



Agenda of Policy Committee Meeting

The Board of Trustees Belton Independent School District

A Policy Committee Meeting of the Board of Trustees of Belton Independent School District will be held April 4, 2022, beginning at 5:00 PM in the Big Red Room, 400 N. Wall Street, Belton, TX 76513. One or more trustees may participate via video conference.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

- 1. Call to Order**
- 2. Public Comments**
- 3. Review and Discuss the Following Items:**
 - A. EF(LOCAL): Instructional Resources 2
 - B. TASB Policy Review Next Steps
 - C. Legislative Priorities Update 28
- 4. Issues/Concerns for Future Agenda or Administrative Reports**
- 5. Adjourn**

Review and Discuss EF(LOCAL) Instructional Resources

April 4, 2022

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Review and discuss EF(LOCAL)
and possible considerations for
future revision

Aldine
Carrollton-Farmers Branch
Clear Creek
Dallas
Fort Worth
Fredericksburg
Frisco
Katy

Keller
McKinney
New Caney
North East
Northside
Plano
Tomball

- Challenged Resources Exclusion
- Basis of Exclusion
- Flexibility of Committee
- Formal Reconsideration Committee

- Challenged Resources - Exclusion
- Formal Reconsideration Process
 - Committee size and composition
 - Selection of Committee
 - Appeal process
 - Frequency of review
- New Collection Process

Note: For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see CMD and EFA.

Objectives

The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although professional staff members may select instructional resources for their use in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

In this policy, “instructional resources” may include textbooks, library acquisitions, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to implement, enrich, and support the District’s educational program.

The Board shall rely on District professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum, taking into consideration students’ varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

Selection Criteria

In the selection of instructional resources, professional staff shall ensure that the resources:

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.

INSTRUCTIONAL RESOURCES

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(LOCAL)

2. Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
3. Are appropriate for the subject area and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.
4. Are designed to help students gain an awareness of our pluralistic society.
5. Are designed to provide information that will motivate students and staff to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; and to make informed choices in their daily lives.
6. For library selections, are integral to the instructional program, are appropriate for the reading levels and understanding of students, reflect the interests and needs of the students and faculty, are included because of their literary or artistic value and merit, and present information with the greatest degree of accuracy and clarity.

Administrators, teachers, library media specialists, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of resources is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of resources that still have educational value.

Controversial Issues

District professional staff shall endeavor to maintain a balanced collection representing various views when selecting instructional resources on controversial issues. Resources shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

Challenged Resources

A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.

Informal
Reconsideration

The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:

1. The principal or designee shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned resource.
2. The principal or designee shall explain the intended educational purpose of the resource and any additional information regarding its use.
3. If appropriate, the principal or designee may offer a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource.
4. If the complainant wishes to make a formal challenge, the principal or designee shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the resource.

Formal
Reconsideration

A complainant shall make any formal objection to an instructional resource on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged resource with students or is familiar with the challenged resource's content. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged resource conforms to the principles of selection set out in this policy. The committee shall prepare a written report of its findings and provide copies to the principal, the Superintendent or designee, and the complainant.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting with the appropriate administrator. [See DGBA, FNG, and GF]

Guiding Principles

The following principles shall guide the Board and staff in responding to challenges of instructional resources:

1. A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.

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2. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own child.
3. Access to a challenged resource shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No challenged instructional resource shall be removed solely because of the ideas expressed therein.

Note: For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see CMD and EFA.

The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although professional staff members may select instructional resources for their use in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, “instructional resources” may include textbooks, library acquisitions, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to implement, enrich, and support the District’s educational program.

The Board shall rely on District professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum, taking into consideration students’ varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

Selection Criteria

In the selection of instructional resources, professional staff shall ensure that the resources:

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.

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2. Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
3. Are appropriate for the subject area and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.
4. Are designed to help students gain an awareness of our pluralistic society.
5. Are designed to provide information that will motivate students and staff to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; and to make informed choices in their daily lives.
6. For library selections, are integral to the instructional program, are appropriate for the reading levels and understanding of students, reflect the interests and needs of the students and faculty, are included because of their literary or artistic value and merit, and present information with the greatest degree of accuracy and clarity.

Administrators, teachers, library media specialists, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of resources is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of resources that still have educational value.

Controversial Issues

District professional staff shall endeavor to maintain a balanced collection representing various views when selecting instructional resources on controversial issues. Resources shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

Challenged Resources

A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.

Informal
Reconsideration

A school employee receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally.

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Formal
Reconsideration

A complainant shall make any formal objection to an instructional resource on the form provided by the District and shall submit the completed and signed form to the District's central office. A formal objection to an instructional resource must be filed within 15 calendar days of the date the complainant first knew, or with reasonable diligence should have known, of the objection to the instructional resource.

*Campus-
Selected
Resource*

Upon receipt of a form objecting to a resource selected by campus personnel, the principal shall review the resource to determine if it was selected in accordance with the principles of selection in this policy and guidance provided by the District. In reviewing the resource, the principal may consider information provided by instructional staff familiar with the resource. The principal shall provide a decision in writing to the complainant within 30 District business days of receiving the objection.

If the District receives multiple objections to the same instructional resource at multiple campuses, the Superintendent may consolidate the objections and appoint a reconsideration committee to review the resource in accordance with the procedures for reviewing a District-selected resource.

*District-Selected
Resource*

Upon receipt of a form objecting to a District-selected resource, the Superintendent shall appoint a reconsideration committee to review the resource. The reconsideration committee shall include at least one member of the instructional staff in the District who has experience using the challenged resource with students or is familiar with the challenged resource's content.

All members of the committee shall review the challenged resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged resource conforms to the principles of selection set out in this policy. The committee shall prepare a written report of its findings and provide copies to the Superintendent and the complainant within 30 District business days of receiving the objection.

If multiple objections to the same instructional resource are received by the District, all objections shall be consolidated, and a single reconsideration committee appointed.

Library Materials

Objections to library materials shall be reviewed in accordance with the procedures for objections to a District-selected resource.

*Frequency of
Review*

An instructional resource shall be reviewed no more than once per school year unless the Superintendent determines that a material change in circumstances has occurred such that additional review is warranted.

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Appeal

The complainant(s) may appeal the decision of the principal or the reconsideration committee, as applicable, in accordance with the appropriate complaint policy, starting at Level II with the Superintendent. The complainant(s) may further appeal the decision of the Superintendent to the Board, in accordance with the procedures applicable to Level III. [See DGBA, FNG, and GF]

Guiding Principles

The following principles shall guide the Board and staff in responding to challenges of instructional resources:

1. A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.
2. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own child.
3. Access to a challenged resource shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No challenged instructional resource shall be removed solely because of the ideas expressed therein.

Note: For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see CMD and EFA.

The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although professional staff members may select instructional resources for their use in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, “instructional resources” may include textbooks, library acquisitions, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to implement, enrich, and support the District’s educational program.

The Board shall rely on District professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum, taking into consideration students’ varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

Selection Criteria

In the selection of instructional resources, professional staff shall ensure that the resources:

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.

2. Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
3. Are appropriate for the subject area and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.
4. Are designed to help students gain an awareness of our pluralistic society.
5. Are designed to provide information that will motivate students and staff to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; and to make informed choices in their daily lives.
6. For library selections, are integral to the instructional program, are appropriate for the reading levels and understanding of students, reflect the interests and needs of the students and faculty, are included because of their literary or artistic value and merit, and present information with the greatest degree of accuracy and clarity.

Administrators, teachers, library media specialists, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of resources is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of resources that still have educational value.

Controversial Issues

District professional staff shall endeavor to maintain a balanced collection representing various views when selecting instructional resources on controversial issues. Resources shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

Challenged Resources

A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness. The District shall remove materials because they are pervasively vulgar or based solely on the educational suitability of the books in question. [See EF(LEGAL)]

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Informal
Reconsideration

The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:

1. The principal or designee shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned resource.
2. The principal or designee shall explain the intended educational purpose of the resource and any additional information regarding its use.
3. If appropriate, the principal or designee may offer a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource.
4. If the complainant wishes to make a formal challenge, the principal or designee shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the resource.

Formal
Reconsideration

A complainant shall make any formal objection to an instructional resource on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the Superintendent or designee shall appoint a reconsideration committee.

The reconsideration committee may include the campus principal, a campus library media specialist, a professional knowledgeable about curriculum and instruction, teacher(s), parent(s), and any other appropriate individuals. All committees must have an uneven number of representatives.

All members of the committee shall review the challenged resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged resource conforms to the principles of selection set out in this policy. The committee shall prepare a written report of its findings and provide copies to the principal, the Superintendent or designee, and the complainant.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting with the appropriate administrator. [See DGBA, FNG, and GF]

Guiding Principles

The following principles shall guide the Board and staff in responding to challenges of instructional resources:

1. A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were

qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.

2. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own child.
3. Access to a challenged resource may be restricted during the reconsideration process. The District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No challenged instructional resource shall be removed solely because of the ideas expressed therein.

Note: For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see CMD and EFA.

The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although professional staff members may select instructional resources for their use in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, “instructional resources” may include textbooks, library acquisitions, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to implement, enrich, and support the District’s educational program.

The Board shall rely on District professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum, taking into consideration students’ varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

Selection Criteria

In the selection of instructional resources, professional staff shall ensure that the resources:

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.

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2. Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
3. Are appropriate for the subject area and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.
4. Are designed to help students gain an awareness of our pluralistic society.
5. Are designed to provide information that will motivate students and staff to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; and to make informed choices in their daily lives.
6. For library selections, are integral to the instructional program, are appropriate for the reading levels and understanding of students, reflect the interests and needs of the students and faculty, are included because of their literary or artistic value and merit, and present information with the greatest degree of accuracy and clarity.

The library/media specialist shall have the primary responsibility for recommending library acquisitions and may involve administrators, teachers, other District personnel, parents, and community members, as appropriate. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of resources is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of resources that still have educational value.

Controversial Issues

District professional staff shall endeavor to maintain a balanced collection representing various views when selecting instructional resources on controversial issues. Resources shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

Challenged Resources

A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.

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Informal
Reconsideration

The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:

1. The principal or designee shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned resource.
2. The principal or designee shall explain the intended educational purpose of the resource and any additional information regarding its use.
3. If appropriate, the principal or designee may offer a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource.
4. If the complainant wishes to make a formal challenge, the principal or designee shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the resource.

Formal
Reconsideration

A complainant shall make any formal objection to an instructional resource on the form provided by the District and shall submit the completed and signed form to the principal or designee.

*Campus-Level
Reconsideration
Committee*

The principal or designee shall appoint a standing campus-level reconsideration committee within the first four weeks of each school year. Members of the committee may include District-level staff, library staff, secondary-level students, parents, and others deemed appropriate by the principal.

Upon receipt of a form with a formal objection to an instructional resource, the principal or designee shall appoint to the standing campus-level reconsideration committee at least one additional member of the instructional staff who has experience using the challenged resource with students or is familiar with the challenged resource's content.

All members of the committee shall review the challenged resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged resource conforms to the principles of selection set out in this policy. The committee shall prepare a written report of its findings and provide copies to the principal or designee, the Superintendent or designee, and the complainant.

The decision of the campus-level reconsideration committee shall be binding for the campus at which the complaint was filed.

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Appeals

To the District-Level Committee

The complainant may appeal the decision of a campus-level reconsideration committee to the District-level reconsideration committee.

The District-level reconsideration committee shall include, but not be limited to, a campus administrator, the assistant superintendent, and the senior director of curriculum and instruction. Any appeal must be filed with the assistant superintendent within seven days of the decision made by the campus-level reconsideration committee. The appeal shall contain documentation of the informal reconsideration process, if any; the original form provided by the District; the campus-level reconsideration committee's report; and dates of conferences with the principal or designee.

The District-level reconsideration committee shall review the challenged resource in its entirety alongside the findings of the campus-level reconsideration committee and determine whether the challenged resource conforms to the principles of selection set out in this policy.

The decision of the District-level reconsideration committee is binding for the campus at which the complaint was filed.

To the Board

The complainant may appeal the decision of the District-level reconsideration committee in accordance with appropriate complaint policies, starting at Level Three. [See DGBA, FNG, and GF]

Guiding Principles

The following principles shall guide the Board and staff in responding to challenges of instructional resources:

1. A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.
2. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own child.
3. Access to a challenged resource shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No challenged instructional resource shall be removed solely because of the ideas expressed therein.

Note: For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see CMD and EFA.

Objectives

In this policy, “instructional resources” may include textbooks, library acquisitions, supplementary resources for classroom use, and any other resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to implement, enrich, and support the District’s educational program.

The Board shall rely on the professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum, taking into consideration students’ varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

Selection Criteria

As part of the lesson planning process, the teacher shall preview all new resources (materials and speakers) prior to classroom use. If the resource addresses a sensitive issue, approval of the principal shall be obtained. In the selection of instructional resources, professional staff shall ensure that the resources:

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.
2. Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.

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3. Are appropriate for the subject area and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.
4. Are designed to help students gain an awareness of our pluralistic society.
5. Are designed to provide information that will motivate students and staff to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; and to make informed choices in their daily lives.
6. For library selections, are integral to the instructional program, are appropriate for the reading levels and understanding of students, reflect the interests and needs of the students and faculty, are included because of their literary or artistic value and merit, and present information with the greatest degree of accuracy and clarity.

Administrators, teachers, library media specialists, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of resources is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of resources that still have educational value.

Controversial Issues

Professional staff shall endeavor to maintain a balanced collection representing various views when selecting instructional resources on controversial issues. Resources shall be chosen to clarify historical and contemporary forces by presenting and analyzing inter-group tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

Challenged Resources

Except as provided below, a parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.

Resources Not Subject to Reconsideration

Instructional resources and their ancillary/supplementary materials approved in the selection and adoption process are not subject to reconsideration during the term of the adoption.

Resources Subject to Reconsideration

Sensitive issues are ones identified from previous experience as areas that need careful thought and review. Resources addressing

sensitive issues are subject to the building and/or District material reconsideration process.

Supplemental programs, speakers, and resources (other than state-adopted materials) are subject to principal, teacher, and building level review. In addition, any supplemental program approved for District use is subject to the District material reconsideration process.

Any audiovisual/computer software (other than state-adopted materials) approved for District use is subject to the building and District material reconsideration process.

Books in the library collection are subject to the campus and District reconsideration process.

Challenge Process

Any school receiving a complaint about the appropriateness of an instructional resource shall use the following procedure to resolve the matter:

*Campus–Level
Procedure*

1. The principal or designee shall explain the following:
 - a. School’s selection process;
 - b. Criteria for selection;
 - c. Qualifications of professional staff who selected the questioned material;
 - d. Role of questioned material in the educational program;
 - e. Intended educational usefulness; and
 - f. Any additional information regarding its use.
2. If appropriate, the principal or designee may offer a concerned parent other instructional material to be used by that parent’s child in place of the challenged material. If the person with an objection is not satisfied, complaints must be made on the reconsideration form. The form shall be completed and signed by the complainant and filed with the principal or designee.
3. If use of the challenged resource is limited to an individual school, the principal or designee, upon receipt of the request, shall appoint a reconsideration committee that shall review the challenged resource and determine whether it conforms to the principles of selection set forth in this policy. The decision of the reconsideration committee is binding only for the affected school.

4. The campus-level reconsideration committee shall consist of the principal, three staff members including at least one member of the instructional staff who either has experience teaching the challenged material or is familiar with the challenged material, and three school community members.
5. All members of the committee shall review the challenged resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged resource conforms to the principles of selection set out in this policy. The committee shall then prepare a written report. Copies of the report shall be provided to the principal, the Superintendent or designee, and the complainant.
6. If the challenged resource has Districtwide implications, the principal involved will forward the challenge immediately to a District reconsideration committee.

*District-Level
Appeal*

A decision from the campus reconsideration committee may be appealed to a District reconsideration committee by any involved party. The appeal shall contain documentation of the informal reconsideration process, if any, completed reconsideration form, the campus reconsideration committee's report, and dates of conferences with the principal or designee.

The appeal shall be made to the assistant superintendent for academic services who shall convene a committee consisting of the director of the appropriate curriculum department, a building administrator, the District-level subject area specialist, classroom teachers, and other outside professionals in the field, if deemed necessary. When a decision is reached, the committee shall complete the reconsideration report.

The following procedure shall be followed:

1. The assistant superintendent for academic services shall schedule a hearing within 14 days of the receipt of the written request.
2. Not more than five working days after the hearing date, the assistant superintendent for academic services shall file a report of this hearing with the Superintendent and the concerned party.
3. Any involved party may appeal any decision of the assistant superintendent for academic services to the Board by filing a written request with the Superintendent within seven days of the decision. The request for a Board hearing shall contain a copy of the original complaint, a report from the assistant superintendent for academic services, the District and campus

reconsideration committees' reports, and dates of conferences with the principal or designee.

4. The Superintendent shall review these records and submit them to the Board for its consideration along with any administrative recommendation. The Board shall hear the complaint within 30 days after the written request is filed with the Superintendent and shall give its written response within 15 days following the hearing.

Guiding Principles

The following principles shall guide the Board and staff in responding to challenges of instructional resources:

1. A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.
2. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own child.
3. Access to a challenged resource shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No challenged instructional resource shall be removed solely because of the ideas expressed therein.



87th Texas Legislative Session



The Belton ISD Board of Trustees is grateful to the Texas State Legislature for its passage of House Bill 3 in the 86th legislative session.

Our school district's priorities for this legislative session focus on our commitment to provide exceptional learning to each and every student, despite the financial constraints and uncertainties that the state and school districts across Texas face.

Sustain & Increase Flexibility in School Finance

HB3 included significant and meaningful changes in how Texas is investing in the future through funding public education. As Belton ISD continues to experience fast growth, full funding for important student initiatives and operational supports must be sustained. Now more than ever, districts will need maximum flexibility in spending state and federal allocations to support the unique needs of each and every student.

- ▶ Preserve the basic allotment and prioritize the maintenance of a stable, predictable funding formula.
- ▶ Preserve dedicated funds for technology use and curriculum resources.
- ▶ Allow school districts to retain 100% discretion to manage the local fund balance.
- ▶ Reduce unfunded mandates.

Districts will need maximum flexibility in spending state and federal allocations to support the unique needs of each and every student.

Improve Assessment & Accountability



Students and families in Texas deserve a meaningful school accountability system and thoughtful, state-wide support for assessment practices that promote true learning. High-stakes standardized testing does not motivate students or teachers to grow and learn. An accountability system should reflect the values of the community and should include measures that promote the growth of the whole child. Now is an opportune time to make changes to this outdated system.

- ▶ Limit the state assessment program to only those assessments necessary to meet federal requirements.
- ▶ Support districts efforts to develop and implement more targeted internal assessments.
- ▶ Eliminate the punitive A-F letter grade rating system and allow for the development of community-based accountability systems.
- ▶ Remove the expiration date of the Individual Graduation Committee.

Protect Local Control

Belton ISD serves more than 12,600 students from 3 municipalities across 198 square miles. Our district is represented by locally elected trustees who are best able to respond to the needs of our students, staff, families and communities we serve. Protecting the Board's authority and the district's ability to make key instructional and financial decisions supports the delivery of personalized learning for each and every student in our district.

- ▶ Maintain the May election date as an option for school district bond and board elections.
- ▶ Preserve districts' freedom to choose instructional materials, curriculum and resources that best meet the needs of the local community.

