

# Halton District School Board

## *Operational Policies/Procedures*

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<b>NUMBER:</b>	<i>to be determined</i>
<b>TOPIC:</b>	<b>Selection of Instructional and Library Resources</b>
<b>EFFECTIVE:</b>	
<b>CROSS-REFERENCE:</b>	
<b>REVISION DATE:</b>	
<b>RESPONSIBILITY:</b>	Superintendent of School Programs Superintendent(s) of School Operations Manager of Instructional Media

### **POLICY STATEMENT:**

The Halton District School Board believes public education is founded upon the principles of mutual respect and intellectual honesty. It is the Board's intention that instructional and library resources are used to support students in attaining curriculum expectations, to encourage students to read for learning and pleasure, and to meet their differentiated instruction and learning needs.

Both instructional resources selected by teachers and library resources selected by teacher-librarians play an important role in educating students towards high standards of conduct, literacy and achievement. In order to educate students of different interests and abilities from kindergarten through high school, the Board must provide a wide range of instructional and library resources.

The Halton District School Board encourages the use of all materials and fosters the belief of non-censorship to provide a breadth of inclusive learning resources. It is not the intention of this policy, and the procedures related to it, to prohibit the selection of controversial materials. Teachers and teacher-librarians must be sensitive to the needs of the community and to individual viewpoints when making their selections. Additionally, this policy refers only to the selection of non-Trillium listed resources.

The following procedures will be used to fulfill this policy statement:

- Selection procedure for instructional and library resources including a list of selection criteria
- Procedure for maintaining a list of resources that may not be used for instructional or library purposes

### **PROCEDURE:**

#### **SELECTION OF INSTRUCTIONAL AND LIBRARY RESOURCES**

Instructional and library resources include, but are not limited to: textbooks, other books, supplementary reading and informational materials, charts, community resource people, agencies and organizations, dioramas, electronic databases, flash cards, games, kits, maps, models, feature films, periodicals, pictures, realia, slides, sound recordings, transparencies, video-recordings, computer software, and Internet and other digital content. Additionally, instructional materials refer to those resources used to deliver a significant portion of the curriculum (e.g., a course, a unit of study).

The responsibility for selecting materials for classroom and library use rests with those responsible for the individual school programs. While the school administrator is ultimately responsible for all materials and activities of the school, the responsibility for the selection of library resources rests with the teacher-librarian and the selection of instructional resources rests with the classroom teachers. Instructional resources must be evaluated and approved by a minimum of two teachers at the school before they are used to deliver curriculum.

The following selection criteria will be used as they apply and serve as the guiding principles for resource evaluation. Instructional and library resources should:

1. meet the highest possible standards in terms of information quality, accuracy, and authority
2. collectively have a diversity of appeal and present a balance in points of view
3. have aesthetic, literary, social or scientific value; and isolated parts should only be judged within the intent and context of the whole
4. support and be consistent with the general educational goals and the curriculum guidelines of the province and region and the objectives of individual schools and specific courses
5. be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of the students for whom the materials are selected
6. have their physical format (including usability and durability) and appearance suitable for their intended use. This includes the provision of alternate formats of identified resources to meet the requirements of students with special needs.
7. be selected to help students gain an awareness of our diverse society
8. be selected to motivate students and staff to examine their own attitudes and behaviours and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in our society
9. contain content that engages students and provides opportunities for students to develop their power to analyze critically and make informed judgments
10. allow for biased points of view to meet specific curriculum objectives (e.g., to recognize propaganda and its purpose in a given context or to balance an argument)
11. respectfully represent social and/or cultural groups from their own world view in both the content and layout of text and images that communicate an idea (See Appendix A – Guidelines for Assessing Bias)
12. be evaluated in terms of presentation, language use, readability, ease of use, and relationship to existing resources
13. be selected to place an emphasis on Canadian learning resources

All resources selected by teachers and teacher-librarians using the selection criteria may be used for instructional and library purposes. However, if, in the judgment of the selecting staff, an instructional resource is apt to be controversial, a rationale for the use of the resource must be completed and submitted to the principal. (See Appendix B – Rationale Form for Instructional Resources)

A student will not be required to read material that he/she or his/her family finds unsuitable. Teachers will provide related materials to allow students to select alternatives before the unit of study begins. Additionally, teachers provide students with pre-, during, and post-work to support the use of selected instructional resources. All resources in the school library should be accessible by students for research and recreational reading purposes.

## MAINTAINING A LIST OF NON-USEABLE RESOURCES

Given the breadth and scope of materials available for use in schools, there may be instances when specific resources are deemed inappropriate for use. These resources would be identified through the Board's process for resolving concerns. Any instructional and library resources that are deemed inappropriate for school use as a result of this process will be included on the list of non-useable resources.

The Board will retain a permanent record of all non-useable resources through an electronic listing maintained by the Manager of Instructional Media (see Appendix C – List of Non-Useable Resources). The list will include the following information for each non-useable resource:

- Title
- Author
- Canadian or Foreign Publication
- Series Title
- Format
- Language
- ISBN
- Rationale
- Date Added to List

The list of non-useable resources will be reviewed annually in August by the Manager of Instructional Media in conjunction with the Superintendent of School Program Services and will be made available to all school administrators at the start of each academic year.

The Manager of Instructional Media will retain supporting documentation with the list.

**APPENDIX A**

**GUIDELINES FOR ASSESSING BIAS**

Some questions may not apply to every publication.

<b>Assessment Criteria</b>	<b>YES</b>	<b>NO</b>	<b>NOT SURE</b>	<b>N/A</b>	<b>COMMENTS</b>
1. Are racial and ethno-cultural groups described accurately with reference to language, national or geographical origin, customs and belief systems?					
2. Are people from all races and cultures portrayed in positive context as being equally capable, resourceful, intelligent, creative, and independent?					
3. Are experiences and/or historical events presented, analyzed, and/or represented from more than one point of view?					
4. Are diverse belief systems and practices presented sensitively and respectfully?					
5. Are the religious and/or political groups portrayed realistically, reflecting the society and time period being considered?					
6. Are individuals shown as having the right to hold whatever religious or political beliefs they choose, provided they do not infringe on the rights of others?					
7. Does the writer's tone avoid bias toward the system(s) described?					
8. Are the learning materials free of implied or overt messages of hate or intolerance?					
9. Are people with disabilities portrayed realistically?					
10. Are individuals seen in roles and situations unrelated to their disabilities?					
11. Are the various kinds of family structures portrayed positively?					
12. Are the roles of women and men, girls and boys in various cultures and races depicted accurately?					
13. In historical material, are both men and women portrayed in ways that accurately reflect society at the time?					
14. Are heterosexuals, gay men, and lesbians depicted as working in a broad range of occupations and pursuing active, successful lives?					
15. Is inclusive language used to represent our diverse population?					

*Source document: Selection of School Learning Resources, Peel District School Board*

RATIONALE FORM FOR INSTRUCTIONAL RESOURCES\*

School \_\_\_\_\_

Date \_\_\_\_\_

Title \_\_\_\_\_

Author/Producer \_\_\_\_\_

Series Title \_\_\_\_\_ Format \_\_\_\_\_

ISBN \_\_\_\_\_ Canadian  Foreign  Language \_\_\_\_\_

1. For what grades do you consider this material to be suitable? (e.g. Grade 11 and up)

\_\_\_\_\_

2. Indicate intended use:

Whole Class  Small Group  Individual Study

3. What function will the resource serve in the total program? (e.g. thematic link, central focus in a unit of study, enrichment)

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

4. Outline briefly the objectives the teacher will accomplish by using this resource.

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

5. (a) What elements in the resource may cause controversy?

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

(b) How will these elements be handled?

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

(c) What contribution do these controversial elements make to the resource as a whole?

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6. What is the author's/producer's principal aim in this material?

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\*Copy to be kept on file with the school administration, and if necessary, with Media & Libraries, IT Department.

LIST OF NON-USEABLE RESOURCES

Resource Title	Author	Canadian or Foreign C / F	Series Title	Format	Language	ISBN	Rationale Attached Yes / No	Date Added to List