

**CODE:** GI.AR

**EFFECTIVE DATE:** (29-01-2020)

**TOPIC:** Teaching and Learning Resources

**ISSUE DATE:** (29-01-2020)

**REVIEW YEAR:** (2025)

## OBJECTIVE

To provide clarity and consistency in Division standards and processes associated with the selection of teaching and learning resources.

## DEFINITIONS

**Teaching and learning resources** are any person(s) and/or material(s) that provide students with access to information that support the delivery of provincial curricula, locally developed courses, and/or the *Ministerial Order on Student Learning (#001/2013)*.

**Learning resources** are resources that are specifically designed for student use.

**Teaching resources** are resources that are specifically designed for teacher use.

## RESPONSIBILITY

1. The principal shall ensure that all teaching and/or learning resources used by staff and students are aligned with the Standards for the Selection of Teaching and Learning Resources.
2. The teacher shall ensure resources used in instruction and assessment align with Section A and Section C of this regulation.
3. The principal shall ensure that school staff adhere to Section A and Section C of this regulation.
4. The principal shall provide notice to a parent/guardian of a student where teaching and/or learning resources include subject-matter that deals primarily and explicitly with religion or human sexuality, using the appropriate Division template.
5. The principal shall ensure adherence to the informal review process for a challenged resource.
6. The Director of Curriculum and Resource Support shall ensure adherence to the formal review process for a challenged resource.

## REGULATION

### A. STANDARDS FOR THE SELECTION OF TEACHING AND LEARNING RESOURCES

1. Teaching and/or learning resources shall support the implementation of current provincial curriculum or approved locally developed course content, align with provincial legislation and Division policies, and meet Division quality standards of:
  - a. accuracy
  - b. suitability of organizational structures to effectively support learning
  - c. suitability to students' age, social and emotional development and learning needs
  - d. suitability in fostering equality and respect with regard to ethnicity or culture; religious belief or non-belief; gender, gender identity, or gender expression; sexual orientation; family structure; physical ability; cognitive ability; mental health; social or economic factors; political or regional perspectives
  - e. accuracy and respectful inclusion of ways of knowing and diverse perspectives, in historical and contemporary contexts, of First Nations, Métis and Inuit cultures
  - f. accuracy and respectful inclusion of the diverse perspectives, in historical and contemporary contexts, of Francophones living in Alberta, Canada and the world
  - g. accessibility and support for equitable and inclusive learning environments
  - h. alignment with the goals and priorities of the Division.
2. Principals shall ensure all digital teaching and/or learning resources are accessible through a variety of devices and/or operating systems.
3. Staff may use provincially authorized resources and/or Division-developed resources. Staff are not limited solely to the use of provincially authorized resources and/or Division-developed resources.

#### B. CHALLENGED TEACHING AND/OR LEARNING RESOURCES

1. The Division shall follow a collaborative and supportive review process to address any concerns about a teaching and/or learning resource.
2. Any parent/guardian of a Division-enrolled student, Alberta resident or Division staff member may challenge the use of a teaching and/or learning resource used in a Division school's educational program.
3. Use of the challenged teaching and/or learning resource may be restricted during the review process at the discretion of the principal.

#### C. TEACHING AND LEARNING RESOURCES DEALING WITH RELIGION, PATRIOTISM OR HUMAN SEXUALITY

1. A parent/guardian may request in writing that their child be excluded from the use of teaching and/or learning resources, which include subject-matter that deals primarily and explicitly with religion, patriotism, or human sexuality. The student may:
  - a. leave the classroom or place where the teaching and/or learning resources are being used, for the duration of the use of the teaching and/or learning resources
  - b. remain in the classroom or place without using the teaching and/or learning resources.
2. The teacher shall ensure all teaching and/or learning resources are appropriate for the intended use. Teaching and/or learning resources that do not deal primarily and explicitly with religion or human sexuality, but which contain incidental or indirect references (to such subject matter) are permissible for use without notification to parents.

## PROCESSES

### A. INFORMAL REVIEW OF A CHALLENGED RESOURCE

1. The principal receiving a request for the review of a specific teaching and/or learning resource shall first strive to resolve the issue informally as follows:
  - a. the principal shall gather information and review the identified concerns in relation to the challenged resource
  - b. the principal shall contact the requester to gather information regarding the nature of the challenge within five teaching days of receiving the request. The principal shall review with the requester:
    - i. the content of GI.AR – Teaching and Learning Resources
    - ii. the rationale for the selection of the specific resource and how the resource assists the students to demonstrate the expectations for the relevant course
  - c. the principal will strive to bring the challenge to a resolution.
  - d. regardless of the outcome, the principal shall provide to the requester within ten teaching days of the initial contact:
    - i. a summary of the discussion, including the outcome
    - ii. a copy of GI.AR – Teaching and Learning Resources
    - iii. a Request for a Formal Review of a Teaching and/or Learning Resource form
  - e. should the requester seek to appeal the outcome, the requester may complete the Request for a Formal Review of a Teaching and/or Learning Resource form and submit it to the Director of Curriculum and Resource Support to initiate a formal review of a challenged resource process. The formal review process may only be initiated after the informal review process has been completed.

### B. FORMAL REVIEW OF A CHALLENGED RESOURCE

1. To initiate a formal review of a challenged resource, the requester shall complete and sign the Request for a Formal Review of a Teaching and/or Learning Resource form, and submit this form to the Director of Curriculum and Resource Support.
2. Upon receipt of the completed Request for a Formal Review of a Teaching and/or Learning Resource form, the Director of Curriculum and Resource Support shall:
  - a. coordinate the formation of a formal review committee. The committee will include:
    - i. one member of the school teaching staff
    - ii. one parent or member of the school community
    - iii. one student representative (when applicable, and at the discretion of the principal)
    - iv. one member of Division staff
  - b. name the convener of the formal review committee
  - c. set a meeting date within 30 teaching days after a Request for a Formal Review of a Teaching and/or Learning Resource form is received by the Director of Curriculum and Resource Support.
3. The formal review committee shall not include the:
  - a. requester of the formal review of the challenged resource
  - b. school principal
  - c. school staff member responsible for the selection of the resource under review.
4. The formal review committee shall proceed to:

- a. invite the principal and requester to submit in writing information relevant to the challenged resource
  - b. examine the challenged resource in reference to GI.AR – Teaching and Learning Resources.
  - c. gather further information relative to the challenged resource, as needed
  - d. form opinions based on the resource as a whole rather than on words, passages, or sections taken out-of-context
  - e. determine whether the resource supports the course delivery
  - f. prepare a written report to recommend or not recommend the continued use of the challenged resource at the school
  - g. submit the written report to the Director of Curriculum and Resource Support.
5. The formal review committee shall complete all their review activities within 90 teaching days of the original submission date of the *Request for a Formal Review of a Teaching and/or Learning Resource form*.
  6. The written report shall be submitted to the Director of Curriculum and Resource Support, on behalf of the Superintendent of Schools, within 100 teaching days of the original submission date of the *Request for a Formal Review of a Teaching and/or Learning Resource form*.
  7. The Director of Curriculum and Resource Support, on behalf of the Superintendent of Schools, shall determine the future use of the challenged resource, based on the committee’s report, and will communicate this decision in writing to the requester of the formal review of the challenged resource.
  8. The written report shall be kept in accordance with CN.AR – Creation, Use and Maintenance of Division Information and used in cases of appeal.
  9. The requester may rescind the completed *Request for a Formal Review of a Teaching and/or Learning Resource form* at any time by providing written notice to the Director of Curriculum and Resource Support.

## REFERENCES

CN.AR - Creation, Use and Maintenance of Division Information  
 GGAB.BP - Multicultural Education  
 GGAB.AR - Multicultural Education  
 GIAD.AR - Use of Commercial and Special Interest Materials in Schools  
 HAA.BP - First Nations, Métis, and Inuit Education  
 HAA.AR - Aboriginal Education  
 HEGD.AR - Exemption of Pupil from Activities on Religious Grounds  
 HFA.BP - Sexual Orientation and Gender Identity  
 HFA.AR - Sexual Orientation and Gender Identity  
 HF.BP - Safe, Caring and Respectful Learning Environments  
 HF.AR - Safe, Caring and Respectful Learning Environments  
 Alberta Education - Guide to Education ECS to Grade 12  
 Alberta Education - Leadership Quality Standard, *coming into force September 2019*  
 Alberta Education - *Ministerial Order on Student Learning (#001/2013)*  
 Alberta Education - *Ministerial Order (#016/97) Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta*  
 Canadian Charter of Rights and Freedoms

Edmonton Public Schools' Selecting My Resources: A Handbook for Teachers  
*Freedom of Information and Protection of Privacy Act*  
*Education Act Sections 58(2), 58.1*