb.ca (905) 335-3663 x3251
Jane Bennett	Coordinator Elementary Math, Assessment and Evaluation	bennettj@hdsb.ca (905) 335-3663 x3377
Kathi Wallace	Director of Education Curriculum development, program reviews, learning outcomes	kwallace@scdsb.on.ca (705) 734-6363 x11204
Janis Medysky	Superintendent of Education First Nation, Métis, and Inuit Education	jmedysky@scdsb.on.ca (705) 734-6363 x11475
Jean Hargreaves	Principal Program K-12	jhargreaves@scdsb.on.ca (705) 734-6363 x11394
Heather Lagace	Consultant Literacy/FSL/ESL	hlagace@scdsb.on.ca (705) 734-6363 x11213

Thames Valley DSB

Bill Tucker	Director of Education Curriculum development, program reviews, learning outcomes	b.tucker@tvdsb.on.ca (519) 452-2000 x20001
Laura Elliott	Executive Superintendent Program Services	l.elliott@tvdsb.on.ca (519) 452-2000 x20380
Robin Turgeon	Advisor First Nations, Métis and Inuit Education	r.turgeon@tvdsb.on.ca (519) 452-2000 x20362
Helen Cocker	Learning Coordinator Dance and Music	h.coker@tvdsb.on.ca (519) 452-2000 x20394
Erin Balmer	Learning Coordinator FSL/Immersion/Core	e.balmer@tvdsb.on.ca (519) 452-2000 x20397
Aretta Blue	Learning Coordinator Library	a.blue@tvdsb.on.ca (519) 452-2000 x21083

Toronto Catholic DSB

Anne Marum	Program Coordinator Religion, Family Life, Student Leadership and Catholic Teachers' Centre	anne.marum@tcdsb.org (416) 222-8282 x2169
Teresa Paoli,	Program Coordinator Literacy and Library Services	teresa.paoli@tcdsb.org (416) 222-8282 x2527
Gina Iuliano Marrello,	Program Coordinator Numeracy and Business Services	gina.iulianomarrello@tcdsb.org (416) 222-8282 x2533
Carmela Giardini,	Program Coordinator Student Success, Guidance, Cooperative Education and Technological Education	carmela.giardini@tcdsb.org (416) 222-8282 x2497
Vincent Citriniti,	Program Coordinator Science, Social Studies, Canadian and World Studies, Family Studies, Aboriginal Education	vincent.citriniti@tcdsb.org (416) 222-8282 x2533
Peter Aguiar,	Program Coordinator Academic Information and Communication Technology and Computer Studies	peter.aguiar@tcdsb.org (416) 222-8282 x2497

Toronto Catholic DSB (continued)

Dan Koenig	Program Coordinator Arts, Music,	dan.koenig@tcdsb.org (416) 222-8282 x2157
Judith Esser,	Program Coordinator French	judith.esser@tcdsb.org (416) 222-8282 x2536
Carla Marchetti	Coordinator International Languages	carla.marchetti@tcdsb.org (416) 222-8282 x2591
Kirk Mark,	Coordinator Race and Ethnic Relations, Multiculturalism	kirk.mark@tcdsb.org (416) 222-8282 x2224
Josephine Di Giovanni	Superintendent of Education Curriculum development, program reviews, learning outcomes	josephine.digiovanni@tcdsb.org (416) 222-8282 x2490
Terry Iannarilli	Officer Curriculum and Accountability	terry.iannarilli@tcdsb.org (416) 222-8282 x2490

Toronto DSB

Chris Spence	Director of Education Curriculum development, program reviews, learning outcomes	chris.spence@tdsb.on.ca (416) 397-3000
Tanya Senk	Program Coordinator Aboriginal Education	tanya.senk@tdsb.on.ca (416) 397-3000
Alison Pierce	Program Coordinator FSL	alison.pierce@tdsb.on.ca (416) 397-3000
Christine Jackson	Program Coordinator Arts	christine.jackson@tdsb.on.ca (416) 397-3000

Trillium Lakelands DSB

Larry Hope	Director of Education	info@tldsb.on.ca 1-888-526-5552 x22118
Bruce Barrett	Superintendent of Secondary School Improvement / Student Success	info@tldsb.on.ca 1-888-526-5552 x22115

Trillium Lakelands DSB (continued)

Andrea Gillespie	Superintendent of Elementary School Improvement / Elementary Operations	info@tldsb.on.ca 1-888-526-5552 x21254
Peter Warren	Principal of eLearning	info@tldsb.on.ca (705) 328-2925

Upper Canada DSB

David K. Thomas	Director of Education	david.thomas@ucdsb.on.ca 1-800-267-7131
Julie Martin	Coordinator FSL-ESL	julie.martin@ucdsb.on.ca (613) 933-5256 x4201
Peter Garrow	Trustee Aboriginal Representative	peter.garrow@ucdsb.on.ca (613) 933-6728
Martha Rogers	Director of Education	(519) 822-4420
Donna Gerber	Equity Officer Aboriginal Studies	donna.gerber@ugdsb.on.ca (519) 822-4420 x727

Upper Grand DSB

Martha Rogers	Director of Education	inquiry@ugdsb.on.ca (519) 822-4420
Linda Benallick	Superintendent of Education	inquiry@ugdsb.on.ca (519) 822-4420
Bonnie Talbot	Superintendent of Education	inquiry@ugdsb.on.ca (519) 822-4420
Erin Kelly	Superintendent of Education	inquiry@ugdsb.on.ca (519) 822-4420

Waterloo Region DSB

Linda Fabi	Director of Education	(519) 570-0003 x4222
Mary Lou Mackie	Executive Superintendent of Education	(519) 570-0003 x4241
Mark Harper	Superintendent of Learning Services	(519) 570-0003 x4205

Waterloo Catholic DSB

Rick Boisvert	Director of Education (Acting)	Rick.Boisvert@wcdsb.ca
Jennifer Kruithof	Consultant FSL	jennifer.kruithof@wcdsb.ca (519) 578-3660 x2333
Linda Fabi	Director of Education Curriculum, Instruction and Special Education Support Services	linda.fabi@wrdsb.on.ca (519) 570-0003 x4222
Mary Lou Mackie	Executive Superintendent Education	mary.lou.mackie@wrdsb.on.ca (519) 570-0003 x4241
Mark Harper	Superintendent Learning Services	mark.harper@wrdsb.on.ca (519) 570-0003 x4205

Windsor-Essex DSB

Paul Picard	Director of Education	director@wecdsb.on.ca (519) 253-2481 x1201
Cathy Geml	Associate Director of Education - Student Achievement K-12	suptstudentachievement@wecdsb.on.ca (519) 253-2481 x1202
Emelda Byrne	Superintendent of Education - Student Achievement K-12	emelda_byrne@wecdsb.on.ca (519) 253-2481 x1526
Sharon O'Hagan-Wong	Superintendent of Education - Student Achievement K-12	sharonohaganwong@wecdsb.on.ca (519) 253-2481 x1207
Mike Seguin	Superintendent of Education - Student Achievement K-12	mike_seguin@wecdsb.on.ca (519) 253-2481 x1203
JoAnne Shea	Superintendent of Education - Student Achievement K-12	joanne_shea@wecdsb.on.ca (519) 253-2481 x1120
John Ulicny	Superintendent of Education - Student Achievement K-12	john_ulicny@wecdsb.on.ca (519) 253-2481 x1525

York Catholic DSB

Susan LaRosa	Director of Education Management, Supervision and administration	anna.lima@ycdsb.ca (905) 713-1211 x13001
Diane Murgaski	Superintendent of Education Curriculum and Assessment	diane.murgaski@ycdsb.ca (905) 713-1211 x13840

York Catholic DSB (continued)

Mary Anne Disebastiano	Coordinator Elementary Program	maryanne.disebastiano@ycdsb.ca (905) 713-1211 x13125
Florence Hardy	Consultant FSL	florence.hardy@ycdsb.ca (905) 713-1211 x13613
Elizabeth Mckenna	Consultant Arts	elizabeth.mckenna@ycdsb.ca (905) 713-1211 x13132
Brian Arruda	Consultant Info. Technology	brian.arruda@ycdsb.ca (905) 713-1211 x13044
Lori Lisi	Coordinator Secondary Program	lori.lisi@ycdsb.ca (905) 713-1211 x13614
Joanne Di Fiore-Barone	Librarian Resource Center	joanne.difiore-barone@ycdsb.ca (905) 713-1211 x11645

York RSB

Ken Thurston	Director of Education Curriculum, Instruction and Special Education Support Services	director@yrdsb.edu.on.ca (905) 727-3141
Lorraine Richard	FSL coordinator French Second Language Curriculum	lorraine.richard@yrdsb.edu.on.ca (905) 727-3141 x3518
Dr. Denese Belchetz	Assistant Director Curriculum, Wellness, Instructional Services	denese.belchetz@yrdsb.edu.on.ca (905) 727-3141 x3419

Conseils scolaires francophones — Ontario

Conseil scolaire (Cs) de district catholique de Centre Est de l'Ontario

Bernard Roy	Directeur de l'éducation	royb@ecolecatholique.ca (613) 746-3025
Sylvie Tremblay	Surintendante exécutive de l'éducation	trembs@ecolecatholique.ca (613) 746-3651
Monique Chartrand	Surintendante de l'éducation	chartm@ecolecatholique.ca (613) 746-3678

Conseil scolaire (Cs) de district catholique de Centre Est de l'Ontario (cont'd)

François Massé	Surintendant de l'éducation	massef@ecolecatholique.ca (613) 746-3678
Julie Matte	Surintendante de l'éducation	mattej@ecolecatholique.ca (613) 746-3675
Paul Richardson	Surintendant de l'éducation	Richap@ecolecatholique.ca (613) 746-3675

Cs de district catholique Centre-Sud

Réjean Sirois	Directeur de l'éducation	rsirois@csdccc.edu.on.ca (416) 397-6564 x73100
Marie-Josée Smith	Chef administrative Services des ressources informatique	msmith@csdccc.edu.on.ca (416) 397-6564 x73320
Réal Pilon	Directeur Service des ressources informatique	rpilon@csdccc.edu.on.ca 416) 397-6564 x73700

Cs de district catholique de l'Est ontarien

Céline Cadieux	Directrice de l'éducation	bur-central@csdceo.on.ca (613) 675-4691 x212 1-800-204-4098 x212
France Lamarche	Surintendante de l'éducation	bur-central@csdceo.on.ca (613) 675-4691 x253 1-800-204-4098 x253
Alain Martel	Surintendant de l'éducation	bur-central@csdceo.on.ca (613) 675-4691 x255 1-800-204-4098 x255
François Turpin	Surintendant de l'éducation	bur-central@csdceo.on.ca (613) 675-4691 x287 1-800-204-4098 x287

Cs des écoles publique de l'Est de l'Ontario

Édith Dumont	Directrice de l'éducation	edith.dumont@cepeo.on.ca (613) 742-8960 1-888-33CEPEO
Jean-Pierre Dufour	Surintendant à l'éducation	jean- pierre.dufour@cepeo.on.ca (613) 742-8960 1-888-33CEPEO
Guyline Gagné	Directrice des services éducatifs volet pédagogique	guyline.gagne@cepeo.on.ca (613) 742-8960 1-888-33CEPEO

Québec

Part 1: K-12 statistics

Student population, 2009–10, elementary and secondary (youth sector)	1,030,218 Anglophone 105,000
Total education spending, K-12, 2010–11 budget	\$8.5 billion
Spending on learning resources	• The 2011 budget promised \$240 million over the next 3 years for interactive white boards and computers, and for e-textbooks, software, and appropriate teacher training.

School Districts

Conseils scolaires francophones with more than 10,000 students (of 75 total)

Commission scolaire (Cs) de Montréal	69,650
Cs Marguerite-Bourgeoys	39,403
Cs de Laval	37,696
Cs de la Seigneurie-des-Mille-Îles	34,912
Cs des Affluents	32,312
Cs Marie-Victorin	30,467
Cs des Patriotes	29,498
Cs de la Pointe-de-l'Île	27,949
Cs des Premières-Seigneuries	21,360
Cs de la Capitale	21,261
Cs des Grandes-Seigneuries	21,240
Cs des Samares	20,640
Cs de la Rivière-du-Nord	20,011
Cs des Navigateurs	19,472
Cs des Hautes-Rivières	17,775
Cs de la Région-de-Sherbrooke	17,228

Conseils scolaires francophones with more than 10,000 students (continued)

Cs de la Beauce Etchemin	16,332
Cs des Draveurs	16,173
Cs du Chemin-du-Roy	15,958
Cs de Val-des-Cerfs	15,442
Cs des Trois-Lacs	13,508
Cs des Portages-de-l'Outaouais	12,885
Cs des Chênes	11,769
Cs de Saint-Hyacinthe	11,576
Cs des Bois-Francs	11,294
Cs des Découvreurs	11,010
Cs des Rives-du-Saguenay	10,599

Anglophone with more than 10,000 students (of 9 total)

Lester B. Pearson School Board	23,595
English Montreal School Board	21,417
Sir Wilfrid Laurier School Board	14,042

Part 2: Learning resources: official processes for development, approvals and purchasing

Development

Key organizations:

- Ministère de l'Éducation, du Loisir et du Sport.
- Ministère de la Culture, des Communications et de la Condition féminine.
- École éloignée en réseau — This is the distance learning and e-learning branch of Québec's ministry of education. The web-based courses, and at least some of the resources that support them, are most likely developed in-house

Process:

- Québec ensures that publishers develop competing resources to match new curricula through industry-support programs and designated funding for resources.
- The Ministère de la Culture, des Communications et de la Condition féminine administers most support programs for cultural industries. Under

this ministry, the Société de développement des entreprises culturelles (SODEC) administers publishing-related funding.

Approvals

NOTE: Quotations are from “Approval of Instructional Materials, 2010” at http://www3.mels.gouv.qc.ca/bamd/Doc/Approbation_materiel_didactique_an.pdf.

Key organizations:

- Bureau d’approbation du matériel didactique (BAMD), Ministère de l’Éducation, du Loisir et du Sport — Part of Québec’s ministry of education “responsible for publishing and updating the list of *Instructional Materials Approved by the Minister of Education, Recreation and Sports*.”
- Comité-conseil sur l’évaluation des ressources didactique (CCERD) — An advisory committee on the approval of resources.

Process:

- “The CCERD is made up of thirteen members appointed by the Minister. Nine of these are associated with the education system (French and English sectors; public and private sectors; elementary and secondary levels), one member is from the university community, two members are parents of students and one member represents the publishing companies affiliated with the Association nationale des éditeurs de livres (ANEL).”
- Evaluators may ask for changes to a resource from the publisher. These are required before authorization.
- Supplementary resources are not authorized by the ministry. Each school sets up its own mechanisms for evaluating supplementary resources.

Purchasing

Key organizations:

- Ministère de l’Éducation, du Loisir et du Sport.
- School boards.

Process:

- “The purchase of textbooks is the responsibility of school boards who receive an annual grant from the Ministère that may be spent on instructional materials. Also, with the implementation of the curriculum reform, additional funding has been invested in replacing textbooks on a large scale” (“Approval of Instructional Materials, 2010” at http://www3.mels.gouv.qc.ca/bamd/Doc/Approbation_materiel_didactique_an.pdf).

- The industry standard in Québec is to allow schools to pilot new learning resources for up to two years before making a decision on resource purchasing.

Special processes for Aboriginal resources

- The Ministère de l'Éducation, du Loisir et du Sport has a branch called Direction des affaires autochtones, which supports First Nations, Métis and Inuit (FNMI) programming in schools and school districts, and FNMI students in the public system.
- Québec has two FNMI school boards within its public system:
- Cree School Board (<http://www.cscree.qc.ca/index.php/home>).
- Kativik School Board (<http://www.kativik.qc.ca/about-kativik-school-board>).

Special processes for Anglophone resources

- Anglophones are minority-language rights holders in Québec.
- Under the Ministère de l'Éducation, du Loisir et du Sport, the Direction des services à la communauté Anglophone acts as the coordinator between the ministry and the province's eight Anglophone school boards.
- The Ministère de l'Éducation, du Loisir et du Sport has scheduled specific funding for intensive English courses for Grade 6.
 - 2012–2013: \$4.5 million
 - 2013–2014: \$10.8 million
 - 2014–2015: \$17.1 million
 - 2015–2016: \$23.4 million
 - Subsequent years: \$25.3 million

Special processes for digital resources

- The 2011 budget for the Ministère de l'Éducation, du Loisir et du Sport promised \$240 million for interactive white boards and computers, and for e-textbooks, software, and appropriate teacher training.

Special processes for subject areas or grades

- Unable to acquire this information.

**Key contacts: learning resources development, approvals,
purchasing — Québec**

Name	Position	Phone and e-mail
Guy Dumais	Directeur général, services à l'enseignement, Ministère de l'Éducation, du Loisir et du Sport (MELS)	418-643-3810 guy.dumais@mels.gouv. qc.ca
Lise Gagnon	Directrice des ressources didactiques, MELS	418-643-3534 x2213 Lise.gagnon@mels.gouv .qc.ca
Chantal Guérin	Coordinatrice, Direction des ressources didactiques, MELS	418-643-3534 x2213 514-608-0365 x5364 chantal.guerin@mels.go uv.qc.ca
Carole Couture	Coordonnatrice du Bureau d'approbation du matériel didactique, MELS et secrétaire au CCERD	418-643-3534 x2211 514-873-7681 x5371 carole.couture@mels.go uv.qc.ca
Christian Rousseau	Services aux communautés culturelles, MELS	418-266-6950 Christian.rousseau@mel s.gouv.qc.ca
Léo Lafrance	Sous-ministre adjoint, Relation avec la communauté Anglophone, aux affaires autochtones et au Plan Nord, MELS	leo.lafrance@mels.gouv. qc.ca

Part 3: Curriculum development

Development process

Key organizations:

- Education préscolaire, enseignement primaire et secondaire et responsable des régions — A branch of the Ministère de l'Éducation, du Loisir et du Sport.

Process:

- Québec has standardized curriculum, developed at the provincial level.
- It has a regular renewal cycle for its curriculum.

Coordination with learning-resources development:

- The Ministère de l'Éducation, du Loisir et du Sport maintains close communication with educational publishers in the lead-up to curriculum implementation.

Current schedule for curriculum development

- Québec concluded its most recent round of curriculum renewal last year.
- It has not yet scheduled the next curriculum-renewal cycle.

Key contacts: curriculum — Québec

Name	Position	Phone and e-mail
Guy Dumais	Directeur général, services à l'enseignement, Ministère de l'Éducation, du Loisir et du Sport (MELS)	418-643-3810 guy.dumais@mels.gouv.qc.ca
Lise Gagnon	Directrice des ressources didactiques	418-643-3534 x2213 Lise.gagnon@mels.gouv.qc.ca
Léo La France	Sous-ministre adjoint, Relation avec la communauté Anglophone, aux affaires autochtones et au Plan Nord, MELS	leo.lafrance@mels.gouv.qc.ca

Part 4: School district processes

Approvals

NOTE: Quotations are from Learn Québec's website at <http://www.learnquebec.ca/en/index.html>.

Key organizations:

- “LEARN Québec is an educational foundation supported in part by funding from the Québec-Canada Entente for Minority Language Education that:
 - “• Offers e-learning services and support to all English school boards, private schools, community organizations and the private sector in rural and urban settings;
 - “• Supports and promotes pedagogical collaboration and innovation using information technology, and works to model best practices; and
 - “• Publishes quality learning materials to support educators who are implementing competency-based practices in the classroom.”

Process:

- School districts (SDs) recommend that schools purchase resources from the BAMD (bureau d'approbation de matériel didactique).
- SDs review with Learn Québec possible resources that could fit the needs of the entire English community.

Submitting resources

- Resources can be submitted to both schools and school districts.

Purchasing

- In most cases, purchasing decisions are made school by school.

Key contacts: school districts — Québec

Conseils scolaires (Cs) francophones — Québec

Cs des Affluents

Patrick Copolupo	Directeur général adjoint Éducation des adultes	patrick.copolupo@re.csaffluents.qc.ca (450) 492-9400 x1302
Daniel Forest	Directeur général adjoint Éducation au secondaire	daniel.forest@re.csaffluents.qc.ca (450) 492-9400 x1303
Alain Vézina	Directeur général	direction.generale@csaffluents.qc.ca (450) 492-9400 x1300
Isabelle Gélinas	Directrice services éducatifs	isabelle.gelinas@re.csaffluents.qc.ca (450) 492-9400 x1451
France-Lyne Masse	Directrice adjointe Préscolaire et primaire	France-lye.masse@re.csaffluents.qc.ca (450) 492-9400 x3453
Isabelle Lemire	Directrice adjointe Secondaire	isabelle.lemire@re.csaffluents.qc.ca (450) 492-9400 x2453
Nathalie Jacques	Technicienne Bibliothèques scolaires	nathalie.jacques@re.csaffluents.qc.ca (450) 492-9400 x4539

Cs de la Beauce Etchemin

Normand Lessard	Directeur général	norman.lessard@csbe.qc.ca (418) 228-5541 x2503
Fabien Giguère	Directeur général adjoint	fabien.giguere@csbe.qc.ca (418) 228-5541 x2500
Micheline Grenier	Directrice générale adjointe	micheline.grenier@csbe.qc.ca (418) 228-5541 x2505
Jérôme L'Heureux	Directeur services éducatifs	jerome.lheureux@csbe.qc.ca (418) 228-5541 x2400

Cs des Bois-Francis

François Labbé	Directeur-général	info@csbf.qc.ca (819) 758-6453
Daniel Sicotte	Directeur-général adjoint	info@csbf.qc.ca (819) 758-6453
Jasmine Rochette	Directrice services éducatifs	info@csbf.qc.ca (819) 758-6453

Cs Capitale

Pierre Lapointe	Directeur général	dgcapitale@cscapitale.qc.ca (418) 686-4040 x2003
Johanne Chénard	Directrice générale adjointe Affaires éducatives	dga.educ@cscapitale.qc.ca (418) 686-4040 x2030
Johanne Paradis	Directrice Services éducatifs des jeunes	sej@cscapitale.qc.ca (418) 686-4040 x2201
Claude Lavoie	Directeur Services de l'informatique	lavoie.claude@cscapitale.qc.ca (418) 686-4040 x2901

Cs du Chemin-du-Roy

Hélène Corneau	Directrice générale	dgduroy@cduroy.qc.ca (819) 379-5989 x7272
Serge Hamel	Directeur général adjoint	dga.sh@cduroy.qc.ca (819) 379-5989 x7311
Chantal Morin	Directrice générale adjointe	dga.cm@cduroy.qc.ca (819) 379-5989 x7311
Danielle Lemieux	Directrice services éducatifs — jeunes	educ.dir@cduroy.qc.ca (819) 379-6565 x7312

Cs des Chênes

Christiane Desbiens	Directrice générale	christiane.desbiens@cshenes.qc.ca (819) 478-6700
Carmen Lemire	Directrice générale adjointe	carmen.lemire@cshenes.qc.ca (819) 478-6700

Cs des Chênes (continued)

Andrée Turcotte	Coordinatrice ressources éducatives	andree.turcotte@csdeschenes.qc.ca (819) 478-6700
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Cs des Découvreurs

Reynauld Deraspe	Directeur général	dirgen@csdecou.qc.ca (418) 652-2121 x4242
Alain St-Pierre	Directeur services éducatifs	seduc@csdecou.qc.ca (418) 652-2121 x4164
Suzanne Côté	Directrice Services des ressources éducatives	sre@csdrameurs.qc.ca (819) 663-9221 x13102

Cs des Grandes-Seigneuries

Michelle Fournier	Directeur général	directiongenerale@csdgs.qc.ca (514) 380-8899 x3903
Louise Beaupré	Directrice générale adjointe	directiongenerale@csdgs.qc.ca (514) 380-8899 x6926
André Guérard	Directeur général adjoint services éducatifs	directiongenerale@csdgs.qc.ca (514) 380-8899 x3957

Cs des Hautes-Rivières

Claude Boivin	Directrice générale	secgen@csdhr.qc.ca (450) 359-6411 x7510
François Lafortune	Directeur général adjoint	secgen@csdhr.qc.ca (450) 359-6411 x7510
Marie-Thérèse Delfosse	Directrice ressources éducatives aux jeunes	cajeunes@csdhr.qc.ca (450) 359-6411 x7274

Cs Laval

Jean Godbout	Directeur général adjoint Affaires éducatives, ordre primaire	jgodbout@cslaval.qc.ca (450) 662-7000 x1011
Jean-Pierre Aubin	Directeur général adjoint Affaires éducatives, ordre secondaire, éducation des adultes	jpaubin@cslaval.qc.ca (450) 662-7000 x1021

Cs Marguerite Bourgeoys

Yves Sylvain	Directeur général	yves.sylvain@csmb.qc.ca (514) 855-4500 x4507
Jean-Pierre Bédard	Directeur général adjoint Réseau A	jean-pierre.bedard@csmb.qc.ca (514) 855-4500 x4645
Richard Guillemette	Directeur général adjoint Réseau B	richard.guillemette@csmb.qc.ca (514) 855-4500 x4510
France Lemay	Directrice générale adjointe Réseau C	France.lemay@csmb.qc.ca (514) 855-4500 x4562
Louise Gaudreault	Directrice générale adjointe Réseau D	louise.gaudreault@csmb.qc.ca (514) 855-4500 x4565
Michel Laplante	Directeur Ressources éducatives	michel.plante@csmb.qc.ca (514) 855-4500 x8731
Rémi Asselin	Directeur Ressources informatiques	remi.asselin@csmb.qc.ca (514) 855-4500 x4679

Cs Marie-Victorin

Raynald Thibeault	Directeur général	raynald_thibeault@csmv.qc.ca (450) 670-0730 x2035
Daniel Ouimet	Directeur général adjoint Région B et Éducation des adultes	daniel_ouimet@csmv.qc.ca (450) 670-0730 x2042
Daniel Tremblay	Directeur général adjoint Région A et Services des technologies	daniel_tremblay@csmv.qc.ca (450) 670-0730 x2039
Anthony Bellini	Directeur général adjoint Région C et Ressources éducatives	anthony_bellini@csmv.qc.ca (450) 670-0730 x2041

Cs de Montréal

Gilles Petitclerc	Directeur général	petitclercg@csgm.qc.ca (514) 596-4245 x6312
Robert Gendron	Directeur général adjoint Pédagogie et ressources informatiques	gendronr@csgm.qc.ca (514) 596-4245 x6153
Robert Mathieu	Directeur de réseau Établissements scolaires Ouest	mathieur@csgm.qc.ca (514) 766-1239 x1140

Cs de Montréal (continued)

Frédéric Corbeil	Directeur de réseau Établissements scolaires Est	corbeilf@csdm.qc.ca (514) 596-4000 x4031
Claude Daviau	Directeur de réseau Établissements scolaires Sud	daviauc@csdm.qc.ca (514) 596-4220 x4202
Maurice Lachance	Directeur de réseau Établissements scolaires Centre	lachancem@csdm.qc.ca (514) 596-6305 x8299
Benoît Bussière	Directeur de réseau Établissements scolaires Nord	bussiereb@csdm.qc.ca (514) 596-5584 x5639

Cs Navigateurs

Johanne Plourde	Directrice générale	dg@csnavigateurs.qc.ca (418) 839-0500 x51001
Denise Dubois	Directrice générale adjointe	denise.dubois@csnavigateurs.qc.ca (418) 839-0500 x51005
Benoît Langlois	Directeur général adjoint	benoit.langlois@csnavigateurs.qc.ca (418) 839-0500 x51003
Esther Lemieux	Directrice services éducatifs	esther.lemieux@csnavigateurs.qc.ca (418) 839-0500 x52002
Pierre Gaumond	Directeur Services de l'informatique	pierre.gaumond@csnavigateurs.qc.ca (418) 839-0500 x59002

Cs des Patriotes

Joseph Atalla	Directeur général	joseph.atalla@csp.qc.ca (450) 441-2919 x3106
Luc Lapointe	Directeur général adjoint	luc.lapointe@csp.qc.ca (450) 441-2919 x3212
Denise Gauvreau	Directrice générale adjointe	denise.gauvreau@csp.qc.ca (450) 441-2919 x3107
Patrick Mendes	Directeur générale adjoint	patrick.mendes@csp.qc.ca (450) 441-2919 x3212

Cs des Patriotes (continued)

Linda Fortin	Directrice Services des ressources éducatives	linda.fortin@csp.qc.ca (450) 441-2919 x3727
Michel Gauthier	Directeur Services des ressources informatiques	michel.gauthier@csp.qc.ca (450) 441-2919 x3404

Cs Pointe-de-l'Île

Pierre Boulay	Directeur général	dgcspi@cspi.qc.ca (514) 642-9520 x19905
Carole Paradis	Directrice générale adjointe Secteur jeune	dgcspi@cspi.qc.ca (514) 642-9520 x19905
Antoine El-Khoury	Directeur général adjoint Secteur adulte	antoine-el-khoury@cspi.qc.ca (514) 642-9520 x19905
Serge Beaudin	Directeur Réseau Montréal-Nord et Rivière-des-Prairies	serge-beaudin@cspi.qc.ca (514) 642-9520 x19939
Martin Landry	Directeur Réseau Pointe-aux-Trembles et Montréal-Est	martin-landry@cspi.qc.ca (514) 642-9520 x19932
Alain Bouchard	Directeur Réseau Éducation des adultes	alain-bouchard@cspi.qc.ca (514) 642-9520 x19923
Martin Duquette	Directeur Réseau Anjou et St-Léonard	martin-duquette@cspi.qc.ca (514) 642-9520 x19926

Cs des Portages-de-l'Outaouais

Jean-Claude Bouchard	Directeur général	dgcspo@cspo.qc.ca (819) 771-4548 x851700
Marcel Lalonde	Directeur général adjoint	dgcspo@cspo.qc.ca (819) 771-4548 x851700
Nadine Peterson	Directrice du service ressources éducatives	recspo@cspo.qc.ca (819) 771-4548 x854701

Cs Premières-Seigneuries

Serge Pelletier	Directeur général	dg@csdps.qc.ca (418) 666-4666 x4610
Line Beaulieu	Directrice générale adjointe Affaires éducatives	dgap@csdps.qc.ca (418) 666-4666 x4610
Danielle Alain	Directrice services éducatifs	seduc@csdps.qc.ca (418) 666-4666 x6018
Serge Tremblay	Directeur Services des ressources informatiques	sri@csdps.qc.ca (418) 666-4666 x6019

Cs de la Région-de-Sherbrooke

Claude Boisvert	Directrice services des ressources pédagogiques	General contact information available only: rp(a)csrs.qc.ca (819) 822-5540
Michel Bernard	Directeur général	General contact information available only: rp(a)csrs.qc.ca (819) 822-5540

Cs des Rives-du-Saguenay

Christine Tremblay	Directrice générale	christine.t@csrsaguenay.qc.ca (418) 698-5000 x5204
Gilles Routhier	Directeur général adjoint	dga@csrsaguenay.qc.ca (418) 698-5000 x5204
Josée Gaudreault	Directrice services éducatifs jeunes	(418) 544-3307 x5425 (secretariat)

Cs Rivière-du-Nord

Lise Allaire	Directrice générale	allairel@csrnd.qc.ca (450) 438-3131 x2101
Marc St-Pierre	Directeur général adjoint	stpierrem@csrdn.qc.ca (450) 436-6721 x2061

Cs Rivière-du-Nord (continued)

France Trudeau	Directrice générale adjointe	trudeau@csrdn.qc.ca (450) 438-3131
Pierre Brunet	Directeur général adjoint	brunetp@csrdn.qc.ca (450) 438-3131

Cs de Saint-Hyacinthe

Yvan Gauthier	Direction générale	yvan.gauthier@cssh.qc.ca (450) 773-8401 x6580
Caroline Dupré	Directrice services éducatifs	caroline.dupre@cssh.qc.ca (450) 773-8401 x6559

Cs Samares

Richard Fiset	Directeur général	richard.fiset@cssamares.qc.ca (450) 758-3501
Sylvie Anctil	Directrice générale adjointe Secteur Jeune	sylvie.anctil@cssamares.qc.ca (450) 758-3505
François Morin	Directeur services éducatifs	francois.morin@cssamares.qc.ca (450) 758-3520
Jacques Veillet	Directeur Services de l'informatique	jacques.veillet@cssamares.qc.ca (450) 758-3509

Cs Seigneurie des Mille-Iles

Anne-Lise Gravel	Directrice Services de la formation des jeunes	anne-lise.gravel@cssmi.qc.ca (450) 974-7000 x2901
Dominique Robert	Directeur général adjoint Secteur D et Ressources informatiques	dominique.robert@cssmi.qc.ca (450) 974-7000 x2141
Richard Chaurest	Directeur général adjoint Secteur E et Éducation des adultes	richard.chaurest@cssmi.qc.ca (450) 974-7000 x2031
Nathalie Joannette	Directrice générale adjointe Secteur A et Secteur jeune	nathalie.joannette@cssmi.qc.ca (450) 974-7000 x2021

Cs Seigneurie des Mille-Iles (continued)

Marie-France Boyer	Directrice générale adjointe Secteur B et Ressources humaines	marie-France.boyer@cssmi.qc.ca (450) 974-7000 x2011
Jean-François Lachance	Directeur général	jean-francois.lachance@cssmi.qc.ca (450) 974-7000 x2001

Cs des Trois-Lacs

Sophie Proulx	Directrice générale	dgeneral@cstros-lacs.qc.ca 514-477-7000 x1020
Sandra Smith	Direction générale adjointe	dgeneral@cstros-lacs.qc.ca 514-477-7000 x1020

Cs de Val-des-Cerfs

Eric Racine	Directeur-général adjoint	eric.racine@csvgd.qc.ca
Alain Tardif	Personne-ressource Matérielles didactiques, achats de manuels	tardifa@csvgd.qc.ca

Anglophone School Districts — Québec

English Montreal SB

Robert Stocker	Director General	rstocker@emsb.qc.ca (514) 483-7200 x7262
Roma Medwid	Deputy Director General	rmedwid@emsb.qc.ca (514) 483-7200 x7266
Marzia Michielli	Director Region I	mmichielli@emsb.qc.ca (514) 483-7200 x7227
Claude Dansereau	Director Region II	cdansereau@emsb.qc.ca (514) 483-7200 x7239
Paola Miniaci	Director Region III	pminiaci@emsb.qc.ca (514) 483-7200 x7228
Alessandra Furfaro	Director Pedagogical Services	afurfaro@emsb.qc.ca (514) 483-7200 x7355

English Montreal SB (continued)

Athina Galanogeorgos	Assistant Director Pedagogical Services	agalanogeorgos@emsb.qc.ca (514) 483-7200 x7459
Christine Dénommée	Assistant Director Pedagogical Services	cdenommee@emsb.qc.ca (514) 483-7200 x7235

Lester B Pearson School Board

Michael Chechile	Director Educational Services	mchechile@lbpsb.qc.ca (514) 422-3000 x3241
Lise Charlebois	Assistant Director Educational Services	lcharlebois@lbpsb.qc.ca (514) 422-3000 x3260
Robert Mills	Director General	bmills@lbpsb.qc.ca (514) 422-3000
Carol Heffernan	Deputy Director General	cheffernan@lbpsb.qc.ca (514) 422-3000
Steve Balleine	Deputy Director General	sballeine@lbpsb.qc.ca (514) 422-3000

Sir Wilfrid Laurier School Board

Robert Vallerand	Director General	rvallerand@swlauriersb.qc.ca (450) 621-5600
Cliff Buckland	Deputy Director General	cbuckland@swlauriersb.qc.ca (450) 621-5600
Gerald Robillard	Director of Educational Services	grobillard@swlauriersb.qc.ca (450) 621-5600 x1341
Tina Korb	Assistant Director Educational Services	tkorb@swlauriersb.qc.ca (450) 621-5600 x1304

British Columbia

Part 1: K-12 statistics

Student population K-12, 2011–12	Total: 641,592 • Aboriginal: 65,339 • ESL: 65,276 • French Immersion: 46,856 • Francophone: 4,602 By grade: • K–7: 300,564 • 8–12: 246,584
Total education spending 2010-11 actual	\$5.4 billion
Spending on learning resources	Unable to acquire this information.

School districts

Anglophone with more than 10,000 students (of 60 total)

Vancouver School Board	86,000
Surrey Schools	70,018
SD 43 Coquitlam	34,260
Burnaby Board of Education SD 41	24,000
Richmond SD 38	22,849
Central Okanagan SD 23	21,696
Greater Victoria SD	20,000
Abbotsford SD	18,500
SD 53 Langley	18,000
North Vancouver SD	16,016
Delta School District	16,000
SD 42 Maple Ridge and Pitt Meadows	15,000

Anglophone school districts with more than 10,000 students (continued)

SC 73 Kamloops/Thompson	14,917
SD 57 Prince George	14,239
Chilliwack SD	14,000
SD 68 Nanaimo Ladysmith	14,000

Francophone (1 of 1)

Conseil scolaire francophone de la Colombie-Britannique	14,000
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Part 2: Learning resources: official processes for development, approvals and purchasing

Development

Key organizations:

- Open School BC — This is part of the BC Ministry of Education, but is funded through cost recovery. It was formerly a distance-learning group, now repurposed as a publisher. It “creates resources for public sector clients as well as the entire BC K-12 school system” and offers “education resource development and online learning services.” (Quoted from Open School BC website.) Its K-12 products include online courses and print resources.
- First Nations school districts — BC facilitates First Nations school districts in developing learning resources tailored to their needs. See “special processes for Aboriginal resources,” below.
- Conseil scolaire francophone de la Colombie-Britannique (CSF) — This is the organization responsible for minority French-language education in BC. See “special processes for Francophone resources,” below.
- Other school districts — Schools and districts can develop their own resources. The Educational Resource Acquisition Consortium (see below) offers to help schools and districts market resources they have developed.

Process:

- Open School BC comes up with its K-12 projects according to what is needed to support the curriculum, sales of its products, and through requests from school districts and educators.
- Some school districts have developed their own resources, including AV resources and digital resources. See the sections on Aboriginal resources and digital resources, below.

- BC is a member of the Western and Northern Canadian Protocol (WNCP), but it is officially not active.

Approvals

Key organizations:

- NOTE: the BC Ministry of Education is in the process of overhauling its role in resource authorization. It aims to move away from “curriculum renewal events” and cycles. It will no longer authorize resources. This is part of a larger plan to move toward more individual education plans, with new approaches to assessment and curriculum design.
- Educational Resource Acquisition Consortium (ERAC) — This is a voluntary organization for public-school districts and independent schools, funded through membership fees, fees for services to members and vendors (such as publishers), and an annual grant from the BC Ministry of Education.

Process:

- ERAC evaluates resources submitted by publishers for a fee, which is quoted after an initial review. Publishers can decide whether to proceed, but must pay the fee if they proceed, whether ERAC approves the submitted resource or not. ERAC produces a list of resources it has approved. There is no provincial policy requiring schools to buy resources from this list.
- ERAC’s list of resources includes those developed by Open School BC.

Purchasing

Key organizations:

- Schools and school districts.
- Educational Resource Acquisition Consortium (ERAC) — Functions as a group purchaser, which aims to negotiate lower prices.
- Alberta’s Learning Resources Centre — Offers some resources developed for BC, but sales are negligible.

Process:

- With no provincially approved resources, schools and school districts make their own decisions about what to purchase. Many still rely on the ERAC list to make choices.

Special processes for Aboriginal resources

NOTE: Quotes are from a BC Ministry of Education website called “Aboriginal Education Resources” at <http://www.bced.gov.bc.ca/abed/documents.htm>

- The Aboriginal Education department in the Learning Resources Division of the BC Ministry of Education is responsible (among other things) for programs involving the development of Aboriginal-learning resources, listed below.
- Aboriginal Curriculum Integration (ACI) project — “The Ministry of Education partnered with School District No. 79 (Cowichan Valley) on a project to create K-12 multimedia resources that integrate Aboriginal content into curriculum. The ACI project features a website of lesson plans initially focusing on core curricular areas in Grades 7, 8 and 9.”
- Planning Guide and Framework: Development of Aboriginal Learning Resources — “This Planning Guide and Framework is designed to help educators and Aboriginal communities work in partnership to develop learning resources that reflect and honour the cultures and history of the Aboriginal peoples.”

Special processes for Francophone resources

- Conseil scolaire francophone de la Colombie-Britannique (CSF) is responsible for creating a system for Francophone minority-language education parallel to the Anglophone system. Under a federal-provincial agreement (2009–2013), the CSF buys French-language resources that meet BC’s curriculum. It also adapts or develops new resources. Total budget for learning resources under the agreement: \$550,000.
- Within the BC Ministry of Education, the French and International Languages department within the Learning Division oversees the federal-provincial agreement.

Special processes for digital resources

- Open School BC (part of the BC Ministry of Education, see above) creates the digital content it offers through its online courses, including resources for K-12.
- LearnNowBC is a project of the Virtual School Society, which is an independent non-profit society founded in 2006 and funded through the Ministry of Education. It offers a patchwork of online resources—many, if not all, are small and narrowly focused—from a variety of sources, including locally developed online resources from schools and school districts, and content it has developed itself. All its resources are free of charge to users.

- The e-Learning department in the Learning Division of the BC Ministry of Education has links on its website to both Open School BC and LearnNowBC. The mission of the department is to “monitor existing and emerging educational technologies and work with stakeholders to promote and support their integration into K-12 teaching practices” (<http://www.bced.gov.bc.ca/departments/learning/>). It also supports distance learning.

Special processes for subject areas or grades

- BC has no processes in place for these areas.

Key contacts: learning-resources development, approvals, purchasing — British Columbia

Name	Position	Phone and e-mail
Rod Allen	Superintendent, Learning Division, BC Ministry of of Education (BC MOE)	250-213-3000 Roderick.Allen@gov.bc.ca
Trish Rosborough	Director, Aboriginal Education, BC MOE	250-356-1891 EDUC.AboriginalEducation@gov.bc.ca
Nicole Couture	Manager, French Programs and International Languages, BC MOE	250-356-2176 Nicole.Couture@gov.bc.ca
Tim Winkelmanns	Manager, e- Learning, Learning Division, BC Min of Ed	250-217-6643 Tim.Winkelmanns@gov.bc.ca
Eleanor Liddy	Director, Open School BC, BC Min of Ed	250-356-1118 Eleanor.Liddy@gov.bc.ca
Gordon Milne	Board member (board chair, 2009), Virtual School Society	General number for Virtual School Society: 250-940-1140 no e-mail listed

Key contacts: learning-resources development, approvals, purchasing — British Columbia (continued)

Mario Cyr	Directeur general, Conseil scolaire francophone de la Colombie- Britannique	604-214-2601 115ario_cyr@csf.ca
Judy Dallas	Exec. Director, ERAC	604-713-5119 jdalla@bcerac.ca
Joan Kloss	Resource Evaluation Coordinator, ERAC	604-595-6035 jkloss@bcerac.ca
James Shypitka	BC Min of Ed, Information and Technology Branch, Education Sector CIO	250-387-6155 James.Shypitka@gov.bc.ca Notes: BC Ministry of Education member on executive committee of ERAC
Vincent Roth	Director, Learning Resources Centre, Alberta Education	780-427-5231 vincent.roth@gov.ab.ca
Barb Hyde	BC Districts and Schools contact, Alberta Learning Resources Centre	604-713-5920 bhyde@bcerac.ca Notes: She is also an ERAC executive assistant.

Part 3: Curriculum development

Development process

- The BC Ministry of Education is overhauling its approach to curriculum development and renewal.

Process:

- BC is moving to more personalized learning, and to “co-constructing” curriculum with school districts and with schools.
- It aims to move away from “curriculum renewal events” and cycles, toward a more grassroots-driven “evergreening” model of renewal.

Coordination with learning-resources development:

- No coordination.

Current schedule for curriculum development

- Because of its new approach to curriculum development, BC does not have a schedule for curriculum renewal.

Key contacts: curriculum — British Columbia

Name	Position	Phone and e-mail
Nancy Walt	Director, K-12 Curriculum and Examinations, Learning Division, BC Ministry of Education (MOE)	250-217-4978 Nancy.Walt@gov.bc.ca
Markus Baer	Manager, Secondary Curriculum and Provincial Examinations, Learning Division, BC MOE	250-589-0277 Markus.Baer@gov.bc.ca
Jiemei Li	Manager, Elementary Curriculum and Provincial Assessment, Learning Division, BC MOE	250-387-5020 Jiemei.Li@gov.bc.ca

Key contacts: curriculum — British Columbia (continued)

Richard Warrington	Coordinator, Provincial Curriculum and Assessment, Learning Division, BC MOE	250-508-5025 Richard.Warrington@gov.bc.ca
Anne Hill	Curriculum Coordinator, Aboriginal Education, Learning Division, BC MOE	250-888-8817 anne.hill@gov.bc.ca
Paula Pothier	Curriculum Coordinator, French Programs and International Languages, Learning Division, BC MOE	250-886-2630 Paula.Pothier@gov.bc.ca

Part 4: School district processes**Approvals**

- School districts have internal approval processes, using teacher-evaluators.

Submitting resources

- Contact coordinators for learning resources or learning services within each district for specific details on how to submit resources for review.

Purchasing

- Decisions on purchasing tend to be made school by school, based on approved-resources lists, including lists produced by school districts.

Key contacts: school districts— British Columbia

Anglophone School Districts (SDs) — British Columbia

Abbotsford SD

Kevin Godden	Superintendent	info@sd34.bc.ca (604) 859-4891 x1230
Cindy Romanowski	District Principal (acting) Curriculum	cindy.Romanowski@sd34.bc.ca (604) 504-0026
Howard Leigh	District Principal (acting) Learning Support Services	leigh_howard@sd34.bc.ca (604) 504-4610 x1805
Perry Smith	District Principal Aboriginal education	perry_smith@sd34.bc.ca (604) 859-1224

School District (SD) 41 Burnaby Schools

Claudio Morelli	Superintendent	claudio.morelli@sd41.bc.ca (604) 664-8393
Kevin Kaardal	Associate Superintendent	kevin.kaardal@sd41.bc.ca (604) 664-8377
Gina Niccoli-Moen	Associate Superintendent	gina.niccoli-moen@sd41.bc.ca (604) 664-8365
Lyn Daniels	District Vice-Principal Aboriginal Education	lyn.daniels@sd41.bc.ca (604) 664-8326

Central Okanagan SD 23

Hugh Gloster	Superintendent	hugh.gloster@sd23.bc.ca (250) 470-3256
Cammy Coughlin	Principal Aboriginal Education	cammy.coughlin@sd23.bc.ca (250) 979-2020
Clara Sulz	Director of Instruction Early Learning	clara.sulz@sd23.bc.ca (250) 470-3227
Rick Oliver	Director of Instruction K-12	rick.oliver@sd23.bc.ca (250) 470-3210
Norm Bradley	Director of Instruction K-12	norm.bradley@sd23.bc.ca (250) 470-3271
Jon Rever	Director of Instruction K-12	jon.rever@sd23.bc.ca (250) 860-9729 x4688

Chilliwack SD

Brenda Point	Vice-Principal Aboriginal education	brenda_point@sd33.bc.ca (604) 701-6175
Shawna Petersen	Vice-Principal Curriculum	shawna_petersen@sd33.bc.ca (604) 703-1730
Brad Driscoll	Middle/Secondary Helping Teacher	brad_driscoll@sd33.bc.ca (604) 703-1749
Lisa Kean	Elementary Helping Teacher	lisa_kean@sd33.bc.ca (604) 703-1732
Kevin Sigaty	French Helping Teacher	kevin_sigaty@sd33.bc.ca (604) 703-1764
Versha Oza	Coordinator English Language Learners	versha_oza@sd33.bc.ca (604) 792-1321 x1753

SD 43 Coquitlam

Tom Grant	CEO / Superintendent of Schools	tgrant@sd43.bc.ca (604) 939-9201
Dave Taylor	Director of Instructions Student Services	dtaylor@sd43.bc.ca (604) 937-6386
Laurie Ebenal	Vice-principal Aboriginal Education	lebenal@sd43.bc.ca (604) 945-7386
Maureen Dockendorf	Associate Superintendent	mdockendorf@sd43.bc.ca (604) 937-6381
Sophie Bergeron	Coordinator French Programs	sbergeron@sd43.bc.ca (604) 937-6392
Nancy Carl	Coordinator Elementary Literacy and Numeracy	ncarl@sd43.bc.ca (604) 937-6395
Heather Daly	Coordinator Library & Information Services	hdaly@sd43.bc.ca (604) 937-6380
Martine Duby	Coordinator Technology Innovations	mduby@sd43.bc.ca (604) 937-6411

Delta SD 37

Dianne Turner	Superintendent	dturner@deltasd.bc.ca (604) 952-5340
Kathy Guild	Director Aboriginal Education	kguild@deltasd.bc.ca (604) 952-5323
Paula Gelmon	Consultant Early Learning	pgelmon@deltasd.bc.ca (604) 952-5050
Nancy Gordon	Consultant Literacy	ngordon@deltasd.bc.ca (604) 952-5050
Catherine Watson	Coordinator Literacy	cwatson@deltasd.bc.ca (604) 952-5050
Christine Carriou	Coordinator Modern Language / FSL	ccarriou@deltasd.bc.ca (604) 952-5066
Rick Paterson	District Vice-Principal Educational Programs	rpaterson@deltasd.bc.ca (604) 952-5065

Greater Victoria SD 61

John Gaipman	Superintendent	jgaipman@sd61.bc.ca (250) 475-4159
Nella Nelson	Coordinator Aboriginal Education	nnelson@sd61.bc.ca (250) 475-4123
Sherri Bell	Assistant Superintendent Mount Douglas, Oak Bay and Reynolds School Families	sbell@sd61.bc.ca (250) 475-4220
Deborah Courville	Assistant Superintendent Esquimalt and Victoria High School Families	dcourville@sd61.bc.ca (250) 475-4133
Patrick Duncan	Assistant Superintendent Lambrick Park and Spectrum School Families	pduncan@sd61.bc.ca (250) 475-4117
Janine Roy	District Principal Early Learning	jroy@sd61.bc.ca (250) 475-4156
Judy Mas	Consultant FSL	jmas@sd61.bc.ca (250) 475-4120

SC 73 Kamloops/Thompson

Dr. Terry Sullivan	Superintendent of Schools	(250) 374-0679
Greg Howard	District Principal Trades	(250) 374-0679
Debora Draney	District Principal Aboriginal education	(250) 374-0679
Bill Hamblett	District Principal Curriculum and instruction	(250) 374-0679

Langley SD 35

Suzanne Hoffman	Superintendent	shoffman@sd35.bc.ca (604) 534-7891 x221
David Coutu	District Principal Aboriginal Education	dcoutu@sd35.bc.ca (604) 534-7891 X247
Claire Guy	Director of Instruction Early Learning / French Immersion	claireguy@sd35.bc.ca (604) 534-7891 x239
Christine Spinder	Coordinator Literacy Outreach	christine@zoehouse.ca

SD 42 Maple Ridge and Pitt Meadows

Jan Unwin	Superintendent	Jan_Unwin@sd42.ca (604) 463-4200
David Vandergugten	Director of Instruction K-12	David_Vandergugten@sd42.ca (604) 463-4200
Alan Millar	Principal Aboriginal education	Alan_Millar@sd42.ca (604) 466-6265

SD 68 Nanaimo Ladysmith

Dave Hutchinson	Superintendent of Schools	David.Hutchinson@sd68.bc.ca (250) 754-5521
Francine Frisson	Assistant Superintendent	ffrisson@sd68.bc.ca (250) 754-5521
Chris Southwick	Assistant Superintendent	csouthwick@sd68.bc.ca (250) 754-5521

SD 68 Nanaimo Ladysmith (continued)

No specific contact name given	Learning Resources	(250) 740-3511
No specific contact name given	Aboriginal Education	(250) 741-5318
No specific contact name given	Literacy Program	(250) 740-3507

North Vancouver SD 44

John Lewis	Superintendent	jlewis@nvsd44.bc.ca (604) 903-3449
Brad Baker	District Vice-Principal Aboriginal Education	bbaker@nvsd44.bc.ca (604) 903-3463
Joanne Robertson	Director of Instruction	jrobertson@nvsd44.bc.ca (604) 903-3787
Beth Beeching	Coordinator Literacy Outreach	bbeeching@capilanou.ca

SD 57 Prince George

Brian Pepper	Superintendent of Schools	bpepper@sd57.bc.ca (250) 561-6800 x302
Lisa Carson	Assistant Superintendent	lcarrson@sd57.bc.ca (250) 561-6800 x312
John McLay	Assistant Superintendent	jmclay@sd57.bc.ca (250) 561-6800 x316
Shelly Niemi	Aboriginal Liaison Officer	sniemi@sd57.bc.ca (250) 562-4843

Richmond SD 38

Dr. Monica Pamer	Superintendent of Schools	mpamer@sd38.bc.ca (604) 668-6081
Mr. Scott Robinson	Assistant Superintendent	srobinson@sd38.bc.ca (604) 668-6087
Ms. Nancy Brennan	Assistant Superintendent Aboriginal Education	nbrennan@sd38.bc.ca (604) 668-6088

Richmond SD 38 (continued)

Ms. Wendy Lim	Assistant Superintendent	wlim@sd38.bc.ca (604) 668-6088
Ms. Kathy Champion	Director of Instruction Learning Services	kchampion@sd38.bc.ca (604) 668-6093
Mr. Ray Jung	Director of Instruction Technology and Communications Services	rjung@sd38.bc.ca (604) 668-6406
Diane Jubinville	Teacher Consultant Aboriginal Education / French Immersion	djubinville@sd38.bc.ca (604) 668-6588

Surrey Schools

Mike McKay	Superintendent	(604) 595-6308
Sharon Cohen	Deputy Superintendent	(604) 595-6308
Gloria Raphael	District Principal Aboriginal Education	(604) 595-6100
Alicia Logie	Consultant French Immersion	logie_a@sd36.bc.ca (604) 595-5325
Sandi Kostur	Consultant FSL and International Languages	kostur_s@sd36.bc.ca (604) 595-5325
Gloria Morton	Manager Learning Resources	morton_g@sd36.bc.ca (604) 594-8922

Vancouver SB

Steve Cardwell	Superintendent	scardwell@vsb.bc.ca (604) 713-5100
Jordan Tinney	Deputy Superintendent	jtinney@vsb.bc.ca (604) 713-4448
Valerie Overgaard	Associate Superintendent Learning Services	vovergaard@vsb.bc.ca (604) 713-5202
Catherine Remedios	Director Instructions	cremedios@vsb.bc.ca (604) 713-5202
Don Fiddler	District Principal Aboriginal Education	dfiddler@vsb.qc.ca (604) 713-5682

Vancouver SB (continued)

Audrey Van Alstyne	District Principal Learning Technology	avanalstyne@vsb.qc.ca (604) 713-5132
Peggy Bochun	Coordinator Fine Arts	pbochun@vsb.qc.ca (604) 713-5206
Daniel Bélanger	Coordinator Modern Language / FSL	dbelanger@vsb.qc.ca (604) 713-5228

Conseils scolaires (Cs) francophone — British Columbia**Conseil scolaire (Cs) francophone de la Colombie-Britannique**

Mario Cyr	Directeur Général	mario_cyr@csf.bc.ca (604) 214-2602
Claude Giroux	Directeur général adjoint Aboriginal Education	claud_giroux@csf.bc.ca (604) 214-2600
Isabelle Baril	Coordonnatrice Services pédagogiques	isabelle_baril@csf.bc.ca (778) 284-0915
Catherine Foisy	Coordonnatrice Services pédagogiques	catherine_foisy@csf.bc.ca (778) 284-0903
Anne Veilleux	Coordonnatrice Services pédagogiques	anne_veilleux@csf.bc.ca (778) 284-0921

Alberta

Part 1: K-12 statistics

Student population K-12, 2011–12	Total 614,657 Francophone: 6,062
Total education spending 2010–11 actual	\$6.0 billion
Spending on learning resources	Less than \$50 per student

School districts

Anglophone public over or near 10,000 students

Calgary Board of Education	104,182
Edmonton Public Schools	80,767
Elk Island Public Schools	16,200
Rocky View Schools	16,000
Chinook's Edge School Division	11,000
Red Deer Public Schools	10,000
Parkland School Division No. 70	9,600
Black Gold Regional Schools	9,000
Lethbridge School District No. 51	8,751

Anglophone separate, top 5

Calgary Catholic School District	47,000
Edmonton Catholics Schools	34,000
Red Deer Catholic Regional Schools	7,000
St. Albert Protestant Schools	6,600
Elk Island Catholic Schools	5,800

Francophone, all

Conseil scolaire Centre-Nord	2,400
Conseil scolaire du Sud de l'Alberta	1,322
Conseil scolaire du Nord-Ouest No. 1	1,100
Conseil scolaire catholique et francophone du Sud de l'Alberta	873
Conseil scolaire Centre-Est	696

Part 2: Learning resources: official processes for development, approvals and purchasing

Development

Key organizations:

- Alberta Education — Directly involved in the development of resources to ensure fit with curriculum, principally through the Programs of Study and Resources Branch.
- LearnAlberta.ca — An Alberta Education website of digital resources for K-12 students and teachers, at least some of which are produced in-house. You need a school-access code to see the resources and how much, if anything, they cost. Although LearnAlberta.ca is part of Alberta Education, it is not clear what part of Alberta Education has responsibility for it, but it is probably a branch within Information and Technology Management Sector.
- Alberta Distance Learning Centre — A provincially funded school that offers Grades 1–12 online courses and print resources for a fee. At least some of these resources have been produced in-house.
- School authorities — Can develop resources as long as they “do not overlap with or duplicate provincial programs and meet other requirements.” (“Locally Developed Courses Review” at <http://education.alberta.ca/departement/ipr/ldcr.aspx>.) These resources must be vetted by Alberta Education, but Alberta Education is not accepting any new locally developed resources until 2012–13 because of a curriculum-redesign process.

Process:

- For core resources, Alberta Education (AE) issues a call for proposals, and then chooses one or more publishers to produce resources. Publishers work with development teams of educators and AE staff to complete the resources.

- It is not clear how the development of online courses and digital resources for LearnAlberta.ca and the Alberta Distance Learning Centre proceeds.
- Alberta is an active member of the Western and Northern Canadian Protocol (WNCP). The WNCP coordinates some curriculum and resource development among Canada's territories and western provinces.

Approvals

Key organizations:

- Alberta Education.

Process:

- At the end of a successful development process, Alberta Education authorizes core resources.
- Alberta Education also issues CFRs for some curricula, and for resources to supplement core resources. It then reviews publisher-submitted resources for possible authorization.
- It vets locally developed resources.
- Reviews and authorizations seem to be done through the Resource Authorization Standards branch.

Purchasing

NOTE: Quotations are from the LRC website at <http://www.lrc.education.gov.ab.ca/pro/default.html>.

Key organizations:

- Learning Resources Centre (LRC) — “A branch of Alberta Education dedicated to the efficient and affordable delivery of authorized resources in support of the Kindergarten to Grade 12 curriculum.”

Process:

- Although it authorizes resources, Alberta Education does require schools to buy these resources.
- The LRC offers “Alberta Education authorized resources, Alberta Education publications, resources to support distributed learning, general learning resources (i.e., maps, atlases dictionaries, etc.), and alternate-format resources for students with visual impairments and perceptual disabilities.”
- The LRC has two financial incentives: an early order discount and a government-funded credit allocation.

- LRC Early Order Discount: 10 percent on most resources ordered between January and May.
- Learning Resources Credit Allocation: in 2012, this was \$12.31/student. It covered up to 25 percent of the cost of orders through the Learning Resources Distribution Centre, until the full allocation was used.

Special processes for Aboriginal resources

- Alberta Education policy is to integrate Aboriginal content into curricula and learning resources. Staff from the First Nations, Métis and Inuit Services Branch form part of development teams for core resources in both French and English.

Special processes for Francophone resources

- Alberta Education has the responsibility to deliver a system for Francophone minority-language education parallel to the Anglophone system. The main branch within Alberta Education for this is probably the French Language Education Services Branch (there are other French-language branches that focus on assessment, for example).
- All core resources are available in both French and English. To date, publishers produce French-language core resources by translating and adapting authorized English-language core resources. As with English-language process, publishers work with development teams of educators and Alberta Education staff.
- LearnAlberta.ca has some digital resources that were initiated in French.

- The Alberta Distance Learning Centre has a “Centre francophone,” but it is not clear how it sources its content.

Special processes for digital resources

- “Alberta Education, in consultation with stakeholders, has established a series of Education Standing Offers (ESOs) for technology products. The ESO system enables jurisdictions to acquire selected technology products from a centralized product catalog at education pricing levels that would not be available using independent purchasing arrangements” (<http://www.lrc.education.gov.ab.ca/pro/gen/eso.htm>). This program covers technology such as whiteboards, data projectors, computers and support software.

Special processes for subject areas or grades

- Unable to acquire this information.

Key contacts: learning resources development, approvals, purchasing — Alberta

Name	Position	Phone and e-mail
Merla Bolender	Executive Director, Programs of Study and Resources Branch, Alberta Education	780-644-2530 merla.bolender@gov.ab.ca
Rick Baker	Executive Director, Learning and Program Resources, Learning and Program Resources Sector, Alberta Education	780-427-5277 rick.baker@gov.ab.ca
Terry Kernaghan	Team Leader, Resource Authorization Standards, Alberta Education	780-422-2814 terry.kernaghan@gov.ab.ca

Key contacts: learning resources development, approvals, purchasing — Alberta (continued)

Nausicaa Rogoz	Learning Resource Manager, Resource Authorization Standards, Alberta Education	780-422-0016 nausicaa.rogoz@gov.ab.ca
Linda Pelly	Director, First Nations, Métis and Inuit Services Branch, Alberta Education	780-427-5411 linda.pelly@gov.ab.ca
François Lizaire	Director, French Language Education Services – Citizenship, Career Pathways, Sciences and Wellness	780 422-7992 francois.lizaire@gov.ab.ca
Gilbert Guimont	Director, French Language Education Services – Mathematics, Arts, Communication and Field Services	780 422-1036 gilbert.guimont@gov.ab.ca
Aziza Jivraj	Executive Director, Information and Technology Management Sector, Alberta Education	780-427-3880 aziza.jivraj@gov.ab.ca Notes: Possible contact for LearnAlberta.ca

**Key contacts: learning resources development, approvals, purchasing — Alberta
(continued)**

Ray Battocchio	Assistant Superintendent, Alberta Distance Learning Centre	780-674-5333 x5141 1-866-774-5333 x5141 rbattocchio@adlc.ca Notes: distance learning (English)
Jean Mongrain	Directeur, Centre francophone d-education à distance, Alberta Distance Learning Centre	780-452-4655 x 6107 1-866-774-5333 x 6107 jmongrain@adlc.ca Notes: distance learning (French)
Vincent Roth	Director, Learning Resources Centre, Alberta Education	780-427-5231 vincent.roth@gov.ab.ca
Toby Donovan	Financial Analyst, Business Management, Alberta Education	780-427-5290 toby.donovan@gov.ab.ca Notes: Contact re: Learning Resources Credit Allocation

Part 3: Curriculum development

Development process

Key organizations:

- Alberta Education Curriculum Redesign Project — This is a department within Alberta Education responsible for developing new curricula.

Process:

- All of the subjects listed in the schedule below will follow new curricula. Based on the schedule, some of these curricula must now be in development, or will soon be.

Coordination with learning-resources development:

- Curriculum Redesign Project will “seek out opportunities to partner with teachers, publishers, post-secondary institutions, school authorities, resource developers and information technology companies in curriculum development.” (“Curriculum Development Process” at <http://education.alberta.ca/department/ipr/curriculum/process.aspx>.)
- A series of roundtable “stakeholder” consultations on curriculum development in April and May 2011 may have included publishers, but it is not clear.
- The Curriculum Standards and Stakeholder Engagement Branch may be coordinating plans for future stakeholder consultations.
- Alberta is an active member of the Western and Northern Canadian Protocol (WNCP), which coordinates some curriculum and resource development among Canada’s territories and western provinces.

Current schedule for curriculum development — Alberta

Subject	Grade	Schedule (implemented by these dates, with authorized resources)
Health and Life Skills (English and French)	K	2015–16
Physical Education (English and French)	K	2015–16
Science (English and French)	K	2015–16
Fine Arts (English and French)	K	2015–16
Science (English and French)	K–3	2015–16
Science (English and French)	4–6	2016–17
Health and Life Skills (English and French)	K–6	2015–16
Physical Education (English and French)	K–6	2015–16
Art (English and French)	K–6	2015–16
Drama (English and French)	K–6	2015–16
Music (English and French)	K–6	2015–16
Career and Technology Foundations (English and French)	5–6	2013–14
Health and Life Skills (English and French)	7–9	2015–16
Physical Education (English and French)	7–9	2015–16
Career and Technology Foundations (English and French)	7–9	2013–14
Art (English and French)	7–9	2016–17
Drama (English and French)	7–9	2016–17
Music (English and French)	7–9	2016–17
Math 30-1 (English and French)	high school	2012–13
Career and Life Management (English and French)	high school	2014–15

Current schedule for curriculum development — Alberta (continued)

Physical Education 10-20-30 (English and French)	high school	2014–15
Art 10-20-30 (English and French)	high school	2017–18
Art 11-21-31 (English and French)	high school	2017–18
Drama 10-20-30 (English and French)	high school	2017–18
Music: choral, general, instrumental (English and French)	high school	2017–18
Social Sciences 20-30 (English and French)	high school	2014–15

Key contacts: curriculum — Alberta

Name	Position	Phone and e-mail
Debbie Shabelski	Project Manager, Curriculum Redesign Project, Alberta Education	780-427-5897 no e-mail available
Shirley Douglas	Team Leader, Curriculum Standards and Stakeholder Engagement Branch, Alberta Education	780-422-2819 shirley.douglas@gov.ab.ca
Dianne Hauschildt	Logistics and Engagement Coordinator, Curriculum Standards and Stakeholder Engagement Branch, Alberta Education	780-422-3271 dianne.hauschildt@gov.ab.ca

Key contacts: curriculum — Alberta (continued)

François Lizaire	Director, French Language Education Services, Citizenship and Career Pathways, Sciences and Wellness, Alberta Education	780-422-7992 francois.lizaire@gov.ab.ca
Gilbert Guimont	French Language Education Services — Mathematics, Arts and Field Services, Alberta Education	780-422-1036 gilbert.guimont@gov.ab.ca

Part 4: School district processes

Approvals

- School districts and boards have the authority to approve resources.

Submitting resources

- Contact each board or district for details on how to submit resources for review.

Purchasing

- Decisions about purchasing are generally made school by school.

Key contacts: school districts — Alberta

Anglophone School Districts — Alberta, public and separate

Black Gold Regional Schools

Norman Yanitski	Superintendent	norman.yanitski@blackgold.ca 780-955-6026
Stuart Evans	Deputy Superintendent	stuart.evans@blackgold.ca 780-955-6032
Dianne Butler	Director of Student Services	dianne.butler@blackgold.ca 780-955-6037

Calgary Catholic

Richard Svoboda	Supervisor Diverse Learning (Aboriginal Education)	richard.svoboda@cssd.ab.ca (403) 500-2403
Rhonda Elser	Consultant FNMI	rhonda.elser@cssd.ab.ca (403) 500-2685
Gary Strother	Superintendent	gary.strother@cssd.ab.ca (403) 500-2000

Calgary Board of Education

Naomi Johnson	Chief Superintendent	ChiefSuperintendent@cbe.ab.ca (403) 817-7900
Chris Scout	Specialist Aboriginal Education	cfscout@bce.ab.ca (403) 817-7620
Sheila McLeod	Director Language Programs	smmcleod@cbe.ab.ca (403) 817-7716

Chinook's Edge School Division

Kurt Sacher	Superintendent of Schools	ksacher@chinooksedge.ab.ca (403) 227-7070 1-800-561-9229
Wanda Christensen	Assistant Superintendent Student services	wchristensen@chinooksedge.ab.ca (403) 227-7070 1-800-561-9229
Lissa Steele	Associate Superintendent Learning services	lsteel@chinooksedge.ab.ca (403) 227-7070 1-800-561-9229

Edmonton Catholic

Joan Carr	Superintendent	joan.carr@ecsd.net (780) 441-6002
Boris Radyo	Assistant Superintendent Educational Planning	boris.radyo@ecsd.net (780) 441-6006
Brenda Willis	Assistant Superintendent Learning Support Services	brenda.willis@ecsd.net
Rick Dombrosky	Assistant Superintendent Aboriginal Education	dombroskyr@ecsd.net (780) 944-2000 x333

Edmonton Public

Ingrid Tenkate	Consultant	Ingrid.Tenkate@epsb.ca (780) 498-8791
Lorna L'Hirondelle	Consultant	Lorna.LHirondelle@epsb.ca (780) 429-8233
Edgar Schmidt	Superintendent	edgar.schmidt@epsb.ca (780) 429-8010
Corrie Ziegler	Director	138iegle.ziegler@epsb.ca (780) 498-8766
Janice Aubry	Supervisor	janice.aubry@epsb.ca (780) 498-8777
	Language Programs	

Elk Island Catholic Schools

Michael Hauptman	Superintendent of Schools	michaelh@eics.ab.ca (780) 449-6444
Maureen Duguay	Assistant Superintendent	maureend@eics.ab.ca (780) 449-6468
	Instructional services	
Eric Boudreau	Director	ericb@eics.ab.ca (780) 449-6484
	Technology services	
Robert Simonowits	Assistant Superintendent	roberts@eics.ab.ca (780) 449-6440
	Student services	

Elk Island Public

Bruce Beliveau	Superintendent	bruce.beliveau@eips.ca 780-417-8203
Lori Mandrusiak	Director	lori.mandrusiak@eips.ca 780-417-8220
	Education	

Lethbridge School District No. 51

Barry Litun	Superintendent of Schools	barry.litun@lethsd.ab.ca (403) 380-5301
Don Groft	District Administrator	don.groft@lethsd.ab.ca (403) 380-5323
Wendy Fox	Associate Superintendent	wendy.fox@lethsd.ab.ca (403) 380-5318
	Instruction	
John Loree	Director of Curriculum	john.loree@lethsd.ab.ca (403) 380-5313

Lethbridge School District No. 51 (continued)

Cynthia Parr	Director of Student Services	cynthia.parr@lethsd.ab.ca (403) 380-5314
Ira Provost	First Nations, Metis, Inuit Coordinator	ira.provost@lethsd.ab.ca (403) 380-5316
Susie Chambers	French Language Lead Teacher	susie.chambers@lethsd.ab.ca (403) 380-5381

Parkland School Division No. 70

Tim Monds	Superintendent of Schools	TMonds@psd70.ab.ca (780) 963-8404 1-800-282-3997
Kelly Wilkins	Deputy Superintendent	KDWilkins@psd70.ab.ca (780) 963-8404 1-800-282-3997

Red Deer Catholic Regional Schools

V. Paul Mason	Superintendent of Schools	pmason@rdcrd.ab.ca (403) 343-1055
Dr. Lynne Paradis	Association Superintendent Learning services	lparadis@rdcrd.ab.ca (403) 343-1055
Kathleen Finnigan	Associate Superintendent Student services	info@rdcrd.ab.ca (403) 343-1055

Red Deer Public Schools

Pieter Langstraat	Superintendent of Schools	plangstraat@rdpsd.ab.ca (403) 342-3710
Stu Henry	Deputy Superintendent	info@rdpsd.ab.ca (403) 342-3741
Ron Eberts	Assistant Superintendent Learning services	info@rdpsd.ab.ca (403) 342-3700
Suzanne Bleaken	Curriculum Leader FNMI services	info@rdpsd.ab.ca (403) 347-1165
Christine Chappell	Curriculum Leader Science	info@rdpsd.ab.ca (403) 343-1405

Red Deer Public Schools (continued)

Sally Frazer	Curriculum Leader	info@rdpsd.ab.ca
	Language arts	(403) 342-3736
Rafaela Marques	Curriculum Leader	info@rdpsd.ab.ca
	Social studies	(403) 357-3995
Rene Vandervlis	Curriculum Leader	info@rdpsd.ab.ca
	Mathematics	(403) 343-1405

Rockyview Public

Greg Bass	Superintendent	gbass@rockyview.ab.ca
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St. Albert Protestant Schools

Barry Wowk	Superintendent of Schools	wowkb@spschools.org
		(780) 460-3712
Doug McDavid	Deputy Superintendent	doug.mcdavid@spschools.org
		(780) 460-3712
Glenys Edwards	Associate Superintendent	glenys.edwards@spschools.org
	Planning and Instruction	(780) 460-3712
Krimsen Sumners	Director	sumnersk@spschools.org
	Student services	(780) 460-3712
Lois Gluck	Supervisor	gluckl@spschools.org
	Curricular services K-12	(780) 460-3712
Marteen Lindstrom	French Immersion Coordinator	marteen.lindstrom@spschools.org
		(780) 460-3712

Conseils scolaires (Cs) francophones — Alberta, all**Conseil scolaire (Cs) Centre-Est**

Marc Dumont	Directeur général	(780) 645-3888
Josée Verreault	Directrice générale adjointe	(780) 645-3888

Cs Centre-Nord

Henri Lemire	Directeur général	hlemire@centrenord.ab.ca (780) 468-6440 1-800-248-6886
Nicole Bugeaud	Directrice générale adjointe	nbugeaud@centrenord.ab.ca (780) 468-6440 1-800-248-6886

Cs du Nord-Ouest No. 1

Marcel Lizotte	Directeur général	marcellizotte@csno.ab.ca (780) 624-8855
Linda Arsenault	Conseillère pédagogique	lindaarsenault@csno.ab.ca (780) 624-8855

Cs du Sud de l'Alberta

Jacqueline Lessard*	Directrice générale	jacqueline.lessard@csud.ca (403) 686-6998
Daniel Therrien	Directeur général adjoint services éducatifs	daniel.therrien@csud.ca (403) 686-6998
Christian Roux	Directeur services éducatifs	christian.roux@csud.ca (403) 686-6998

*also listed as Directrice générale for Cs catholique et francophone du Sud de l'Alberta

Cs catholique et francophone du Sud de l'Alberta

Jacqueline Lessard*	Directrice générale	Jacqueline.lessard@csud.ca (403) 685-9881
Lyne Bacon	Conseillère pédagogique Services éducatifs	Lyne.bacon@csud.ca (403) 685-9881

*also listed as Directrice générale for Cs du Sud de l'Alberta

Manitoba

Part 1: K-12 statistics

NOTE: budget information comes from “Financial Reporting and Accounting in Manitoba Education (FRAME) 2011–2012” (http://www.edu.gov.mb.ca/k12/finance/frame_report/2011-12_frame_budget.pdf).

Student population, 2011	Total: 198,100 By grade: <ul style="list-style-type: none">• K–4: 69,242• 5–8: 58,053• 9–12: 66, 947
Total education spending, 2011–12 estimated	\$2.3 billion
Spending on learning resources	\$10,927,436 on “curricular and media materials” for “regular instruction” <ul style="list-style-type: none">• This equals 0.6% of total operating budget.

School districts

School Districts with more than 10,000 students (of 41 total)

Winnipeg	33,481
River East Transcona	16,322
Louis Riel	14,269
Pembina Trails	12,684
Seven Oaks	10,534
DSFM (French)	4,952

Part 2: Learning resources: official processes for development, approvals and purchasing

Development

Key organizations:

- Manitoba Education.
- Schools — Can create their own courses, possibly with online or print resources.

Process:

- The strategy of the Manitoba Education is not to develop (commission) resources, but to evaluate and authorize resources.
- Manitoba does develop web-based courses in-house with the input of Manitoba teachers. Electronic copies of these courses are provided to Manitoba teachers at no charge. Teachers then customize the courses to meet the needs of their students. Schools decide which courses they will offer using web-based delivery, and students must register for courses through their local school.
- Manitoba is an active member of the Western and Northern Canadian Protocol, and the ministry lists some staff as responsible for WNCP matters. (See the contact list, below.) The WNCP coordinates some curriculum and resource development among Canada's territories and western provinces.

Approvals

NOTE: Quotes are from "Learning Resources Review Processes" at <http://www.edu.gov.mb.ca/k12/learnres/index.html>.

Key organizations:

- Manitoba Education — Reviews resources (core and supplementary) and lists recommended resources in "annotated bibliographies."

Process:

- Manitoba Education issues CFRs.
- "Manitoba Education evaluates and selects learning resources using curriculum fit, instructional design, technical design and social considerations evaluation instruments under the review process outlined in *The Learning Resources Evaluation Process, September 2005*. Teams of teacher-evaluators nominated from Manitoba schools examine publishers' submissions, evaluate learning resources and make recommendations regarding the suitability of resources for Manitoba classrooms. The selected titles are collected into subject specific annotated bibliographies."
- Manitoba Education identifies two kinds of review processes: "time

specific” and “continuous submission,” as described below.

- Time specific: “to update *Manitoba Recommended* learning resource collections already established for existing, new, and revised curricula” (“Learning Resources, Manitoba Calls” at <http://www.edu.gov.mb.ca/k12/learnres/mbcalls/index.html>).
- Continuous submission: “complements time specific calls for learning resources by refreshing the learning resources collections on an ongoing basis. Learning resources submitted through continuous submission will be evaluated as time permits. Allow up to 6 to 8 months for notification of results” (“Learning Resources, Manitoba Calls” at <http://www.edu.gov.mb.ca/k12/learnres/mbcalls/index.html>).

Purchasing

NOTE: Quotes are from “Learning Resources Review Processes” at <http://www.edu.gov.mb.ca/k12/learnres/index.html>.

Key organizations:

- Manitoba Textbook Bureau (MTBB) — Offers all recommended resources, and other resources, for sale to Manitoba schools.

Process:

- Recommended resources are “available for sale through the Manitoba Text Book Bureau (MTBB). Recommended resources are identified in the MTBB Catalogue with a designation code and can be ordered online.”
- Financial incentives: Manitoba Education puts \$30 per student on deposit at the MTBB for schools and school divisions to buy resources.
- “School divisions and schools are responsible for selecting learning resources appropriate for local use.”

Special processes for Aboriginal resources

- Manitoba Education works with the Aboriginal Education Directorate, an interdepartmental agency on Aboriginal education and employment.

Special processes for Francophone resources

- Manitoba Education delivers programming and resources for Francophone students in parallel with its Anglophone system. It has a Bureau de l'éducation française, which coordinates this.

Special processes for digital resources

- Manitoba Education has a consultant for e-learning resources, and a consultant for alternate-format textbooks, both listed below in the table of contacts.
- Manitoba Education aims to have information and communication technology infused throughout its curriculum.

Special processes for subject areas or grades

- Unable to obtain these details.

Key contacts: learning resources development, approvals, purchasing — Manitoba

Name	Position	Phone and e-mail
Aileen Najdich	Assistant Deputy Minister, School Programs Division, Manitoba Education	204-945-7935 ailenn.najdich@gov.mb.ca Notes: WNCP contact (English)

Key contacts: learning resources development, approvals, purchasing — Manitoba (continued)

Donald Girouard	Distance Learning Consultant (Web-Based), Manitoba Education	204-325-1718 146ichau.girouard@gov.mb.ca Notes: distance learning (English)
Donna Passey	Learning Resources Coordinator, Manitoba Education	204-945-7620 donna.passey@gov.mb.ca Notes: learning resources (English)
Jean-Vianney Auclair	Sous-ministre adjoint, Division du Bureau de l'éducation française, Manitoba Education	204-945-6928 jean-vianney.auclair@gov.mb.ca Notes: WNCP contact (French)
Gilbert Michaud	Directeur – Direction du développement et de l'implantation des programmes, Manitoba Education	204-945-6028 gilbert.michaud@gov.mb.ca Notes: WNCP (French) distance learning (French)

Key contacts: learning resources development, approvals, purchasing — Manitoba (continued)

Lynette Chartier	Directrice – Ressources éducatives françaises, Manitoba Education	204-945-0092 lynette.chartier@gov.mb.ca Notes: learning resources (French)
Helen Robinson-Settee	Director, Aboriginal Education Directorate	204-948-2010 helen.settee@gov.mb.ca Notes: An acting director is also listed: Dino Altieri 204-945-2010 dino.altieri@gov.mb.ca
Ani Granson	Production of Alternate Format Textbooks and Assessments	204-945-5266 ani.granson@gov.mb.ca Notes: digital resources
John Finch	Consultant, K-12 eLearning Resources	204-945-0151 john.finch@gov.mb.ca Notes: digital resources
Brenda McKinney	Chief Operating Officer, Manitoba Textbook Bureau	204-483-5035 brenda.mckinney@gov.mb.ca

Part 3: Curriculum development

Development process

Key organizations:

- Instruction, Curriculum and Assessment Branch, Manitoba Education.

Process:

NOTE: quotations are from “Curriculum Development Process” at <http://www.edu.gov.mb.ca/k12/cur/process.html>.

- Manitoba Education continually updates curricula: “Project leaders/specialists will be responsible for working with various educational partners to identify and develop required upgrades. These will be distributed to the field as replacement pages or new insert pages upon departmental approval.”
- At the same time, “the provincial curriculum is undergoing significant changes to ensure relevant educational content in all subject areas.”
- Curriculum development involves Aboriginal, Anglophone and Francophone contributions.

Coordination with learning-resources development:

- “Review panels” give feedback on draft curricula (prepared by “curriculum development teams,” composed of educators). The review panels, however, do not include publishers.
- Manitoba is also an active member of the Western and Northern Canadian Protocol, which coordinates some curriculum and resource development among Canada’s territories and western provinces.

Current schedule for curriculum development:

- No plans for curriculum development available.

Key contacts: curriculum — Manitoba

Name	Position	Phone and e-mail
Darryl Gervais	Director, Instruction, Curriculum and Assessment Branch, Manitoba Education	204-945-0294 darryl.gervais@gov.mb.ca
Gilbert Michaud	Directeur, Direction de developpement et de l'implantation des programmes, Manitoba Education	204-945-6028 gilbert.michaud@gov.mb.ca Notes: • WNCP (French) • distance learning (French)
Greg Pruden	Consultant, Aboriginal Perspectives, Curriculum Support, Manitoba Education	204-945-6699 greg.pruden@gov.mb.ca

Part 4: School district processes

Approvals

- Schools and districts generally rely on provincial approval processes, although exceptions are possible.

Submitting resources

- Contact subject-area consultants within each district for details on whether and how to submit resources for review.

Purchasing

- Purchasing decisions are generally made school by school, although school districts sometimes make bulk purchases of resources to obtain a better price.

Key contacts: school districts — Manitoba

Louis Riel DS

Reid Hartry	Supervisor	(204) 257-7827 x300
	Aboriginal Education	
Terry D. Borys	Superintendent	(204) 257-7827

River East Transcona

Kelly Barkman	Superintendent	kbarkman@retsd.mb.ca (204) 667-7130
Joan Trubyk	Assistant Superintendent	jtrubyk@retsd.mb.ca
	Student Services	204.667.7130
Keith Morrisson	Assistant Superintendent	kmorrisson@retsd.mb.ca 204.667.7130
Jason Drysdale	Assistant Superintendent	jdrysdale@retsd.mb.ca 204.667.7130
Barb Isaak	Assistant Superintendent	bisaak@retsd.mb.ca 204.667.7130

Winnipeg 1

Val Georges	Director	vgeorges@wds1.org (204) 788-0203
	Aboriginal Education	
Jan Zamparutti	Director	jzamparutti@wds1.org
	Education Technology	(204) 775-0231
Pauline Clarke	Chief Superintendent	pclarke@wds1.org (204) 775-0231

Winnipeg 1 (continued)

Julie Smerchanski	Director Assessment and Instructional Support Services	jsmerchanski@wsd1.org (204) 775-0231
Celia Caetano-Gome	Superintendent of Schools Central	cgomes@wsd1.org (204) 775-0231
Karin Seiler	Superintendent of Schools Inner-City	kseiler@wsd1.org (204) 775-0231
Dushant Persaud	Superintendent of Schools North	dpersaud@wsd1.org (204) 775-0231
Robert Chartrand	Superintendent of Schools South	rchartrand@wsd1.org (204) 775-0231

Saskatchewan

Part 1: K-12 statistics

Student population K-12, 2011–12	165,893
Total education spending, estimate 2011–12	\$1.4 billion
Spending on learning resources	Unable to acquire this information.

School districts

School Districts with more than 10,000 students (of 27 total).

Saskatoon Public	21,300
Regina Public	20,000
Saskatoon Catholic (St. Paul's)	15,000
Regina Catholic	10,000

Part 2: Learning resources: official processes for development, approvals and purchasing

Development

Key organizations:

- Saskatchewan Ministry of Education — Develops “curriculum-related learning resources to complement those areas of study that are not supported adequately by commercially produced materials” when “the need is pressing and sufficient funding is available.” (“Learning Resource Evaluation Guidelines” at <http://education.gov.sk.ca/learning-resource-evaluation-guidelines>.) It is not clear which parts of the ministry would develop resources, and the ministry is currently restructuring. The process would probably involve the new Student Support and Achievement Branch, possibly its new Instruction unit.
- The ministry has posted online courses. These are textbook-like in format, and probably done in-house.

Process:

- The general strategy of the Saskatchewan Ministry of Education is not to develop (commission) resources, but to evaluate and authorize resources.
- It is unclear what processes are in place for developing ministry-initiated learning resources.
- Saskatchewan is an active member of the Western and Northern Canadian Protocol (WNCP). The WNCP coordinates some curriculum and resource development among Canada's territories and western provinces.

Approvals

Key organizations:

- Saskatchewan Ministry of Education — Reviews and recommends resources (core and supplementary). It is not clear which part of the ministry does this, particularly because the ministry is restructuring. It probably happens under the new Student Support and Achievement Branch, possibly through its Instruction unit.

Process:

- Teams of educators, ministry consultants or content specialists review resources and recommend those that meet Saskatchewan criteria.
- The Saskatchewan Ministry of Education creates annotated lists of recommended resources.

Purchasing

Key organizations:

- Schools.

Process:

- Schools buy directly from publishers or distributors.
- Saskatchewan Ministry of Education policy does not require schools to buy recommended resources.
- There are no incentives for buying recommended resources.

Special processes for Aboriginal resources

- The Saskatchewan Ministry of Education used to have a First Nations, Métis and Community Education Branch, but that is gone under the ministry's current restructuring. The ministry has not yet determined what will replace it.
- Joint Task Force on First Nations and Métis Education and Employment, established in May 2011, "will consult widely on and off reserve throughout

the province to help identify practical, grass-roots solutions for eliminating the current gaps in education and employment outcomes for First Nations and Métis people in Saskatchewan” (<http://www.aeei.gov.sk.ca/joint-task-force>). The task force will complete its report in fall 2012.

Special processes for Francophone resources

- The Canada-Saskatchewan Agreement on Minority Language Education and Second Official Language Instruction 2009–2013 has funds of up to \$26,930,176.
- Some of these funds are earmarked for development of resources specifically (i.e., not for the purchase of resources). Exceptions: the fund can be used to purchase start-up resources to implement intensive French programs, and to purchase a limited number of resources for evaluation.
- It is not clear what part of the restructured ministry of education will have responsibility for this agreement. A decision is pending from the deputy minister.

Special processes for digital resources

- Digital resources are approved the same way as print resources.

Special processes for subject areas or grades

- Unable to acquire this information.

**Key contacts: learning resources development, approvals,
purchasing — Saskatchewan**

Name	Position	Phone and e-mail
Cheryl Senecal	Deputy Minister, Saskatchewan Ministry of Education (MOE)	306-787-2471 cheryl.senecal@gov.sk.ca Notes: Included for information on ministry restructuring, such as contacts for Aboriginal education
Ted Warawa	A/Assistant Deputy Minister, Saskatchewan MOE	306-787-6056 ted.warawa@gov.sk.ca Notes: Included for information on ministry restructuring
Greg Miller	Assistant Deputy Minister, Saskatchewan MOE	306-787-3222 greg.miller2@gov.sk.ca Notes: Included for information on ministry restructuring, such as contacts for Aboriginal education
Simone Gareau	Executive Director, Student Support and Achievement Branch, Saskatchewan MOE	306-787-5632 Simone.Gareau@gov.sk.ca

**Key contacts: learning resources development, approvals, purchasing —
Saskatchewan (continued)**

Paula Badger	Executive Coordinator, Student Support and Achievement Branch, Saskatchewan MOE	306-787-6000
Corey Hadden	Director, Instruction, Student Support and Achievement Branch, Saskatchewan MOE	306-787-9448 corey.hadden@gov.sk.ca
Edith Nagy	Joint Task Force on Aboriginal Education and Employment	306-787-8246 edith.nagy@gov.sk.ca

Part 3: Curriculum development

Development process

Key organizations:

- Curriculum Unit, Student Support and Achievement Branch, Saskatchewan Ministry of Education — This newly created branch has subject-area consultants listed in English and French, and positions specifically listed for official languages programs and Fransaskois education. Some of these positions are currently vacant (e.g., Fransaskois education). There are no Aboriginal specialists currently listed. The ministry has yet to determine how it will integrate Aboriginal specialists in its restructuring.

Process:

- Saskatchewan Ministry of Education reviews curriculum on a regular basis, and this may or may not result in changes requiring new resources.

Coordination with learning-resources development:

- The curriculum-development schedule has three phases: design, introduction and implementation. The description of the “introduction” phase says: “transition year: provides time to plan for resources and to analyze how current practice addresses renewed curriculum outcomes.”

- Saskatchewan is also an active member of the Western and Northern Canadian Protocol (WNCP), which coordinates some curriculum and resource development among Canada's territories and western provinces.

Current schedule for curriculum development — Saskatchewan

Subject	Grade	Schedule
Band	10, 20, 30	design: 2012–13, 2013–14
Career and Work Exploration	10, 20 A30, B30	design: 2012–13 introduction: 2013–14
Choral	10, 20, 30	design: 2012–13, 2013–14
Drama	10, 20, 30	design: 2012–13, 2013–14
Earth Science	20	design: 2012–13
Environmental Science	20	design: 2012–13
Food Studies	10, 30	design: 2012–13 introduction: 2013–14
Health Science	20	design: 2012–13
History	10	design: 2012–13 introduction: 2013–14
Indigenous Studies	10	design: 2012–13 introduction: 2013–14
Information Processing	10, 20, 30	design: 2012–13 introduction: 2013–14
Life Transitions	20, 30	design: 2012–13 introduction: 2013–14
Media Studies	20	design: 2012–13 introduction: 2013–14
Music	10, 20, 30	design: 2012–13 introduction: 2013–14
Physical Education	30	design: 2012–13 introduction: 2013–14

Current schedule for curriculum development — Saskatchewan (continued)

Science	20	design: 2012–13
Social Studies	10	design: 2012–13 introduction: 2013–14
Studio Art Portfolio	20, 30	design: 2012–13 introduction: 2013–14
Clothing, Textiles and Fashion	10, 30	introduction: 2012–13
ELA	A30, B30	introduction: 2012–13
Electrical	20, 30	introduction: 2012–13
Electrical and Electronics	10	introduction: 2012–13
Electronics	20, 30	introduction: 2012–13
Physical Education	20	introduction: 2012–13
Visual Art	10, 20, 30	introduction: 2012–13
Vocal Jazz	10, 20, 30	introduction: 2012–13
Biology	30	design: 2013–14
Chemistry	30	design: 2013–14
Commercial Cooking	10, 20, 30	design: 2013–14
Creative Writing	20	design: 2013–14
Design Studies	10, 20, 30	design: 2013–14
History 20	20	design: 2013–14
Indigenous Studies	20	design: 2013–14
Physics	30	design: 2013–14
Social Studies	20	design: 2013–14
Tourism	20, 30	design: 2013–14

Key contacts: curriculum — Saskatchewan

Name	Position	Phone and e-mail
Lucie Anderson	Director, Curriculum Unit, Student Support and Achievement Branch, Saskatchewan Ministry of Education	306-787-6089 Lucie.Anderson@gov.sk.ca
Hali Burt	Coordinator, Official Languages Programs, Curriculum Unit	306-787-6048 hali.burt@gov.sk.ca

Part 4: School district processes

Approvals

- School districts do not have to use provincially recommended resources, but many do.
- They have internal evaluation and piloting processes for resources that are not provincially recommended, coordinated by the curriculum or program specialist within the district.
- Some districts have departments devoted to technology, and these review and pilot digital resources.

Submitting resources

- Publishers should contact the program-area specialist in a district to introduce a resource and request further discussion.

Purchasing

- Some districts have central purchasing.

Key contacts: school districts — Saskatchewan

Regina Catholic

Rob Currie	Director of Education	r.currie@rcs.sk.ca (306) 791-7200
Ray Pitre	Superintendent of Education Curriculum services	r.pitre@rcs.sk.ca (306) 791-7200
Janet Chabot	Assistant Superintendent French Immersion Schools	j.chabot@rcs.sk.ca (306) 791-7200

Regina Public

Julie MacCrae	Director of Education	julie.macrae@rbe.sk.ca 306.523.300
Mike Walter	Deputy Director of Education Instructions and School Services	mike.walter@rbe.sk.ca 306.523.3012
Wilfred Burton	Coordinator Literacy and Arts	wilfred.burton@rbe.sk.ca 306.523.3117
Calvin Racette	Coordinator Aboriginal Education	calvin.racette@rbe.sk.ca 306.523.3138
Linda Mitchell	Coordinator Continuous Improvement (FSL)	linda.mitchell@rbe.sk.ca 306 523-3118

Saskatoon Catholic (St. Paul's)

Beverly Hanson	Director of Education	bhanson@gscs.sk.ca (306) 659-7001
Ron Sirois	Coordinator French Programs	rsirois@gscs.sk.ca (306) 659-7004
John McAuliffe	Superintendent of Education	jmcauliffe@gscs.sk.ca (306) 659-7044
Darryl Bazylak	Superintendent of Education	dbazylak@gscs.sk.ca (306) 659-7040
Joanne Weninger	Superintendent of Education	jweninger@gscs.sk.ca (306) 659-7041
Gord Martell	Superintendent of Education	gmartell@gscs.sk.ca (306) 659-7056

Saskatoon Catholic (St. Paul's) (continued)

Greg Chatlain	Superintendent of Education	gchatlain@gscs.sk.ca (306) 659-7090
George Charpentier	Coordinator Arts Education	gcharpentier@gscs.sk.ca (306) 659-7076
Marlene McKay	Coordinator FNMI	mmckay@gscs.sk.ca (306) 659-7073

Saskatoon Public

George Rathwell	Director of Education	rathwellg@spsd.sk.ca (306) 683-8227
Avon Whittles	Deputy Director of Education Literacy for Life	whittlesa@spsd.sk.ca (306) 683-8227
Barry MacDougall	Superintendent of Education Secondary Program	macdougallb@spsd.sk.ca (306) 683-8227
Patricia Prowes	Superintendent of Education Aboriginal Education	prowesp@spsd.sk.ca (306) 683-8227
Shane Skjerven	Superintendent of Education Elementary Program	skjervens@spsd.sk.ca (306) 683-8227

Nova Scotia

Part 1: K-12 statistics

Student population, 2010–11	Total: 128,131 • Acadian and Francophone: 4,634 By grade: • K–6: 89,840 • 7–9: 41,016 • 10–12: 47,089
Total education spending, 2010–11	\$1.0 billion
Spending on learning resources	Unable to acquire this information.
Top 5 school districts by student population, 2010–11	Halifax: 50,370 Chignecto-Central: 21,994 Cape Breton-Victoria: 15,084 Annapolis Valley: 14,496 South Shore: 7, 334
French School District (1)	Conseil scolaire acadien provincial: 4,415

Part 2: Learning resources: official processes for development, approvals and purchasing

Development

NOTE: Quotations are from the site for Public Schools Branch at <http://www.ednet.ns.ca/publicschools.shtml>.

Key organizations:

- The Nova Scotia (NS) Department of Education has several units involved in developing learning resources: African-Canadian Services Office, English Program Services, Learning Resources and Technology Services, Nova Scotia Virtual School, the Mi'kmaq Liaison Office, and French Second Language Program Services.

- African-Canadian Services Office — “Develops, promotes and delivers programs, resources and services for African Nova Scotian students, at all levels of education.”

- English Program Services — “Designs, develops, pilots, implements and evaluates all programs and courses for public schools, grades primary-12, except for French first language and French second language programs, as well as a range of student and teaching resources to support program implementation.”
- Learning Resources and Technology Services — Among other things, this branch “provides video, computer and multimedia resources to public schools.” It also runs the Nova Scotia Virtual School, which offers online courses.
- Mi’kmaq Liaison Office — See under “special processes for Aboriginal resources,” below.
- French Second Language Program Services — See under “special processes for Francophone resources,” below.

Process:

- Nova Scotia is part of CAMET/CAMEF (Council of Atlantic Ministers of Education and Training/Conseil atlantique des ministères de l’éducation et de la formation). CAMET coordinates curriculum and resource development among the Atlantic provinces.
- The general official strategy of the NS Department of Education is not to develop (commission) resources, but to evaluate and authorize resources. The department is also involved, however, in ad-hoc resource development, as described above.

Approvals

Key organizations:

- English Program Services, NS Department of Education.
- French Second Language Program Services, NS Department of Education.
- Acadian and French Language Services, NS Department of Education.

Process:

- English Program Services, French Second Language Program Services, and Acadian and French Language Services evaluate resources and list them in *Authorized Learning Resources*.
- Usually, a single resource is selected and approved for each core subject area.
- *Authorized Learning Resources* includes core and supplementary resources.

Purchasing

NOTE: Quotations are from the NSSBB site at <https://edapps.ednet.ns.ca/nssbb/information.asp#allocation>

Key organizations:

- NS Department of Education.
- School boards and schools.
- Nova Scotia School Book Bureau (NSSBB).

Process:

- Schools normally purchase resources, but the NS Department of Education occasionally buys centrally for the entire province.
- The NSSBB has a “credit allocation” for learning resources, which “is established yearly upon approval of Cabinet for each school board. It represents a dollar commitment for learning resources to support the curriculum, and the calculation is based on a per student amount and actual school board enrolments. There is no provision for the carry-over of credit allocation from one fiscal year to the next.”
- “Up to 50% of each school board's credit allocation will be targeted for directed purchase by the Department of Education.”
- “The remaining 50% of the credit allocation for each school board can be accessed by individual schools/boards to make purchases of learning resources in support of school board and/or school priorities. Authorized learning resources will be purchased from the NSSBB using online ordering.”
- “Up to 5% of the credit allocation for each school board may be used to purchase eligible learning resources not included in Authorized Learning Resources, at the discretion and authorization of the school principal. Authorization for the 5% allocation is made according to the policies and procedures specified by the Department in this document.”

Special processes for Aboriginal resources

NOTE: Quotations are from the site for Public Schools Branch at <http://www.ednet.ns.ca/publicschools.shtml>

- The Mi'kmaq Liaison Office in the Department of Education “works with MK to provide services to teachers and administrators in band-operated schools, and with the branch through professional development and curriculum and resource development to promote the inclusion of Mi'kmaq content and perspectives in the Public School Program.”

Special processes for Francophone resources

NOTE: Quotations are from the site for Public Schools Branch at <http://www.ednet.ns.ca/publicschools.shtml>

- French Second Language Program Services within the NS Department of Education “develops, evaluates, recommends, and provides support materials for French second language programs” and also “develops and manages on-line courses” (Public Schools Branch site at <http://www.ednet.ns.ca/publicschools.shtml>).
- Acadian and French Language Services within the NS Department of Education is “responsible for the co-ordination of all French first language services,” and for federal-provincial funding agreements for French first language and FSL students (Acadian and French Languages Services site at <http://www.ednet.ns.ca/afls.shtml>).

Special processes for digital resources

NOTE: Quotations are from the site for Public Schools Branch at <http://www.ednet.ns.ca/publicschools.shtml>

- The Public Schools Branch of the NS Department of Education “evaluates and provides print and technological learning resources, and advises school boards on the effective use of information and communications technology (ICT) and non-print media in support of learning.”

Special processes for subject areas or grades

NOTE: Quotations are from the site for Public Schools Branch at <http://www.ednet.ns.ca/publicschools.shtml>

- The Public Schools Branch of the NS Department of Education “provides resources for special education, comprehensive guidance and counseling, multi-cultural education.”
- It also “offers English first and second language programs, French second language programs, and courses in other languages including Gaelic, Mi'kmaq, and others.”

**Key contacts: learning resources development, approvals,
purchasing — Nova Scotia**

Name	Position	Phone and e-mail
Alan Lowe	Senior Executive Director, Public Schools Division, Nova Scotia Department of Education (NS DOE)	424-5829 lowead@gov.ns.ca
Patrick Kakembo Paul Ash	African-Canadian Services Office, NS DOE	(902) 424-3151 KAKEMBPN@gov.ns.ca ASHPS@gov.ns.ca
Ann Blackwood	English Program Services, NS DOE	(902) 424-5745 BLACKWAA@gov.ns.ca
Sue Taylor-Foley	Director, Learning Resources and Technology Services, NS DOE	902-424-2461 taylosef@gov.ns.ca Notes: For information on digital-resource development and NS Virtual School
Michael Isaac Candy Palmeter	Mi'kmaq Liaison Office, NS DOE	902-424-3428 ISAACMJ@gov.ns.ca Palmatcj@gov.ns.ca
Gerard Félix	Director, French Second Language Program Services, NS DOE	902-424-6646 felixga@gov.ns.ca
Jacqueline Levert	Senior Executive Director, Acadian and French Language Services, NS DOE	902-424-6097 levertjx@gov.ns.ca

Key contacts: learning resources development, approvals, purchasing — Nova Scotia (continued)

NSSBB	Nova Scotia School Book Bureau	nssbb@gov.ns.ca
Rhéal Poirier	CAMET/CAMEF	rpoirier@cap-cpma.ca

Part 3: Curriculum development

Development process

Key organizations:

- English Program Services, NS Department of Education.
- Diversity, Equity and Special Projects Office, NS Department of Education — “Supports the development and implementation of curriculum and evaluations emphasizing non-discriminatory practices, resources, and the inclusion of diverse perspectives” (<http://www.ednet.ns.ca/publicschools.shtml>).
- Acadian and French Language Services — “Approves curriculum development for French first language education” (<http://www.ednet.ns.ca/afls.shtml>).

Process:

- Nova Scotia is part of CAMET/CAMEF (Council of Atlantic Ministers of Education and Training/Conseil atlantique des ministères de l'éducation et de la formation), which coordinates curriculum and resource development among the Atlantic provinces. CAMET now looks to the WNCP (Western and Northern Canadian Protocol) for math curricula.

Coordination with learning-resources development:

- Some coordination happens through CAMET/CAMEF.
- Some coordination also happens on an irregular basis through the Atlantic Provinces Association of Library, Media and Educational Representatives (APALMER).

Current schedule for curriculum development

- Unable to acquire this information.

Key contacts: curriculum — Nova Scotia

Name	Position	Phone and e-mail
Ann Blackwood	English Program Services, NS DOE	902-424-8945 no email provided
Lorraine Smith-Collins	Director, Diversity, Equity and Special Projects Office, NS DOE	902-722-1405 smithcla@gov.ns.ca
Michel Comeau	Director of Educational Services, Conseil scolaire acadien provincial	902-769-5474 comeaum@csap.ednet.ns.ca
Rhéal Poirier	CAMET/CAMEF	rpoirier@cap-cpma.ca

Part 4: School district processes

Approvals

- School districts generally rely on approval processes at the provincial level, but they have some leeway to make resource choices outside provincially approved resources.
- School-district consultants are always looking for resources that might meet the curriculum and their particular needs.

Submitting resources

- Publishers should contact subject-area consultants or directors of programs to assess interest and work out details.

Purchasing

- Most school districts purchase through the Nova Scotia School Book Bureau (NSSBB).
- Some purchasing can also happen through the recommendation of district-level consultants.

Key contacts: school districts — Nova Scotia

Annapolis Valley

Margo Trait	Superintendent	superintendent@avrsb.ca 902-538-4606
David Jones	Director Programs and Student Services	dave.jones@avrsb.ca 902-538-4611
Paul Syme	Consultant Arts Education	psyme@avrsb.ca (902) 670-3070
Nancy Belliveau	Consultant French Programs	nancy.belliveau@avrsb.ca (902) 538-4660

Cape Breton-Victoria

Ambrose White	Superintendent	superintendent@cbvrsb.ca 902-564-8293
John Astephen	Director Programs and Student Services	jastephencbvrsb.ca (902) 562-6480
Cathy MacNeil	Coordinator Program Services (PR – 6)	cmacneil@cbvrsb.ca (902) 562-6485
David Brennick	Coordinator Program Services (7-12)	dbrennick@cbvrsb.ca (902) 562-6490

Chignecto Central

Gary G. Clarke	Superintendent	clarkegg@ccrsb.ca (902) 897-8910
Scott Milner	Director of Education	milners@ccrsb.ca 902-897-8950
Jocelyn Dorrington	Coordinator African Nova Scotian Studies	dorringtonj@ccrsb.ca [902] 897-8991
Velma Leblanc	Coordinator French Programs	dunnvm@ccrsb.ca 902-897-8951
Dunn Patsy Paul-Martin	Coordinator First Nations Cultural Services	martinp@ccrsb.ca [902] 897-8996

Halifax Regional

Carole Olsen	Superintendent	colsen@hrsb.ns.ca (902) 464-2000 x2312
Jerry Thibeau	Facilitator Curriculum Implementation	jthibeau@hrsb.ns.ca 464-2000, ext 2625

Halifax Regional (continued)

Kim Matheson	Coordinator Research, Planning and Programs	kmatheson@hrsbs.ns.ca 464-2000 ext 2003
Nathalie Martel	Consultant French Programs	nmartel@hrsbs.ns.ca
Sheila A. Lucas	Facilitator African Nova Scotian Studies	salucas@hrsbs.ns.ca 464-2000 ext 2572
Kathy Hopkins	Librarian Dartmouth All City Music	khopkins@staff.ednet.ns.ca 435-8464
Donna Gillespie	Consultant Library Services	dgillespie@hrsbs.ns.ca 464-2000 ext 4417
Geoff Cainen	Director Programs	gcainen@hrsbs.ns.ca 464-2000 ext 2567
Lance Bullock	Coordinator Programs and Student Services	lbullock@hrsbs.ns.ca 464-2000 ext 4372

South Shore

Nancy Pynch- Worthylake	Superintendent	Npynch-worthylake@ssrsb.ca (902) 543-2468 1-888-252-2217
Steven Prest	Director Programs and Student Services	sprest@ssrsb.ca (902) 541-3004
Yves Rossignol	Consultant French Second Language	urossign@ssrsb.ca (902) 541-3072
Stephen Jamieson	Consultant Literacy and Technology	sjamieson@ssrsb.ca (902)521-8615
Sherene Sharpe	Consultant Mathematics	ssharpe@ssrsb.ca (902) 541-3076
Barb Cochrane	Consultant Program Support	bcochrane@ssrsb.ca (902) 541-3048
Stephen Johnson	Consultant Race Relations, Cross Cultural Understanding, and Human Rights	sjohnson@ssrsb.ca (902) 541-8227
Mark MacLeod	Coordinator Student Development — Programs	mmacleod@ssrsb.ca (902)541-3044

New Brunswick

Part 1: K-12 statistics

Student population, 2011	Total 102,579 • Francophone 29,455 By grade: • K–6: 50,869 • 7–9: 24,469 • 10–12: 27,048
Total education spending, 2010 actual	\$984 million
Spending on learning resources	Approximate: \$1—\$1.8 million per year
*Top 5 (of 9) school districts by student population, 2010–11 Anglophone	Moncton: 15,680 Fredericton: 12,141 Saint John: 11, 571 Rothesay: 10,042 Woodstock: 7,491
*Top 5 (of 5) school districts by student population, 2010–11 Francophone	Dieppe: 7,854 Tracadie-Sheila: 6,159 Edmunston: 5,803 Richibouctou: 5,134 Campbellton: 4,892

** The government announced in the winter of 2011 that the school districts would be reviewed and reduced to 7 (4 English and 3 French) for Fall 2012.*

Part 2: Learning resources: official processes for development, approvals and purchasing

Development

Key organizations:

NOTE: Quotations are from “Annual Report 2010–2011, Department of Education and Early Childhood Development” at <http://www.gnb.ca/0000/publications/comm/AnnualReport2010-2011.pdf>.

- New Brunswick (NB) Department of Education and Early Childhood Development has two sections possibly involved in learning-resource development: the Curriculum Development and Implementation Branch K-12 (Anglophone) and Programmes d'études et de l'apprentissage (Francophone).

- Curriculum Development and Implementation Branch K-12 —Officially, this branch only reviews and recommends learning resources. The 2010–2011 annual report of the department, however, describes projects where the branch was involved in learning-resources development — e.g., “completed Grade 3 social studies curriculum: *Provincial Identity*. Continued development of the core resources, including the student book and the teachers’ resource.” This branch also has an online-courses unit, an e-learning unit and an office of First Nations, all of which might be involved in commissioning resources or developing them in-house.

- Programmes d'études et de l'apprentissage — The department’s 2010–2011 annual report describes this branch’s responsibilities as “analyzing the instructional resources available on the market and recommending the ones best suited to support the delivery of curricula.” It also describes projects where this unit developed teacher resources and online classroom resources. This branch also has an e-Learning unit, called Portail, and a unit for online courses. Both might be involved in resource development.

Process:

- The resources developed by Programmes d'études et de l'apprentissage are done in-house .

- New Brunswick is part of CAMET/CAMEF (Council of Atlantic Ministers of Education and Training/Conseil atlantique des ministères de l'éducation et de la formation). CAMET coordinates curriculum and resource development among the Atlantic provinces.

Approvals

Key organizations:

- NB Department of Education and Early Childhood Development has two sections that review and recommend learning resources: the Curriculum Development and Implementation Branch K-12 (Anglophone) and Programmes d'études et de l'apprentissage (Francophone).

Process:

- The department identifies learning resources that support New Brunswick curricula. These are posted as an online catalogue on the department’s website. The catalogue lists core (“basic”) and supplementary resources.

Purchasing

Key organizations:

- School districts.
- NB Department of Education and Early Childhood Development, probably through the Curriculum Development and Implementation Branch K-12.

Process:

- Department policy is that school districts order directly from publishers or distributors. It is department policy that schools should buy only department-recommended resources.
- The department also has “contracts of supply” with the New Brunswick Opportunities Network (an NB government-tender site), which it can use for “supplemental reading material and for classroom manipulatives” (“Instructional Resources” at <http://www.gnb.ca/0000/irrp-e.asp>).
- The department’s 2010–2011 annual report mentions purchasing in descriptions of projects by the Curriculum Development Branch — e.g., “Reviewed and supported the purchase and implementation of literacy resources for the English block of Grade 5.” Also: “Provided training and implemented the French language arts curricula, including introductory modules and integrated units, for the new Grade 3 French Immersion Program which began September 2010. Purchased and distributed related resources for teachers and students.”

Special processes for Aboriginal resources

- The Office of First Nations is part of the Anglophone section of the NB Department of Education and Early Childhood Development. It “provides educational program and service support to New Brunswick First Nations students and educators in the public school system and Band-operated schools where and when appropriate...and is responsible for professional development, curriculum, services, resource materials and program management as it applies to First Nations education” (“Annual Report 2010–2011, Department of Education and Early Childhood Development” at <http://www.gnb.ca/0000/publications/comm/AnnualReport2010-2011.pdf>.)

Special processes for Francophone resources

- The Secteur des services éducatifs francophone, with the NB Department of Education and Early Childhood Development, is responsible for delivering New Brunswick’s separate and parallel

Francophone education system. Among other things, the sector is responsible for curriculum development and implementation, and “selection, development, and allocation of resources required for implementation of curricula” (“Annual Report 2010–2011, Department of Education and Early Childhood Development” at <http://www.gnb.ca/0000/publications/comm/AnnualReport2010-2011.pdf>.)

Special processes for digital resources

- The NB Department of Education and Early Childhood Development has units devoted to e-Learning and online courses (Anglophone and Francophone). The processes for sourcing or developing content for these units are unclear.
- New Brunswick is pursuing ways to increase the connectivity of its schools and students. Laptops, for example, are standard classroom equipment in the province.

Special processes for subject areas or grades

- Unable to acquire this information.

Key contacts: learning resources development, approvals, purchasing — New Brunswick

Name	Position	Phone and e-mail
Darlene Whitehouse-Sheehan	Director, Curriculum Development and Implementation, Branch, NB Department of Education and Early Childhood Development (NB DOE/EDC)	506-453-2155 174ilson174.whitehouse-sheehan@gnb.ca Notes: Also listed below for curriculum development.
Debbie Good	Manager, E-Learning, NB DOE/EDC	506-462-5017 Debbie.good@gnb.ca
Ruth Wilson	Specialist, Online Courses, Unit, NB DOE/EDC	506-444-6745 ruth.wilson@gnb.ca

Key contacts: learning resources development, approvals, purchasing — New Brunswick (continued)

Paul-Emile Gallant	Agent, Portail, Secteur des services éducatifs francophone, NB DOE/EDC	506-453-8164 paul-emile.gallant@gnb.ca
Lucie Pearson	Agente, Cours en ligne, Secteur des services éducatifs francophone, NB DOE/EDC	506-394-3796 lucie.pearson@gnb.ca
Rhéal Poirier	CAMET/CAMEF	rpoirier@cap-cpma.ca

Part 3: Curriculum development

Development process

Key organizations:

- Curriculum Development Branch, NB Department of Education and Early Childhood Development.
- Programmes d'études et de l'apprentissage, NB Department of Education and Early Childhood Development.
- Office of First Nations, NB Department of Education and Early Childhood Development.

Process:

- The Anglophone and Francophone sectors of the NB Department of Education and Early Childhood Development are responsible for developing their own curriculum.
- The Office of First Nations also has curriculum development as part of its mandate.
- New Brunswick is part of CAMET/CAMEF (Council of Atlantic Ministers of Education and Training/Conseil atlantique des ministères de l'éducation et de la formation). CAMET coordinates curriculum and resource development among the Atlantic provinces. CAMET now looks to the WNCP (Western and Northern Canadian Protocol) for math curricula.

Coordination with learning-resources development:

- Some coordination happens through CAMET/CAMEF.
- Some coordination also happens on an irregular basis through the Atlantic Provinces Association of Library, Media and Educational Representatives (APALMER).

Current schedule for curriculum development — New Brunswick

Currently under development	<p>Francophone curricula:</p> <ul style="list-style-type: none">• Math 4-8 entre en vigueur• Math 10 entre en vigueur• Anglais intensif• Sciences humaines 3^e et 4^e• Maternelle• Géographie 12 <p>Anglophone curricula:</p> <ul style="list-style-type: none">• Unable to acquire this information.
Scheduled for development	<p>Francophone curricula:</p> <ul style="list-style-type: none">• Poursuite de math au secondaire• Développement d'un cadre de référence pour le développement des programmes d'études <p>Anglophone curricula:</p> <ul style="list-style-type: none">• Unable to acquire this information.

Key contacts: curriculum — New Brunswick

Name	Position	Phone and e-mail
Darlene Whitehouse-Sheehan	Director, Curriculum Development and Implementation, Branch, NB DOE/EDC	506-453-2155 darlene.whitehouse-sheehan@gnb.ca Notes: Also listed above for learning-resources processes.
Patricia Marshall	Specialist, Office of First Nations, Curriculum Development and Implementation Branch, NB DOE/EDC	506-463-5013 patricia.marshall@gnb.ca Notes: Also listed above for learning-resources processes.
Marcel Lavoie	Directeur, Programmes d'études et de l'apprentissage, Secteur des services éducatifs francophone, NB DOE/EDC	506-453-2086 gerald.richard@gnb.ca Notes: Also listed above for learning-resources processes.
Rhéal Poirier	CAMET/CAMEF	rpoirier@cap-cpma.ca

Part 4: School district processes

Approvals

- School districts generally rely on provincial approval processes, although some “internal purchasing” is possible.
- School districts can suggest resources for approval to the NB Department of Education.

Submitting resources

- To submit a resource through the district level, contact the learning specialist.
- Publishers need to provide a correlation with NB curriculum for submitted resources.

Purchasing

- Schools can purchase resources that have been approved and do not exceed \$1500. They have a central purchasing system for purchases over \$1500.

Key contacts: school districts — New Brunswick

District 1 (Francophone)

Hélène Devarennès	Director of Education	helene.devarennès@gnb.ca (506) 856-3333
Diane Albert-Ouellette	Superintendent	diane.albert@gnb.ca (506) 856-3225

District 2

Gregg Ingersoll	Director of Education	gregg.ingersoll@gnb.ca (506) 856-3462
Karen Branscombe	Superintendent	karen.branscombe@gnb.ca (506) 856-3222
Susan Wilmot	Learning Specialist Early Years	susan.wilmot@nbed.nb.ca (506) 856-3222
Ken Menchions	Learning Specialist Middle School	ken.menchions@nbed.nb.ca (506) 856-3222
Bruce Ryan	Learning Specialist High School	bruce.ryan@gnb.ca (506) 856-3222

District 2 (continued)

Diane Gillis	Learning Specialist	diane.gillis@gnb.ca
	French Second Language (Intensive French, Post Intensive French & FSL K-8)	(506) 856-3222

District 6

Mary Nagle	Director of Education	mary.nagle@nbed.nb.ca (506) 847-6262
Gary Hall	Superintendent	gary.hall@gnb.ca (506) 847-6262
Johanne Austin	Learning Specialist	johanne.austin@gnb.ca (506) 847-6232
Mary-Ann MacKay	Learning Specialist	MaryAnn.Mackay@nbed.nb.ca (506) 847-6233
Neil Martell	Learning Specialist	Neil.Martell@nbed.nb.ca (506) 848-6640
Sheila Murray	Learning Specialist	Sheila.Murray@gnb.ca (506) 848-6697
Yvan Pelletier	Learning Specialist	Yvan.Pelletier@nbed.nb.ca (506) 847-6231
Dan Vallis	Learning Specialist	Dan.Vallis@gnb.ca (506) 847-6264

District 8

Debbie Thomas	Director of Education	debbie.thomas@gnb.ca (506) 658-5300
Robert Johnson	Superintendent	robert.johnson@gnb.ca (506) 658-5300
Michael Molloy	Consultant	michael.malloy@gnb.ca 506.643.2912
Juliette Ramzi- Trofimencoff	Learning Specialist	juliette.ramzi-trodimencoff@gnb.ca (506) 643-7559
Allan Davis	Learning Specialist	allan.davis@gnb.ca (506) 658-5373

District 18

Garth Wade	Director of Education	garth.wade@gnb.ca (506) 453-5454
Dianne Wilkins	Superintendent	dianne.wilkins@gnb.ca (506) 453-5454
Barb Brown	Coordinator First Nations Cultural Services	barb.brown@nbed.nb.ca (506) 453-8895
Leo-James Levesque	Learning Specialist French Immersion	leo-james.levesque@gnb.ca (506) 444-2042

Newfoundland and Labrador

Part 1: K-12 statistics

Student population 2010–11	68,729
Total education spending, 2009–10 actual	\$695 million
Spending on learning resources	\$7–8 million per year
Student population in NL's school districts 2010–11 (5 districts total)	Eastern 40,673 Nova Central 12,331 Western 12,046 Labrador 3,413 Conseil scolaire francophone 266

Part 2: Learning resources: official processes for development, approvals and purchasing

Development

Key organizations:

- Program Development Division, Newfoundland and Labrador (NL) Department of Education — It describes one of its responsibilities as “acquiring or producing and distributing learning resource materials” (<http://www.ed.gov.nl.ca/edu/departement/branches/pes/pdd.html>).
- Centre for Distance Learning and Innovation — Part of the NL Department of Education and responsible for “development and delivery of senior high school distance education programming, development and delivery of online teacher professional development, and oversight of K-12 technology integration initiatives. CDLI currently offers 38 courses to students attending 103 schools, primarily located in rural, remote and isolated communities across the province of Newfoundland and Labrador” (<http://www.ed.gov.nl.ca/edu/k12/distance.html>).

Process:

- At a central level, the department ensures there is at least one core resource per subject and grade. It generally does this through CFRs, but sometimes through requests for proposals (RFPs).
- At its own discretion, the NL Department of Education occasionally also creates in-house resources to meet specific resource needs.
- The province of Newfoundland and Labrador is also part of CAMET/CAMEF (Council of Atlantic Ministers of Education and Training/Conseil atlantique des ministères de l'éducation et de la formation). CAMET coordinates curriculum and resource development among the Atlantic provinces.

Approvals

Key organizations:

- NL Department of Education — Authorizes learning resources.

Process:

- The NL Department of Education authorizes both core and supplementary resources.

Purchasing

Key organizations:

- Learning Resources Distribution Centre (LRDC) — “Responsible for the acquisition and distribution of authorized resources for the primary, elementary and secondary school system” (<http://www.ed.gov.nl.ca/edu/departement/branches/pes/pdd.html>).

Process:

- Newfoundland buys authorized core and supplementary resources at the provincial level for its schools, and distributes them through the LRDC. It is currently the only province in Canada to do this.

Special processes for Aboriginal resources

- The NL Department of Education lists one staff with responsibilities for Aboriginal education (see contacts, below).

Special processes for Francophone resources

- The NL Department of Education has a small branch devoted to Francophone education (see contacts, below).

Special processes for digital resources

- NL Department of Education is involved in the development of web-based resources, and is exploring other digital-resource and technology projects.
- The department is still some years away from adopting a digital focus: many schools in the province still have connectivity problems.

Special processes for subject areas or grades

- The NL Department of Education identifies and buys resources for school libraries to support fine arts curricula. "The Resource Acquisition Program identifies resources that complement curriculum outcomes which address arts, heritage, and cultural aspects of the province"
(http://www.ed.gov.nl.ca/edu/k12/culturalconnections/2012_Resource_Acquisition_Catalog.pdf).

Key contacts: learning resources development, approvals, purchasing — Newfoundland and Labrador

Name	Position	Phone and e-mail
Georgina Lake	Mgr. of Curric. and Learning Res., Prog. Dev. Div., NL and Labrador Dept. of Ed. (NLDOE)	709-729-2440 georginalake@gov.nl.ca Notes: Also listed below for curriculum development.
Jim Tuff	Director, Centre for Distance Learning and Innovation, NLDOE	709-729-7614 jimtuff@gov.nl.ca
Gennita Bartlett	Core French, NLDOE	709-729-5127 gennitabartlett@gov.nl.ca
Craig White	Aboriginal Education, NLDOE	709-729-5994 craigwhite@gov.nl.ca

Key contacts: learning resources development, approvals, purchasing – Newfoundland and Labrador (continued)

Susan Forward	Manager – Language Programs Section, NLDOE	709-729-5133 susanforward@gov.nl.ca
Suzelle Lavallée	K-12 Français langue première, NLDOE	709-729-6236 suzellelavallee@gove.nl.ca
Rosemary Kelly	Manager, Learning Resources Distribution Centre NLDOE	709-729-3176 rosemarykelly@gov.nl.ca
Rhéal Poirier	CAMET/CAMEF	rpoirier@cap-cpma.ca

Part 3: Curriculum development

Development process

Key organizations:

- Program Development Division, NL Department of Education.

Process:

- The province of Newfoundland and Labrador is part of CAMET/CAMEF (Council of Atlantic Ministers of Education and Training/Conseil atlantique des ministères de l'éducation et de la formation). CAMET coordinates curriculum and resource development among the Atlantic provinces. CAMET now looks to the WNCP (Western and Northern Canadian Protocol) for math curricula.

Coordination with learning-resources development:

- Some coordination happens through CAMET/CAMEF.
- Some coordination also happens on an irregular basis through the Atlantic Provinces Association of Library, Media and Educational Representatives (APALMER).

Current schedule for curriculum development — Newfoundland and Labrador

- No current schedule available.

Key contacts: curriculum — Newfoundland and Labrador

Name	Position	Phone and e-mail
Georgina Lake	Mgr. of Curric. and Learning Res., Prog. Dev. Div., NL and Labrador Dept. of Ed. (NLDOE)	729-2440 georginalake@gov.nl.ca Notes: Also listed above for learning-resources processes.
Rhéal Poirier	CAMET/CAMEF	rpoirier@cap-cpma.ca

Part 4: School district processes: Newfoundland and Labrador

- School districts may spend discretionary budgets on unauthorized resources, but as a rule authorization and purchasing takes place at the provincial level.

Key contacts: school districts — Newfoundland and Labrador

Eastern SD

Ford Rice	Director of Education	fordrice@esdnl.ca (709) 758-2381
Dr. Bruce Vey	Assistant Director of Education	brucevey@esdnl.ca (709) 758-2701
Susan Ryan	Coordinator Instruction & School Leadership (K-6)	susanryan@esdnl.ca (709) 758-2377
Mary Purchase	Coordinator Instruction & School Leadership (K-6)	marypurchase@esdnl.ca (709) 758-2389
Craig Adams	Coordinator Instruction & School Leadership (K-6)	craigadams@esdnl.ca (709) 757-4652
Susan Murray	Coordinator Instruction & School Leadership (K-6)	susanmurray@esdnl.ca (709) 758-2702
Barbara Leonard King	Coordinator Instruction & School Leadership (K-12)	barbaraleonardking@esdnl.ca (709) 757-4642
Tony Stack	Coordinator Instruction & School Leadership (10-12)	anthoystack@esdnl.ca (709) 758-2762
Sarah Osmond	Coordinator Instruction & School Leadership (7-9)	sarahosmond@esdnl.ca (709) 757-4606

Nova Central

Charlie McCormack	CEO/Director of Education	charliem@ncsd.ca (709) 256-2547 x227
Lucy Warren	Assistant Director Programs	lucywarren@ncsd.ca (709) 256-2547 x231
Patricia Hooper	Consultant French Program Specialist	phooper@ncsd.ca (709) 256-2547 x248
Dennis Barrow	Consultant Primary Program Specialist	dennisbarrow@ncsd.ca (709) 256-2547 x314
Agnes Penton	Consultant Elementary Program Specialist	apenton@ncsd.ca (709) 256-2547 x309
Marlene Stanley	Consultant Fine Arts Program Specialist	marlenestanley@ncsd.ca (709) 256-2547 x246

Western SD

Dr. Ross Elliot	CEO/Director of Education	ross.elliott@wnlsd.ca (709) 637-4006
Jeff Thompson	Assistant Director of Education	jeff.thompson@wnlsd.ca (709) 637-4014
June Abbott	Coordinator Primary and Elementary - Stephenville	june.abbott@wnlsd.ca 637-4020/643-9525, Ext. 16
Lois Burden	Coordinator Primary and Elementary - Lower Cove	lois.burden@wnlsd.ca 475-2058/623-2543
Andrew Burke	Consultant Numeracy Support (7-12)	andrew.burke@wnlsd.ca 637-4852
Joan Churchill	Consultant Numeracy Support (K-6) - Central	joan.churchill@wnlsd.ca 637-0510
Michelle Dawson	Consultant Numeracy Support (K-6) Southern	michelle.dawson@wnlsd.ca 643-9525, Ext. 15
Don Dunphy	Consultant Technology	don.dunphy@wnlsd.ca 643-3076
Donna Gallant	Consultant Numeracy Support (K-6) - Central	donna.gallant@wnlsd.ca 637-4853
Denise Gushue	Coordinator Programs - Corner Brook	denise.gushue@wnlsd.ca 637-4042
Wilhelmena Hardy	Education Officer	wilhelmena.hardy@wnlsd.ca 643-9525, Ext. 21
Tracey Hogan	Consultant District ESL Teacher	tracey.hogan@wnlsd.ca 639-8945
Corey Ivany	Consultant Social Studies/Fine Arts (7-12)	cory.ivany@wnlsd.ca 643-9525, Ext.20
Beverley May	Education Officer	beverley.may@wnlsd.ca 637-4032
Betty Powers-Smith	Education Officer	betty.powers-smith@wnlsd.ca 475-2052
Lana Reid	Consultant District ESL Teacher	lane.reid@wnlsd.ca 639-8945
Paul Rose	Education Officer	paul.rose@wnlsd.ca 637-4623
Sherri Sheppard	Consultant English Language Arts (7-12)	sherri.sheppard@wnlsd.ca 637-4019
Renee Sherstobetoff	Coordinator Primary/Elementary - Corner Brook	reneesherstobetoff@wnlsd.ca 637-4020
Darlene Smith-Osmond	Consultant French/English Second Language	dsmithosmond@wnlsd.ca 637-4003
Carol Ann Spurrell	Coordinator Programs - Lower Cove	carolann.spurrell@wnlsd.ca 475-2232
Daryl Wheeler	Education Officer	daryl.wheeler@wnlsd.ca 637-4606

Prince Edward Island

Part 1: K-12 statistics

Student population, 2009 (most up-to-date available)	20,148
Total education spending, 2010–11 budgeted	\$220 million
Spending on learning resources	Unable to acquire this information.
Student population in PEI's three school divisions (2009, most recent data available)	Eastern School District 12,829 Western School Board 6,411 Commission scolaire de la langue française 715

Part 2: Learning resources: official processes for development, approvals and purchasing

Development

Key organizations:

- Prince Edward Island (PEI) Department of Education and Early Childhood Development — The department's lists of authorized resources (see below, under approvals) identifies "PEI" as a publisher producing materials such as "Narratives of Nationhood" for Grade 8 social studies (includes teacher guide, student book, and transparencies). No date of publication is provided. It is not clear what part of the department would be involved in developing resources, but probably the Programs and Curriculum division.
- Note that the PEI Department of Education and Early Childhood Development does not have any branches or staff dedicated to e-learning or distance learning.

Process:

- PEI is part of CAMET/CAMEF (Council of Atlantic Ministers of Education and Training/Conseil atlantique des ministères de l'éducation et de la formation). CAMET coordinates curriculum and resource development among the Atlantic provinces.

Approvals

Key organizations:

- PEI Department of Education and Early Childhood Development — It is not clear what parts of the department authorize resources, but it is probably the Programs and Curriculum division, which has branches for English programs and French programs.

Process:

- The department has lists of authorized core resources for elementary, intermediate, and senior high school. Some of these resources have print and digital components.

Purchasing

Key organizations:

- Provincial Learning Materials Distribution Centre — This is part of the Department of Education and Early Childhood Development, administered under its Finance and School Board Operations Division.

Process:

- The division responsible for the distribution centre describes one of its responsibilities as “provisioning texts and materials through the learning materials center.”
- The centre had a budget in 2010–11 for “materials, supplies and services” of \$1.1 million.

Special processes for Aboriginal resources

- The PEI Department of Education and Early Childhood Development has an Aboriginal specialist, listed below.

Special processes for Francophone resources

- The PEI Department of Education and Early Childhood Development has a Francophone branch, responsible for French minority-language education, and a French-immersion branch. See below for contacts.

Special processes for digital resources

- Unable to acquire this information.

Special processes for subject areas or grades

- The PEI Department of Education and Early Childhood Development has several branches devoted to particular subject areas (details follow in next bullets).
- English as an Additional Language (EAL).
- Special Education (hearing impairment, speech pathology), which lists contacts for “Atlantic Provinces Special Education.”
- Autism.
- Kindergarten and Early Childhood Development.
- See contacts below.

Key contacts: learning resources development, approvals, purchasing — Prince Edward Island

Name	Position	Phone and e-mail
Kathy McDonald	Director, English Programs, PEI Department of Education and Early Childhood Development (PEI DOE/ECD)	902-438-4870 kmmcdonald@edu.pe.ca
Guy Albert	Acting Director, French Programs, PEI DOE/ECD	902-438-4155 gcalbert@edu.pe.ca
Janet Perry-Payne	EAL Administrator, PEI DOE/ECD	902-620-3735 jlpayne@edu.pe.ca
Darrell DesRoches	Aboriginal and Diversity Education Specialist, PEI DOE/ECD	902-438-4133 dxdesroches@edu.pe.ca
Peter Meggs	Special Education Coordinator, PEI DOE/ECD	902-438-4850 pcmeggs@edu.pe.ca

Key contacts: learning resources development, approvals, purchasing — Prince Edward Island (continued)

Myretta Farrell	Supervisor, Atlantic Provinces Special Education Authority, PEI DOE/ECD	902-368-4696 mpfarrell@edu.pe.ca
Marlene Breitenbach	Autism Coordinator, PEI DOE/ECD	902-569-7792 mmbreitenbach@edu.pe.ca
Carolyn Simpson	Early Childhood Development Manager, PEI DOE/ECD	902-438-4883 cesimpson@edu.pe.ca
Gordon MacFadyen	Director, Finance and School Board Operations Division, PEI DOE/ECD	902-438-4882 gsmacfadyen@edu.pe.ca Notes: For info on the PEI Learning Materials Distribution Centre
Rhéal Poirier	CAMET/CAMEF	rpoirier@cap-cpma.ca

Part 3: Curriculum development

Development process

Key organizations:

- PEI Department of Education and Early Childhood Development.

Process:

- The English Programs branch and French Programs branch each develop curriculum.
- PEI is part of CAMET/CAMEF (Council of Atlantic Ministers of Education and Training/Conseil atlantique des ministères de l'éducation et de la formation), which coordinates curriculum development among the Atlantic provinces. CAMET now looks to the WNCP (Western and Northern Canadian Protocol) for math curricula.

Coordination with learning-resources development:

- Some coordination happens through CAMET/CAMEF.
- Some coordination also happens on an irregular basis through the Atlantic Provinces Association of Library, Media and Educational Representatives (APALMER).

Current schedule for curriculum development — Prince Edward Island

- The following updates are mentioned in the 2011–12 lists of authorized resources, but there are no dates given for implementation.

Subject	Grade	Schedule
Social Studies (English)	3, 5, 9	in development
Social Studies (late French immersion)	9	in development
Chemistry	11A	“course under review”
Social Studies	451A	“course under review”
Social Studies	851A	“course under review”
Social Studies	851B	“course under review”

Key contacts: curriculum — Prince Edward Island

Name	Position	Phone and e-mail
Kathy McDonald	Director, English Programs, PEI Department of Education and Early Childhood Development	902-438-4870 kmmcdonald@edu.pe.ca
Guy Albert	Acting Dir., French Programs, PEI Department of Education and Early Childhood Development	902-438-4155 gcalbert@edu.pe.ca
Rhéal Poirier	CAMET/CAMEF	rpoirier@cap-cpma.ca

Part 4: School district processes

- Unable to acquire this information.

Key contacts: school districts — Prince Edward Island

Eastern SD

Rick Hood	Superintendent	rbhood@gov.pe.ca (902) 368-6850
Tamara Hubley-Little	Director Curriculum Delivery	talittle@edu.pe.ca (902) 368-6842
Bob Andrews	Director School Development	rgandrews@edu.pe.ca (902) 368-6823
Andrian Smith	Director Student Services	acsmith@edu.pe.ca (902) 368-6832

Western SD

Jane McMillan	Superintendent	mjmcmillan@edu.pe.ca (902)888-8400
Doug MacDougall	Director Education Services	dmmacdougall@edu.pe.ca (902)888-8400
Brenda Millar	Director Student Services	bjmillar@edu.pe.ca (902)888-8400
Laura Cudmore	Principal Education Services	lrcudmore@edu.pe.ca (902)888-8400
Rene Hurtubise	Consultant French Programs	rvhurtubise@edu.pe.ca (902)888-8400

Northwest Territories

Part 1: K-12 statistics

Student population	Roughly 9,000.
Total education spending (education and culture, 2011-12 budget)	\$190 million
Spending on learning resources	Unable to acquire this information.
School districts by student population	NWT has 8 school districts, but offers no information on enrolment.

Part 2: Learning resources: official processes for development, approvals and purchasing

Development

Key organizations:

- NWT Department of Education, Culture and Employment —probably through its Curriculum Services branch.
- Note that NWT Department of Education does not have a distance-learning or e-learning branch (which are often involved in resource development on either a formal or an ad hoc basis).

Process:

- NWT Department of Education has commissioned a custom science series from a Canadian publisher.
- It has also, over the years, pursued a variety of strategies with educators and communities to develop resources that support its FNMI (First Nations, Métis and Inuit) languages and cultures.
- NWT is also an active member of the Western and Northern Canadian Protocol (WNCP). The WNCP coordinates some curriculum and resource development among Canada's territories and western provinces.

Approvals

- NWT generally follows Alberta curricula and approved learning resources.

Purchasing

- Unable to acquire this information.

Special processes for Aboriginal resources

- The Aboriginal Culture and Language Resources branch in the NWT Department of Education is “revitalizing, enhancing and maintaining Aboriginal Languages in the schools. Aboriginal Languages are official languages in the Northwest Territories.” Among other things, this involves “developing resources that support culture based education” (<http://www.ece.gov.nt.ca/>).

Special processes for Francophone resources

- There is a Secretariat aux affaires francophones in the NWT department of education (see contacts, below).

Special processes for digital resources

- Unable to acquire this information.

Special processes for subject areas or grades

- Unable to acquire this information.

**Key contacts: learning resources development, approvals,
purchasing — Northwest Territories**

Name	Position	Phone and e-mail
Angela James	Director, Early Childhood and School Services, NWT Department of Education, Culture and Employment	867-920-3491 Angela_James@gov.nt.ca Notes: Also listed below for curriculum development.
Gladys Norwegian	Aboriginal Language and Culture Coordinator, NWT Department of Education, Culture and Employment	867-920-3415 Gladys_Norwegian@gov.nt.ca
Benoit Boutin	Executive Director, Secretariat aux affaires francophones	867-920-3107 Benoit_Boutin@gov.nt.ca

Part 3: Curriculum development

Development process

Key organizations:

- Early Childhood and School Services Division, NWT Department of Education, Culture and Employment.

Process:

- NWT tends to rely on Alberta curricula.
- “The curriculum development cycle is achieved through consultation with education authorities, parents and teachers, and has a foundation in current research, practice and pedagogy. While other jurisdictions also develop curriculum and can be valuable partners, Early Childhood and School Services strives to ensure that any curriculum we produce is appropriate for the educational needs of NWT students” (<http://www.ece.gov.nt.ca/>).

- NWT is an active member of the Western and Northern Canadian Protocol, which coordinates some curriculum and resource development among Canada's territories and western provinces.

Coordination with learning-resources development:

- Unable to acquire this information.

Current schedule for curriculum development

- Unable to acquire this information.

Key contacts: curriculum — Northwest Territories

Name	Position	Phone and e-mail
Angela James	Director, Early Childhood and School Services, NWT Department of Education, Culture and Employment	867-920-3491 Angela_James@gov.nt.ca Notes: Also listed above in learning-resource processes.

Part 4: School district processes

- Unable to acquire this information.

Nunavut

Part 1: K-12 statistics

Student population 2012, estimate	8,900
Total K-12 education spending, 2010–11 actual	\$135 million
Spending on learning resources	Unable to acquire this information.
School districts by student population	Nunavut has four school districts (1 French, 3 English), but offers no details about enrolment.

Part 2: Learning resources: official processes for development, approvals and purchasing

Development

Key organizations:

- Curriculum and School Services, Nunavut Department of Education — Responsible for K-12 and “provides overall direction, coordination and administration for curriculum and program development, production and implementation, and teaching and learning material development” (<http://www.edu.gov.nu.ca/apps/authoring/dspPage.aspx?page=47>).
- Pan-Arctic Learning Portal — A distance-learning and e-learning project of the Nunavut Department of Education. Some descriptions say it is for all learners, and other say it is only for adult learners. It may be involved in in-house resource development, as these kinds of agencies often are.

Process:

- Nunavut has, over the years, pursued a variety of strategies with educators and communities to develop resources that support its FNMI (First Nations, Métis and Inuit) languages and cultures.

- Nunavut is also an active member of the Western and Northern Canadian Protocol (WNCP). The WNCP coordinates some curriculum and resource development among Canada's territories and western provinces.

Approvals

Key organization:

- Nunavut Department of Education — The department produces a list of approved resources. It is not clear what part of the department approves resources, but it is probably Curriculum and School Services.

Process:

- Nunavut generally follows Alberta curricula and approved learning resources.
- The department's approved-resources list includes core and supplementary resources.
- The policy of the department is that schools must use approved resources in the classroom.

Purchasing

- Unable to acquire this information.

Special processes for Aboriginal resources

- Nunavut promotes multilingual education, including programs and resources for Inuktitut. The department of education has a director for Inuktitut resources (see contacts, below).

Special processes for Francophone resources

- Nunavut has a Francophone school board, the Commission scolaire francophone du Nunavut, and the department has a French division (see contacts, below).

Special processes for digital resources

- Unable to acquire this information.

Special processes for subject areas or grades

- Unable to acquire this information.

**Key contacts: learning resources development, approvals,
purchasing — Nunavut**

Name	Position	Phone and e-mail
Cathy McGregor	Director, Curriculum and School Services, Nunavut Department of Education	975-5641 (Iq) CMcGregor@GOV.NU.CA Notes: Also listed below for curriculum development.
Melanie Abbott	Director, Media and Inuktitut Resources Services, Nunavut Department of Education	975-6529 (Iq) MAbbott@gov.nu.ca
Leonie Aissaoui	Director, French Division, Nunavut Department of Education	975-5627 (Iqaluit) Laissaoui@GOV.NU.CA
Colleen Armstrong	Pan-Arctic Learning Portal	no phone number given collene.armstrong@pointsnorth.ca

Part 3: Curriculum development

Development process

Key organizations:

- Curriculum and School Services, Nunavut Department of Education.

Process:

- Nunavut tends to follow Alberta curricula.
- Nunavut is also an active member of the Western and Northern Canadian Protocol (WNCP), which coordinates some curriculum and resource development among Canada's territories and western provinces.

Coordination with learning-resources development:

- Unable to acquire this information.

Current schedule for curriculum development

- Nunavut will implement a new high school curriculum in 2013, which allows students to specialize in six areas of study: trades and technology, entrepreneurship, heritage and culture, community and family, fine arts, and information technology.

Key contacts: curriculum — Nunavut

Name	Position	Phone and e-mail
Cathy McGregor	Director, Curriculum and School Services, Nunavut Department of Education	975-5641 (lq) CMcGregor@GOV.NU.CA Notes: Also listed above for learning-resource processes.

Part 4: School district processes

- Unable to acquire this information.

Yukon

Part 1: K-12 statistics

Student population, 2012	5,035
Total education spending, 2009–10 actual	\$86 million
Spending on learning resources	Unable to acquire this information.
School districts by student population	Yukon has 1 (Francophone) school district, and a total of 28 schools.

Part 2: Learning resources: official processes for development, approvals and purchasing

Development

NOTE: Quotations are from “Annual Report, 2009–10” at http://www.education.gov.yk.ca/pdf/Education_Annual_Report_2009-10_Academic_Year_-_web_version.pdf

Key organizations:

- Technology Assisted Learning Unit — See below, under “special processes for digital resources.”
- First Nations Programs and Partnerships Unit — A branch of the Yukon Department of Education, which “has developed several exciting First Nation curriculum materials and resources for Yukon classrooms.”

Process:

- Yukon has, over the years, pursued a variety of strategies with educators and communities to develop resources that support its FNMI (First Nations, Métis and Inuit) languages and cultures.
- Yukon is also an active member of the Western and Northern Canadian Protocol (WNCP). The WNCP coordinates some curriculum and resource development among Canada’s territories and western provinces.

Approvals

- Yukon generally follows BC curricula and approved learning resources.

Purchasing

- Unable to acquire this information.

Special processes for Aboriginal resources

NOTE: Quotations are from “Annual Report, 2009–10” at http://www.education.gov.yk.ca/pdf/Education_Annual_Report_2009-10_Academic_Year_-_web_version.pdf

- First Nations Programs and Partnerships Unit — A branch of the Yukon Department of Education that “has developed several exciting First Nation curriculum materials and resources for Yukon classrooms.”
- Yukon First Nations Education Advisory Committee — A committee coordinated by the FN Programs and Partnerships Unit. The committee “provides technical advice, guidance, support and recommendations to the Department of Education’s Public Schools Branch staff about Yukon First Nations education in the K–12 system. It aims to ensure that Yukon First Nations elders’ perspectives and knowledge are incorporated into the work of the YFNEAC and school programming.”

Special processes for Francophone resources

- “Commission scolaire francophone du Yukon (CSFY) #23 offers education services to enhance the personal growth and cultural identity of the territory’s francophone learners. Formed in 1996, it is Yukon’s only school board. It operates under the authority of the Minister of Education and has a mandate to provide French First Language (FFL) educational services for Yukon” (“Annual Report, 2009–10” at http://www.education.gov.yk.ca/pdf/Education_Annual_Report_2009-10_Academic_Year_-_web_version.pdf).
- The French Language Programs branch administers Francophone education within the Yukon Department of Education, including the Canada-Yukon agreement on minority language education.

Special processes for digital resources

- Technology Assisted Learning Unit — A branch of the Yukon Department of Education which “coordinates long-term planning for information communications technology hardware, and supporting software curriculum resources, in Yukon public schools. This unit also coordinates information

communications technology (ICT) professional development activities for staff, provides support for educators' mentoring or facilitating distributed learning programs in Yukon schools, maintains Yukon Education Student Network (YESNet), the Department of Education's web portal, coordinates video conferencing and YESNet's First Class System, the electronic communications system used in schools" ("Annual Report, 2009–10" at http://www.education.gov.yk.ca/pdf/Education_Annual_Report_2009-10_Academic_Year_-_web_version.pdf).

Special processes for subject areas or grades

- Unable to acquire this information.

Key contacts: learning resources development, approvals, purchasing — Yukon

Name	Position	Phone and e-mail
JoAnn Davidson	Coordinator, Technology Assisted Learning, Yukon DOE	867-667-8876 JoAnn.Davidson@gov.yk.ca
Gayle Bedard	Director, First Nations Programs and Partnerships, Yukon DOE	867-456-6766 Gayle.Bedard@gov.yk.ca
Yann Herry	Coordinator, French Language Programs, Yukon DOE	867-667-8610 Yann.Herry@gov.yk.ca

Part 3: Curriculum development

Development process

Key organizations:

- Curriculum branch, Yukon Department of Education.

Process:

NOTE: Quotations are from "Annual Report 2009" at http://www.education.gov.yk.ca/pdf/Education_Annual_Report_2009-10_Academic_Year_-_web_version.pdf.

- "The Government of Yukon is a full partner in the Western and Northern Canadian Protocol (WNCP). This protocol supports the development of common curriculum frameworks for Western and Northern Canada."

- “The British Columbia program of studies forms the basis of Yukon curriculum; however, the branch and its educators frequently adapt programming to reflect local needs, conditions and opportunities. For example, Yukon is working hard to enhance its curriculum to reflect Yukon First Nations’ cultural and linguistic diversity.”

Coordination with learning-resources development:

- Unable to acquire this information.

Current schedule for curriculum development

- Unable to acquire this information.

Key contacts: curriculum — Yukon

Name	Position	Phone and e-mail
Jeanette McCrie	Coordinator, Primary Programs, Curriculum, Yukon DOE	667-5186 no email given
Debbie Gohl	Consultant, Secondary Programs, Curriculum, Yukon DOE	667-5679 debbie.gohl@gov.yk.ca
Jeanette Gallant	Intermediate Curriculum Consultant, Curriculum, Yukon DOE	667-8167 jeanette.gallant@gov.yk.ca

Part 4: School district processes

- Unable to acquire this information.