

CHIEF SUPERINTENDENT'S OPERATING POLICY



POLICY 3013 PROGRAM ISSUES AND CHALLENGES

Approved: June 21, 2000

Table of Contents

Preamble	
Definitions	1
Selecting class size and school activity	2
Contents of curriculum and learning resources	3
Sensitive or controversial concerns	4
Principal's plan	5
Parent's concerns	6
Formal reconsideration	7
Role of the CLC Director	8
Role of the Superintendent	9
Appeal	10

Preamble

The students of the Calgary Board of Education live in a democratic, pluralistic, information-oriented and dynamic society.

To contribute to this society and to realize personal fulfilment within it, each student should be respectful of diverse views and approaches to life, and be competent in obtaining, considering, and using information to arrive at responsible decisions.

The Calgary Board of Education believes that these qualities are nurtured by educational experiences in which students meet a wide spectrum of ideas and information and in which they develop skill in selecting, considering, and using information to arrive at reasoned conclusions.

The Calgary Board of Education believes, further, that implementation of provincial and local curriculum and selection of appropriate learning resources and activities for that purpose are the responsibility of its professional staff. In discharging this responsibility, it is expected that staff will be mindful of the cultural diversity and sensibilities of the community they serve. When learning activities or resources are considered sensitive, staff will give consideration to making parents aware of what is proposed for use and of any alternatives provided in or consistent with curriculum which can be made available. Staff will ensure that effective avenues are provided whereby community concerns can be made known and addressed.

Definitions	<p>1 In this policy, "learning resource" means all learning resources including textbooks, library books, media, teaching tools, and classroom teaching materials.</p>
Selecting class size and school activities	<p>2 In selecting class and school activities, it is expected that the principal and staff will</p> <ul style="list-style-type: none"> (a) Implement the provisions of provincial and local curriculum; (b) Become familiar with and give consideration to community values and beliefs; (c) Provide students with classroom activities which foster growth of knowledge, skills and attitudes as identified by Alberta Learning in its Guide to Education including <ul style="list-style-type: none"> (ii) Recognizing the importance of personal well-being and appreciate how <p style="margin-left: 40px;">Demonstrating desirable personal characteristics such as respect, responsibility, fairness, honesty, caring, loyalty, and commitment to democratic ideals, and</p> <p style="margin-left: 40px;">family and others contribute to that well-being;</p>
Contents of curriculum and learning resources	<p>3(1) The principal and certified teaching staff of the school are expected to be aware of the contents of curriculum and learning resources.</p> <p>(2) Every school library will have</p> <ul style="list-style-type: none"> (a) A collection that supports the curriculum and student interests, needs and abilities of students and staff, (b) Print and non-print resources that reflect, support and encourage a diversity of teaching and learning styles, (c) Its own unique collection development plan, and (d) Selection criteria as outlined in the Calgary Board of Education "Guidelines for Education of Learning Resources" document (Revised 1998, Calgary Board of Education).
Sensitive or controversial concerns	<p>4 When learning activities or resources are considered to be sensitive or potentially controversial, consideration must be given to</p> <ul style="list-style-type: none"> (a) Informing the parents of what is proposed and its purpose; and

- (b) Adopting or providing access to any alternatives which are consistent with the expectations of sections 2(a) and 1(c).

Principal's plan 5 The principal in consultation with staff and parents, must develop plans for dealing with controversial issues and community concerns that

- (a) Are based on this policy;
- (b) Reflect provincial goals of education and curriculum;
- (c) Are updated periodically; and
- (d) Are made known to staff and included in the school handbook.

Parent's concerns

6(1) when a parent expresses a concern about a learning resource the principal must (a)

address those concerns promptly;

- (b) Consult the teacher-librarian about the concerns;
- (c) Resolve the concern on an individual basis at the school level, in a candid and cooperative manner by investigating the nature and extent of the concern;
- (d) Provide the school's Collaborative Learning Community Director with details regarding the concern, the school's plans, and need for the participation of staff external to the school; and
- (e) Meet with the parent to
 - (ii) Explain the reason for the learning resource's inclusion in the school library collection;
 - (i) Explain the selection procedure and criteria;

(3) The principal must not remove any learning resource from circulation during the process of review.

- (4) If required, the principal may
 - (a) Obtain reviews of the title of the learning resource from Integrated Media Services (IMS) Evaluation database; and
 - (b) From appropriate personnel in School Support Services.
- (5) The principal must keep anecdotal documentation of any meetings.

Formal Reconsideration

7(1) If the parent is not satisfied with the principal's review of the learning resource and wishes to request a formal reconsideration the parent must complete the "Request for Reconsideration of Learning Resources" form and give it to the principal.

(2) The principal must refer the request for reconsideration to a School Resource Committee comprised of

- (a) The principal;
- (b) The teacher-librarian;
- (c) Additional teacher representation as deemed appropriate; and
- (d) A parent member of the School Council.

The School Resource Committee must determine reasons for inclusion of the resource in the collection rather than reasons for its exclusion using the Calgary Board of Education "Guidelines for Evaluation of Learning Resources" document (Revised 1998, Calgary Board of Education).

(4) The principal must inform the parent of the School Resource Committee's decision and that the parent has a right to appeal the decision to the Superintendent of School Support Services.

(5) If the parent does not accept the decision of the School Resource Committee the principal must advise the Collaborative Learning Community Director.

8 If a Collaborative Learning Community Director determines that a concern affects or may affect more than one school, the Collaborative Learning Community Director must

Role of the CLC Director

- (a) Make other Collaborative Learning Community Directors and the School Support Services Superintendent aware of the concern;
- (b) Implement any liaison and coordination which is considered necessary within the Collaborative Learning Community; and

- (c) Assume responsibility for resolving the concern if it is restricted to schools within the Collaborative Learning Community and cannot be resolved at the individual school level.

Role of the Superintendent **9** If the Superintendent of School Support Services determines that a concern affects Superintendent or may affect schools in more than one Collaborative Learning Community, the Superintendent must

- (a) Implement any liaison and inter-Collaborative Learning Community coordination which is necessary; and
- (b) Assume responsibility for resolving the concern if it affects more than one Collaborative Learning Community and cannot be resolved at the individual school or Collaborative Learning Community level.

Appeal **10(1)** A parent may appeal the decision of the School Resource Committee in writing to the Superintendent of School Support Services.

- (2) The Superintendent of School Support Services must review the documentation and appoint a Challenge Review Committee to review the learning resource within forty days from the receipt of the request.
- (3) The Challenge Review Committee is chaired by the Superintendent of School Support Services and is comprised of system, school, and parental representatives and is expected to provide reasonable, unbiased perspective on the issue.
- (4) The system representation must include the Director of Professional Learning Support, evaluation and selection specialist personnel, and curriculum specialists as required by the subject of the learning resource being challenged.
- (5) School representation must include a teacher-librarian, principal, teacher or guidance counselor from an elementary or secondary school from the same level of the learning resource being challenged and neutral from the origin of the challenge.
- (6) Where appropriate, student representation may be included.
- (7) All Challenge Review Committee members will be expected to read, view, or listen to the challenged resource dependent on its format. Specialist evaluations and selection staff will provide reviews on the title in question.
- (8) The Challenge Review Committee will be instructed to focus on principles rather than attempt to define or interpret materials or parts of materials.

- (9) Resources available to the Challenge Review Committee will include
- (a) Copies of the materials being challenged;
 - (b) Reviews of materials being challenged;
 - (c) The Calgary Board of Education "Guidelines for Evaluation of Learning Resources" document (Revised 1998, Calgary Board of Education) document;
 - (d) Calgary Board of Education Teacher-Librarian Resource Manual document, section 10, (1991 - Calgary Board of Education); and
 - (e) Collection Development Plan, which includes evaluation forms and Policy 3013 - Program Issues and Challenges.
- (10) Through the process of collaborative dialogue the Challenge Review Committee will work to build consensus.
- (11) The Challenge Review Committee will prepare a report presenting both the majority and minority opinions to arrive at a recommendation for the Chief Superintendent to rule at the school board level.
- (12) The Chief Superintendent may accept or reject the recommendations of the Challenge Review Committee.
- (13) If the Chief Superintendent's ruling requires the removal of the learning resource, this will be done through processes in place in Professional Learning Support.

References: Chief Superintendent's Operating Regulation 1004.6A
- Duties and Responsibilities of Teacher-Librarians
Chief Superintendent's Operating Policy 3012 - School Libraries
Chief Superintendent's Operating Policy 3016 - Schedules for
Administration, Guidance, Counseling and Library Service
Collection Development Plan

REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES

Author _____

Title Format _____

Publisher/Producer _____

Request initiated by _____

Address _____ City _____
Postal Code _____ Phone _____

If the complainant represents a group or organization, please identify. _____

1. Are you objecting to the entirety of the resource or certain portions?

Entire resources _____	Certain portions _____
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2. To what in the resource do you object? (Please be specific. Cite pages, frames in a filmstrip, film sequence.) _____

3. What of value is there in this resource? _____

4. What do you believe is the theme or purpose of this resource? _____

5. Are you aware of the judgment of this resource by literary media critics from sources such as School Library Journal, Horn Book, Booklist, Quill & Quire?

Yes _____ No _____

6. For what age group would you recommend this resource? Please state reasons. _____

7. What action would you like your school or the School Board to take regarding this resource. Please state reasons.