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## **Background**

Intellectual inquiry requires learning resources representing a wide range of interests so that students may freely explore the world of ideas. Calgary Girls Charter School respects the right and responsibility of teachers to use supplementary learning resources and to modify prescribed curricula to meet the educational needs of students. In the selection of resources, the School expects sound professional judgement and consultation with others, including parents and other professional colleagues when deemed appropriate. Teachers are strongly advised to consult with colleagues, parents and the Principal in selecting resources to ensure they are developmentally appropriate, clearly linked to achieving outcomes in the Program of Studies, represent a balance of ideas and perspectives related to a controversy or potential controversy and do not create a hostile environment for students whose cultural and religious view differ from those being presented. Teachers must be sensitive to the potential of their own bias on an issue.

The School recognizes, however, that parents may object to teacher or school selection of resources and, therefore, authorizes the appeal process established through the procedures below.

## **Procedures**

### **1. Selection of Supplementary Learning Resources**

1.1 The supplementary learning resources in the School's collection are to:

- 1.1.1 Enrich and support the Program of Studies in a way that caters to the varied interests, abilities, maturity levels and learning styles of students.
- 1.1.2 Provide variety for students as they seek to gain understanding, develop literary appreciation and aesthetic values.
- 1.1.3 Cause students to critically examine the information in the resources such that they are challenged to think clearly, reason logically, examine different points of view and through these processes develop skills associated with arriving at sound judgements.
- 1.1.4 Represent a variety of religious, ethnic and cultural perspectives.

1.2 Selection of supplementary resources is to consider:

- 1.2.1 Readability and popular appeal.
- 1.2.2 The academic credibility of the author/producer.
- 1.2.3 The literary merit of the work.

## 2. Learning Resource Challenges

- 2.1 Despite care taken to select learning resources, occasional objections may be made to an item in the resource collection.
- 2.2 If the resource is challenged, the procedures are as follows:
- 2.3 If, after discussion of the concerns with the teacher and where appropriate, the facilitator of the Learning Commons, mutual satisfaction has not been reached, the matter is to be referred to the Principal. If the objection cannot be dealt with satisfactorily at the School level, the complainant will be asked to file the objection in writing to the Superintendent.
- 2.4 The Superintendent will, at the earliest opportunity:
  - 2.4.1 Read and examine the challenged learning resource;
  - 2.4.2 Evaluate the resource in terms of the expectations and criteria in this administrative procedure.
- 2.5 The Superintendent shall meet with the complainant to review the resource in reference to the expectations of this administrative procedure. At his/her sole discretion, the Superintendent may also seek advice and input from a variety of individuals who can offer a thoughtful and informed perspective on the suitability of the resource in question.
- 2.6 The Superintendent shall inform the complainant, the Principal, and the teacher or facilitator of the Learning Commons affected by the decision.

### Reference:

Education Act, s. 18, 52, 53, 54, 196, 197, 222  
Alberta Bill of Rights  
Canadian Charter of Rights and Freedom  
Constitution Act, 1982  
Guide to Education ECS to Grade 12