



## **Agenda of Policy Committee Meeting**

### **The Board of Trustees Belton Independent School District**

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A Policy Committee Meeting of the Board of Trustees of Belton Independent School District will be held May 2, 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 - Learning/Study 2
  - B. FDA(LOCAL): Admissions, Interdistrict Transfers - 1st Reading 26
  - C. TASB Policy Review Update 32
  - D. Continued Legislative Priorities Discussion 38
- 4. Issues/Concerns for Future Agenda or Administrative Reports**
- 5. Adjourn**

# Review and Discuss EF(LOCAL) Instructional Resources

May 2, 2022

2



Learn, Study and Discuss  
EF(LOCAL) in the areas of  
process and selection criteria

<p>BISD EF(LOCAL) Challenged Resources</p>	<p>TEA Guidance for EFB(LOCAL) Challenged Procedures</p>	<p>McKinney ISD EF(LOCAL)</p>
<p>Informal Reconsideration Process</p> <p>Formal Reconsideration Process:</p> <ul style="list-style-type: none"> <li>● Guidance on committee members</li> <li>● Appeal: District Grievance Process (DGBA, FNG and GF)</li> </ul>	<p>Conference or Meeting</p> <p>Formal Reconsideration:</p> <ul style="list-style-type: none"> <li>● Guidance on committee members</li> <li>● Voting membership</li> <li>● Timeline</li> <li>● Reference to use the Checklist for Reconsideration</li> <li>● Appeal: District Grievance Process (FNG or GF)</li> </ul>	<p>Informal Reconsideration Process</p> <p>Formal Reconsideration Process:</p> <ul style="list-style-type: none"> <li>● Guidance on committee members</li> <li>● Campus-Level Reconsideration Committee</li> <li>● Appeals:               <ul style="list-style-type: none"> <li>○ District-Level Reconsideration Committee</li> <li>○ Board</li> </ul> </li> </ul>

BISD EF(LOCAL) Selection Criteria	TEA Guidance for EFB(LOCAL) Selection Criteria
Outlines 6 criteria for resources	Outlines 6 criteria for resources  Adds: <ul style="list-style-type: none"><li>● Additional 5 criteria</li><li>● Posting of Library Materials and hours of review</li><li>● Requirement to read, review and recommend materials before inclusion in the library</li></ul>

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**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.

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**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

EF  
(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.

INSTRUCTIONAL RESOURCES

EF  
(LOCAL)

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.

**Definitions**

Instructional materials are defined by Texas Education Code §31.002 as content that conveys the essential knowledge and skills of a subject in the public school curriculum through a medium or a combination of media for conveying information to students.

For purposes of this policy, library materials, whether held in a formal school library or in a classroom, are defined as electronic, print, and nonprint resources, excluding textbooks, for independent use by students and faculty outside of the District's core educational program.

While instructional materials and library materials are both considered instructional resources, they are not the same, and the terms shall not be used interchangeably.

**Objectives**

Since school and classroom libraries are viewed as places for voluntary inquiry, library materials must be treated differently from instructional materials used in classroom instruction. This policy provides criteria for the selection, removal, and replacement of library materials, focused on maximizing transparency with parents and community members while meeting student needs to provide supplemental enrichment in their learning with appropriate materials. Through the provision of these library materials, the District shall recognize that parents hold an essential role in the education of their children and have the right to guide what their children read.

The District shall apply the standards, dimensions, and expectations as defined by rule 13 TAC §4.1, and any related guidance including the Texas State Library and Archives Commission's [Guidance for School Libraries on Collection Development](#), as well as the [School Library Programs: Standards and Guidelines for Texas](#) to evaluate and set goals for the school library collection in alignment with board-approved policies and procedures.

**Avoiding Inappropriate Material**

In addition to the above criteria for selection, all material should be appropriate for students. Texas Penal Code §43.24(a)(2) describes harmful material as material whose dominant theme taken as a whole: (1) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (2) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (3) is utterly without redeeming social value for minors. It is an offense in Texas to distribute this material in violation of Texas Penal Code §43.24(b). No library material shall be used if it contains content that can meet the harmful material standard. Finally, collection development policies must demonstrate a commitment to compliance with the Children's Internet Protection Act (CIPA) as specified in 47 U.S.C. §254(h)(5), including technology protection measures.

**Responsibility for Selection**

The legal responsibility for the purchase of all library materials is vested in the Board. The board will provide final approval for all new materials added to the library. Recommendations for new material and reorders of existing materials shall be made by the district-level library supervisor or similar administrator designated by the Superintendent. This individual, with the assistance of other school personnel, shall discharge this obligation consistent with the Board's adopted selection criteria and procedures.

**Criteria for Selection**

The district-level library supervisor or designated administrator shall work cooperatively with library staff, faculty, and the administration to interpret and guide the application of this policy in making selections. To ensure parental engagement, the District shall make the selection process of library materials readily available for parental review, with a list of all library materials posted on-line on the district's website, and the content of all materials available for direct review during reasonable hours specified for such review.

Each item selected shall:

1. Support and enrich the curriculum and/or students' personal interests and learning;
2. Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format;
3. Be appropriate for the subject area and for the age, intellectual development, and ability level of the students for whom the materials are selected;
4. For non-fiction resources, incorporate accurate and authentic factual content from authoritative sources;
5. Earn favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by professional personnel;
6. Balance cost with need.

In addition to the above criteria, fiction, narrative nonfiction (memoirs and biographies), and graphic novels must each meet the following selection criteria, with the District determining that such materials:

1. Are integral to the instructional program.
2. Reflect the interests and needs of the students and faculty.
3. Are appropriate for the reading levels and understanding of students.
4. Are included because of their literary or artistic value and merit.
5. If narrative nonfiction, present information with the greatest degree of accuracy and clarity.

Prior to any material being selected for inclusion, a library material shall have been read, reviewed, and recommended for inclusion by the district-level library supervisor or individual(s) designated by that supervisor. If more support and/or resources are needed for this review, the Board may approve the engagement of a cooperative of other Texas public schools and rely upon the recommendation of that cooperative.

### **Acquisition Procedures**

The district-level Library supervisor or designated administrator shall select material based on their own expertise and solicit recommendations from others. Recommendations for library acquisitions shall involve administrators, teachers, other District personnel, parents, and community representatives, as appropriate.

Selection of materials is an ongoing process that includes the removal of collections deemed by the Board or its delegates to be no longer appropriate and the periodic replacement or repair of materials still of educational value.

School library materials orders shall be approved by the District-level library supervisor or designee, for both orders at the district and campus level.

When acquiring new library material content not previously acquired, the District-level librarian or designee shall submit a list to the Superintendent for inclusion in a board agenda. The Board shall be provided the list at least thirty days prior to action.

*Individual board member review.* If any board member questions or desires further information on any title or author, he/she shall contact the Superintendent at least fifteen (15) days before board action. The Superintendent or designee shall then contact the district-level library supervisor to obtain copies of professional reviews of any library material in question. If so desired, the board member can obtain a copy of the library material from another source.

*Board action.* The order for library materials in its entirety, including any materials in question by individual board members, shall be presented to the Board following the 30-day review period. Prior to voting, individual Board members shall have an opportunity to present their rationale for desiring to exclude certain books from the order, with amendments to the proposed list considered either as a group or individually, depending on board action. After Board approval, the final list shall be processed for order. As the new materials are received, they shall be checked against a master list of materials ordered.

The selection and acquisition of the digital library collection will follow the same policies and procedures as the physical library collection. The district shall ensure that the method by which students access the digital library will allow students only to access age/grade-appropriate content. The curator will apply access levels by consulting the peer-reviewed recommended age group, District librarians, and educators. Access levels shall be applied as:

Recommended Ages	Grade Span	Content Access Level
4-10	PK-5	Juvenile
11-13	6-8	Middle School
14+	9-12	High School
Adult	9-12	High School

*TexQuest digital resources.* [TexQuest](#) is the Texas State Library and Archives Commission's (TSLAC's) electronic instructional resources program for public schools. District participation in TexQuest is voluntary. TexQuest is supported by the Texas Legislature and by participation fees paid by school districts and open enrollment charter schools. TSLAC administers all aspects of the TexQuest program and coordinates with districts on the implementation and management of any TexQuest resources the district or school system selects to make available for its students.

TSLAC licenses resources for the TexQuest program following state procurement practices and with opportunities for community input. Professional librarians evaluate resources for inclusion in the program based on the TexQuest Collection Development Policy and actively manage the resulting contracts. Use of any or all TexQuest digital resources and e-books remains a Board decision.

**Challenge Procedures**

A parent of a District student or any District resident may formally challenge library material used in the District's educational program on the basis of appropriateness. The school receiving a complaint about the appropriateness of a library material shall try to resolve the matter informally through a telephone conference or meeting between the complainant and the school librarian, designated campus administrator, or District-level library supervisor. The conference may also include other necessary staff members as deemed appropriate by district-level library personnel.

If the complainant wishes to file a formal request for reconsideration, a copy of the "Request for Reconsideration of Library

Materials” form shall be provided to the complainant by district-level library supervisor or appropriate administrator. The following shall apply:

1. All formal concerns regarding library materials shall be submitted on the form provided by the District and shall submit the completed and signed form to district-level library supervisor or designated administrator.
2. The District-level library supervisor shall appoint a reconsideration committee within ten business days that shall review the challenged material and determine whether it conforms to the principles of selection set out in this policy.
3. The reconsideration committee shall include both district and campus-level professional staff, including at least one member who has experience using the challenged resource with students or is familiar with the content of the challenged material, and two parents of students. The Superintendent or designee shall chair the committee.
4. The total voting committee membership shall be an uneven number. The complainant will not be a member of the committee, but the complainant’s written submission will be thoughtfully considered by the committee.
5. Prior to the committee meeting, each committee member will read a copy of the library material in question.
6. All committee members shall review the submitted written concern.
7. The committee will review all items on the Checklist for Reconsideration of Library Materials.
8. After working through the checklist for reconsideration of library materials and any deliberations the committee feels necessary, committee members will vote on the disposition of the library material being considered.

The major criterion for the final decision on challenged library material is the appropriateness of the resource for its intended educational use. The plurality opinion in *Bd. of Educ. v. Pico*, 457 U.S. 853 (1982) uses the standard that no challenged instructional resource shall be removed solely because of the ideas expressed therein. The opinion allows the removal of materials because they are pervasively vulgar or based upon the lack of educational suitability of the library material. Further, making a determination of appropriateness will include a review of and compliance with 47 U.S.C. §254(h)(5), Texas Penal Code §43.24(a)(2), and Texas Penal Code §43.24(b).

When the committee has reached a decision, the appropriate District-level administrator shall notify the complainant. The decision shall be in written form, dated, and provided to the complainant

within ten (10) District business days of the committee's meeting. All other appropriate staff members will be informed of the reconsideration and the outcome.

A specific library material that completes the formal challenge process and remains in the library will not be reconsidered within one year of final determination, and any material removed will not be eligible for consideration to be added again for at least 10 years. The district shall verify previous decisions prior to convening a reconsideration committee.

As noted above, TSLAC administers all aspects of the TexQuest program and has adopted policies for the selection and management of TexQuest resources. Challenges to material provided through the program would follow the TSLAC TexQuest Content review process.

*Appeal of Reconsideration Committee.* The complainant may appeal the decision of the reconsideration committee by filing the appropriate district grievance form (FNG or GF).

**Opportunity for Parent Review**

In recognizing that parents hold an essential role in the education of their children and have the right to guide what their children read, each library shall maintain a printed list of materials onsite and on the school library website that shows what has been selected as well as what is slated for acquisition. The Superintendent, or designated District-level administrator, will offer a "Parent Preview" at least ten days before books are to be placed on the shelves, once in the fall and once in the spring. Audio-visual materials are to be made available to parents for in-person review, upon request, on the same basis as printed materials are made available.

**Other Parental Considerations**

In school libraries, students are afforded the opportunity to self-select texts as part of literacy development. While librarians are trained in selecting materials in accordance with Board policy and the outlined selection criteria and may provide guidance to students in selecting texts, the ultimate determination of appropriateness lies with the student and parent.

School librarians, or designated campus administrators, are to encourage parents to share any considerations regarding their students' book selections. Parents may contact the campus librarian directly and/or complete an online form for library book opt-out decisions. School librarians will accommodate individual requests by parents, within reason, which may include restricting specific titles or books.

**Criteria for Gifts and Donations**

Gifts and donations to the school library or classroom libraries are accepted with the understanding that the decision for use and disposition of the materials and/or funds will be determined using the same selection criteria as purchased materials. All materials should support the curriculum and needs of library users. Gifts and donations, like purchased resources, will be removed from the collection at the end of their useful life. Gifts and donations will be subject to the acquisition policy and process for approval before including in the school library collection or in a classroom library.

**Routine Review and Removal of Materials**

Bi-annually, the District-level library supervisor shall collaborate with campus library personnel and administration to conduct an inventory of the school library collection and equipment. The inventory can be used to determine losses and remove damaged or worn materials which can then be considered for replacement. The inventory can also be used to deselect and remove materials that are no longer relevant to the curriculum or of interest to students. Additionally, the District-level library supervisor should develop a collection maintenance plan that includes systematic inspection of materials that would result in removing outdated, damaged, or irrelevant materials from the collection. All materials removed from the collection shall be disposed of in accordance with the District's property disposal procedures. Incorporated into this routine review and removal of existing inventory, the District shall create an ongoing cycle to review content existing in circulation.

EXHIBIT A

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL RESOURCES

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone number: \_\_\_\_\_

Do you represent:

- Yourself?
- An organization?

If an organization, please identify: \_\_\_\_\_

**Resource on which you are commenting:**

- Book
- Magazine
- Newspaper
- Audio recording
- Textbook
- Video/DVD
- Library program
- Display
- Electronic information/network (*please specify*): \_\_\_\_\_
- Other: \_\_\_\_\_

Title: \_\_\_\_\_

Author/Producer: \_\_\_\_\_

1. Have you reviewed the resources in their entirety?

- Yes
- No

*(If not, please do so before completing and submitting this form.)*

2. To what in the resource do you object? *(Please be specific. Cite pages and the like.)*

\_\_\_\_\_

3. What do you believe might be the result of using this resource?

\_\_\_\_\_

4. For what age group would you recommend this resource?

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5. In its place, what resource of equal quality would you recommend that could be used to teach similar subject matter?

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6. What do you believe should be done with the resource in question?

- Remove it from the curriculum.
- Do not allow my child to use this resource.
- Use it as resource material or a choice selection.

Complainant's signature: \_\_\_\_\_

Date: \_\_\_\_\_

EXHIBIT B

CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL RESOURCES

Type of resource: \_\_\_\_\_

Title: \_\_\_\_\_

Author/Producer: \_\_\_\_\_

**1. Purpose**

a. What is the overall purpose of the material or resource? \_\_\_\_\_

\_\_\_\_\_

b. Is the purpose accomplished?

Yes

No

**2. Authenticity**

a. Is the author or presenter competent and qualified in the field?

Yes

No

b. What is the reputation and significance of the author or publisher/producer in the field?

\_\_\_\_\_

c. Is the material or resource up-to-date?

Yes

No

d. Are information sources well documented either in the resource or in guides?

Yes

No

e. Are translations and interpretations faithful to the original?

Yes

No

**3. Appropriateness**

- a. Does the resource promote the educational goals and objectives of the curriculum of District schools?
- Yes  
 No
- b. Is it appropriate for the level of instruction intended?
- Yes  
 No
- c. Are the illustrations appropriate for the subjects and age levels?
- Yes  
 No

**4. Content**

- a. Is the content of this material or resource well presented by providing adequate scope, range, depth, and continuity?
- Yes  
 No
- b. Does it present information not otherwise available?
- Yes  
 No
- c. Does it give a dimension or direction that is new or different from others available for the subject?
- Yes  
 No

**5. Review/Evaluations**

- a. Source of review/evaluation: \_\_\_\_\_
- Favorably reviewed  
 Unfavorably reviewed
- b. Does this title or resource appear in one or more reputable selection aids?
- Yes  
 No
- (If yes, please list titles of selection aids.)*

Additional comments:

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Recommendations by review committee for treatment of questioned resource:

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Signatures of review committee:

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Chairperson: \_\_\_\_\_

Date: \_\_\_\_\_

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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

EF  
(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.

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.]

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INSTRUCTIONAL RESOURCES

EF  
(LOCAL)

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.

**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.
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**Note:** This local policy has been revised in accordance with the District's [innovation plan](#).<sup>1</sup>

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<b>Authority</b>	<p>The Superintendent is authorized to accept or reject any transfer requests, provided that such action is without regard to race, religion, color, sex, disability, national origin, or ancestral language.</p> <p>A resident student who becomes a nonresident during the course of a semester shall be permitted to continue in attendance for the remainder of the semester.</p>
<b>Transfer Requests</b>	<p>A nonresident student wishing to transfer into the District shall file an application for transfer each school year with the Superintendent or designee. Transfers shall be granted for one regular school year at a time.</p>
<b>Criteria</b>	<p>In evaluating a request for transfer, the Superintendent or designee shall consider:</p> <ol style="list-style-type: none"><li>1. Program needs of the student and program availability of the campus;</li><li>2. Available space of the school to which the student requests a transfer;</li><li>3. UIL rules; and</li><li>4. A student's attendance and/or discipline history.</li></ol>
<b>Revocation</b>	<p>The Superintendent may revoke an interdistrict transfer for one or more of the following reasons:</p> <ol style="list-style-type: none"><li>1. Violation of standards contained in the Student Code of Conduct or student handbook;</li><li>2. Unacceptable attendance;</li><li>3. Space unavailability;</li><li>4. Any District exigency that would require adjustments in campus enrollment;</li><li>5. Nonpayment of tuition;</li><li>6. False information was provided on the interdistrict student transfer form; or</li><li>7. Other reasons that may be determined by the administration.</li></ol>
<b>District Employees</b>	<p>A District employee may request an interdistrict transfer for his or her child to any District campus. Prior to approval by the</p>

	<p>Superintendent or designee, the District employee's child must meet all criteria established in policy.</p>
<p>Transfer Agreements</p>	<p>A transfer student shall be notified in the written transfer agreement that he or she must follow all rules and regulations of the District.</p> <p>In accordance with the District's innovation plan, the District is exempt from state law requiring transfers to be for a one-year period. Therefore, violation of the terms of the agreement may result in revocation of the agreement during the school year or may result in a transfer request not being approved the following year.</p>
<p><b>Campus Assignment</b></p>	<p>Approved interdistrict transfer students shall be assigned to the campus in closest proximity to his or her home address. If that campus cannot accommodate the transfer due to space, the student will be placed at the campus in next-closest proximity until a campus with available space is found. This shall not apply to interdistrict transfer of an employee's child.</p>
<p>Exception</p>	<p>An interdistrict transfer student who has attended a specific District high school for at least six semesters and whose transfer request has been approved may be assigned to the same high school where the student completed the previous six semesters.</p>
<p><b>Transportation</b></p>	<p>The District shall not provide transportation for interdistrict transfer students.</p>
<p><b>Closed Campuses</b></p>	<p>Campus capacities will be reviewed annually. Campuses that are at their capacity threshold will be closed to any new interdistrict transfers.</p>
<p><b>Tuition</b></p>	<p>If the District charges tuition, the amount shall be set by the Board, within statutory limits.</p>
<p>Military Discount</p>	<p>A child who has a parent who is an active duty member of the military shall receive a 50 percent discount of tuition.</p>
<p>Waivers</p>	<p>The Superintendent or designee may waive tuition for a student based on financial hardship upon written application by the student, parent, or guardian. [See FP]</p>
<p>Nonpayment</p>	<p>The District may initiate withdrawal of students whose tuition payments are delinquent. The withdrawal shall take place at the conclusion of the semester.</p>
<p><b>Appeals</b></p>	<p>Any appeals shall be made in accordance with FNG(LOCAL) and GF(LOCAL), as appropriate.</p>

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<sup>1</sup> Innovation Plan:

<https://www.bisd.net/Page/369#:~:text=Belton%20ISD's%20District%20of%20Innovation,plan%20on%20December%207%2C%202021>

### PROPOSED REVISIONS

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**Transfer Requests**

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**Criteria**

In evaluating a request for transfer, the Superintendent or designee shall consider:

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# TASB Policy Review Update

Policy Committee Meeting  
May 2, 2022

Discuss TASB policy review process and next steps.

<b>Date</b>	<b>Activity</b>
October - November 2021	Identify policy review team: Directors, Ex. Directors, Cabinet, 2 high school principals, 2 middle school principals and 3 elementary principals.
January 2022	Complete questionnaire (provided by TASB)
March 8 & 9	Administrator sessions with TASB Review policies and associated practices
March 8	Board Session (3 hour session)
Week of April 4	Policy recommendations provided by TASB

## **45 Total Policies**

- Basic District Foundations - 1
- Local Governance - 8
- Business and Support Services - 9
- Personnel - 7
- Instruction - 5
- Students - 10
- Community and Governmental Relations - 5

- Policy review and discussion with Board Policy Committee
- Final recommendations to the Board for consideration and possible approval
- TASB updates Policy Online





# 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.

