

Topic:	Selection of Instructional and Library Resources
Effective:	September 2017
Cross-Reference:	The Ontario Curriculum; Equity and Inclusive Education Policy; Copyright--Fair Dealing Policy; Copyright--Fair Dealing Administrative Procedure
Review/Revision Date:	March 2020
Responsibility:	Superintendent of Education, School Programs; Manager, Instructional Media

INTENDED PURPOSE:

The Halton District School Board believes public education is founded upon the principles of mutual respect, academic honesty, and intellectual freedom. 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 library staff 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 secondary school, schools must provide and ensure access to a wide range of instructional and library resources.

PROCEDURE:**Selection of Classroom Instructional Resources**

Instructional materials refer to those resources (e.g., textbooks, digital media, etc.) used to support student learning in the subjects addressed by the Ministry of Education curriculum documents (e.g., Mathematics, English, French as a Second Language, Social Studies, History and Geography, etc.). In recognition of the Board's Multi-Year Plan and Board Improvement Plan for Student Achievement, resources recommended for use by the Superintendents responsible for School Programs and Student Success will be used as recommended in specified subject areas.

For the selection of sets of novels, long-form nonfiction narrative texts, and digital media for classroom instructional purposes, the Language Arts and English curriculum documents call for students to read a variety of texts from diverse cultures and historical periods, identifying specific purposes for reading in all grades and pathways. As such, teachers are supported and encouraged to demonstrate the innovative use of engaging, relevant, and culturally responsive print and digital media in all courses.

Process for choosing print materials for classroom instruction:

1. Two teachers must read the text being considered for use and apply the selection criteria listed below.
2. If the teachers believe the content of the text being considered for use may be controversial, then a rationale must be filed with the school principal. [The Rationale Form](#) can also be found on the myHDSB staff portal.
3. Students/Parents/Guardians who find the content of a selected resource objectionable have the right to request an alternative.

The selection of independent reading texts to be used as a supplement to the core texts studied in classes is governed by the following "Selection of Library Resources" process.

Process for choosing digital media for classroom instruction:

1. Teachers will preview all digital media prior to use in a class and apply the selection criteria listed below.
2. Teachers will ensure the use of the digital media is in compliance with the HDSB Copyright Policy.
3. If the teacher believes the content of the digital media being considered for use may be controversial, the digital media must be previewed by a second teacher and a rationale must be filed with the school principal. [The Rationale Form](#) can also be found on the myHDSB staff portal.
4. Students/Parents/Guardians who find the content of digital media objectionable have the right to request an alternative.

Selection of Library Resources

Library resources include, but are not limited to, traditional print, multimedia, and digital content.

With the vast number of resources available for school libraries, the selection of relevant library materials should support the Multi Year Plan, Board Improvement Plan for Student Achievement and School Improvement Plan for Student Achievement and other initiatives inherent to the school community.

Central library staff assist with the selection of library materials at the elementary and secondary levels. This is done through the use of selection committees comprised of teacher-librarians, teachers, library services staff, and representative instructional program leaders who meet to review currently published print and digital media resources. This process is led by the Manager of Instructional Media, under the leadership of the Superintendent of Program. Based upon the recommendation of this committee, a recommended list of resources for print and digital media is posted for use by schools. Bulk orders of items on the Board recommended resources list are submitted by central library staff.

While the selection of resources for individual school libraries rests with the school library staff, it is expected that they will make thoughtful and informed decisions by:

- consulting the Board list of recommended resources for print and digital media
- consulting reputable selection tools and reviewing sources;
- examining preferred resources, in hand, whenever possible; and,
- taking advantage of the bulk orders submitted by central library
- applying Young Adult (YA) label for fiction-based resources that are appropriate for Grade 7 and 8 students in K-8 schools
- consulting and problem solving with school administration and/or Library Services staff regarding resources that may be considered sensitive as required

All resources in the school library should be accessible by students and staff for research and recreational reading purposes.

Selection Criteria

Staff responsible for resource selection must be aware that all resources include bias, and thus strive for a balanced, comprehensive approach to the selection of resources for student and staff use which is based on the strengths of the material rather than rejected because of its limitations. With this in mind, the following selection criteria will be used as the guiding principles for resource evaluation.

Above all things, library resources must be appropriate for the subject area and/or for the age, emotional development, ability level, learning styles and social development of the students for whom the materials are selected.

Criteria	Considerations
Instructional Value & Design	Support and be consistent with the Ontario Curriculum, the Halton DSB Multi-Year Plan, Board Improvement Plan for Student Achievement (BIPSA), and individual School Improvement Plans for Student Achievement (SIPSA); and Promote student achievement and well-being, student engagement and innovation.
Scope & Content	<ul style="list-style-type: none"> ● Emphasize Canadian content and give preference to Canadian publishers; ● Have aesthetic, literary, social or scientific value; ● Have a diversity of appeal and present a balance in points of view; ● Meet the highest possible standards in terms of information quality, accuracy, and authority; ● Engage and challenge a range of students to critically analyze and make informed judgments; and, ● 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).
Presentation & Format	<ul style="list-style-type: none"> ● Be evaluated in terms of presentation, language use, readability, ease of use, graphics/illustrations, and relationship to existing resources; ● Be in formats that are usable, durable, and suitable for their intended audience; and, ● Allow for the provision of alternate formats to meet the requirements of students with special needs and comply with the Accessibility for Ontarians with Disabilities Act.
Equity Considerations	<ul style="list-style-type: none"> ● Embrace, reflect and support the Halton District School Board's Equity Lenses (i.e., Ability, Faith, First Nation, Métis, and Inuit, Race, Culture and Language, Sex, Gender Identity and Gender Expression, Sexual Orientation, Socio-economic); ● Help students gain an awareness of our diverse society, modern and past; ● 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; and, ● 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.
Copyright Requirements	Copyright Matters: Some Key Questions & Answers for Teachers HDSB Copyright: Fair Dealing Policy HDSB Copyright: Fair Dealing Procedure Copyright Information for Schools from the Council of Ministers of Education Canada Ministry of Education Policy/Program Memorandum 157