



AP 206 SELECTION AND CHALLENGE OF LEARNING RESOURCES

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Due: June 30, 2028

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 primary and supplementary learning resources and to follow prescribed curricula to meet the educational needs of students, in accordance with Board Policy 2 and 18. In the selection of resources, the school expects sound professional judgement and consultation with others, including parents, other professional colleagues, and obtains government approval, 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 views 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 this procedure.

Procedures

1. Selection of Learning Resources

- a. The primary and supplementary learning resources used to provide instruction to students are to:
 - i. Enrich and support the curriculum in a way that caters to the varied interests, abilities, maturity levels and learning styles of students.
 - ii. Provide variety for students as they seek to gain understanding, develop literary appreciation and aesthetic values.
 - iii. 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.

- iv. Represent a variety of religious, ethnic and cultural perspectives.
- b. Selection of resources is to consider:
 - i. Curricular alignment.
 - ii. Readability and developmental appropriateness.
 - iii. The academic credibility of the author/producer.
 - iv. The literary merit of the work.
- c. When the resource used for teaching and learning deals explicitly and primarily with gender identity, sexual orientation or human sexuality, the Principal must ensure the resource has been approved by the Minister of Education prior to the use of the resource.
- d. External parties using or providing learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation and human sexuality must be approved by the Minister of Education prior to being introduced to students.
- e. Parents may request access to learning and teaching resources for all curricular areas of studies, in writing, to the Principal.

2. Learning Resource Challenges

- a. Despite care taken to select learning resources, occasional objections may be made to an item in the resource collection.
- b. If the resource is challenged, the procedures are as follows:
 - i. 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.
 - ii. The Superintendent will, at the earliest opportunity:
 - 1. Read and examine the challenged learning resource;
 - 2. Evaluate the resource in terms of the expectations and criteria in this administrative procedure.
 - iii. 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.

- iv. 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, 196, 197, 222

Alberta Bill of Rights

Canadian Charter of Rights and Freedom

Constitution Act, 1982

Guide to Education ECS to Grade 12

Education Amendment Act, 2024