

## SELECTION OF LEARNING RESOURCES

### I. Statement of Policy

The policy of the Board of Education at USD 382 is to provide a wide range of learning resources to enrich, supplement and support the educational program for the student. Resources must serve both the wide curriculum needs as well as student interest. A wide range of abilities and differing view points will be provided.

### II. Objectives of Selection

A. A learning resource shall refer to any person(s) or any material whether acquired or locally produced with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources will include supplementary reading, informational material, community resource people, agencies and organizations, various non-book materials, computer software and periodicals.

B. The primary objective of learning resources is to support, enrich and help implement the educational program. It is the duty of the professional staff to provide students with a wide range of materials at varying levels of difficulty with wide appeal and presenting differing view points.

C. The USD 382 Board of Education charges the professional staff with the responsibility of:

1. Providing materials that enrich, vitalize, support, and implement the curriculum-taking into consideration the varied interests, socioeconomic and ethnic backgrounds, abilities, and maturity levels of the students served.
2. Providing media that will shape the learning environment, stimulate growth in factual knowledge, literary appreciation, cultural and aesthetic values, and ethical standards.
3. Providing a fundamental part of the educational process and a background of information which will enable students to develop an intellectual integrity in forming judgments.
4. Providing resources with diversity of appeal and on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical analysis of all media.
5. Providing materials which reflect the ideas and beliefs of religious, ethnic, social, political and historical groups and their contribution to culture and American and World Heritage.
6. Placing principle above personal opinion and reason above prejudice in the selection of materials in order to assure a comprehensive collection appropriate for the users of the library media center.

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III. Responsibility for Selection of Learning Resources

The Board of Education delegates the responsibility for selecting learning resources to the professional staff employed by the school district. While selection of learning resources involves many people (administrators, classroom teachers, students, and media center specialists) the responsibility for coordinating the selection of learning resources and making the recommendation for purchase rests with the principal and media specialist.

IV. Criteria for Selection of Learning Resources

A. The following criteria shall guide the professional staff in selecting various learning resources:

1. educational significance based on the needs of the individual school
2. contribution of subject matter to the curriculum and interest of students
3. favorable reviews from reliable reviewing sources
4. favorable recommendations based on preview and examination of learning resources
5. validity, currency, appropriateness and reputation and significance of the author, producer and publisher
6. high degree of potential user appeal
7. high artistic quality and/or literary style
8. quality and variety of format
9. value is deemed appropriate with cost or need
10. timeliness or permanence

B. Learning resources that cover controversial issues will be selected with thought toward maintaining a balanced collection representing varying views.

V. Procedures for Selection of Learning Resources

1. When selecting learning resources the library media specialist will examine the present resources and the future curriculum needs, then using reviewing sources approved by KASL and the Kansas State Department of Education, if available, will select needed resources. When possible examination of the actual resources will be best.
2. Recommendations for purchase will involve administrators, classroom teachers, students, library media specialist.
3. Gift materials will be judged by the same criteria as other learning resources. If a gift can not be used it will be returned to the donor. Monetary gifts are preferable for purchase of learning resources.

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4. Selection is an ongoing process which should include the removal or "weeding" of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

Part II-Procedures for Dealing with Challenged Materials

1. Statement of Policy

Any resident or employee of the school district may formally challenge learning resources used in the district's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

II. Request for Informal Reconsideration

A. The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.

1. The principal along with the appropriate staff shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.

2. The principal along with the appropriate staff member shall explain the particular place the questioned resource occupies in the educational program, its intended educational usefulness, and additional information regarding its use.

3. If the questioner wished to file a formal challenge, a copy of the district Selection of Learning resources policy and a Request for Reconsideration of Learning Resources form shall be handed or mailed to the party concerned by the principal.

III. Request for Formal Consideration

A. Preliminary procedures

1. Each school will keep on hand and make available Request for Reconsideration of Learning Resources forms. All formal objections to learning resources must be made on these forms.

2. The Request for Reconsideration of Learning Resources form shall be signed by the questioner and filed with the principal.

3. The Superintendent shall be informed of the formal complaint received.

4. The request for reconsideration shall be referred to a reconsideration committee at the school level for the reevaluation of the resource.

B. The Reconsideration Committee

1. Upon receipt of a request the formal reconsideration of a learning resource, the principal shall:

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Guiding Principles

D.

1. The reconsideration committee shall:
  - a. Examine the challenged resource.
  - b. Determine professional acceptance by reading critical reviews of the resource.
  - c. Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context.
  - d. Discuss the challenged item with the individual questioner when appropriate.
  - e. Prepare a written report.
2. The written report shall be discussed with the individual questioner if requested.
3. The written report shall be retained by the school principal, with copies forwarded to the superintendent.
4. Written reports, once filed, are confidential and available for examination by the Board of Education and appropriate officials only.
5. The questioner shall have the right to appeal any decision of the reconsideration committee to the Board of Education by written notice within 10 calendar days after receiving the reconsideration committee's written report.

Resolution

C.

- a. Appoint a reconsideration committee including the following membership as appropriate:
  1. Building Principal (Chair)
  2. Building Media Specialist
  3. Three certified members of the school teaching staff chosen by the building principal
  4. Two patrons from the attendance center's site council.
- b.
  1. Arrange a meeting for the reconsideration committee within seven working days of receiving the complaint.
  2. The reconsideration committee may choose to consult with other persons with related professional knowledge.
  3. The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the district's Selection of Learning Resources policy.

1. Any resident or employee of the school district may raise objection to learning resources used in a school's educational program despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure and observed the criteria for selecting learning resources.
2. No parent has the right to determine the reading, viewing or listening matter for students other than his/her own children.
3. USD #382 supports the Library Bill of Rights, adopted by the American Library Association. (A copy is attached to this policy) When learning resources are challenged, the principles of the freedom to read/listen/view must be defended as well.
4. Access to challenged material shall not be restricted during the reconsideration process.
5. The major criterion for the final decision is the appropriateness of the material for its intended educational use.
6. A decision to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection and/or use of the material.

## LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be prescribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

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CITIZEN'S REQUEST FOR RECONSIDERATION  
OF  
LIBRARY MATERIAL

Title \_\_\_\_\_

Author \_\_\_\_\_

Book \_\_\_\_\_ Recording \_\_\_\_\_ Tape \_\_\_\_\_ Other \_\_\_\_\_

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_ Street \_\_\_\_\_ State \_\_\_\_\_

Complainant represents:

\_\_\_\_\_ Yourself \_\_\_\_\_

\_\_\_\_\_ (Name organization) \_\_\_\_\_

\_\_\_\_\_ (Other group) \_\_\_\_\_

1. To what do you object? (Please cite specific parts of the material) \_\_\_\_\_

2. What do you feel might be the result of use of this learning resource? \_\_\_\_\_

\_\_\_\_\_

3. For what age group would you recommend this learning resource? \_\_\_\_\_

4. Is there anything good about this material? \_\_\_\_\_

5. Did you read the entire book or listen to the entire learning resource? \_\_\_\_\_

6. Are you aware of the judgment of the learning resource? \_\_\_\_\_

7. What do you believe is the theme of this learning resource? \_\_\_\_\_

8. What would you like your school to do about this learning resource? \_\_\_\_\_

## LOCAL HEALTH AND WELLNESS POLICY

The board is committed to providing a school environment that promotes student health and wellness as part of the total learning experience for its students. To this end, the board shall promote and monitor a local health and wellness plan that includes methods to promote student health and wellness, prevent and reduce childhood obesity, and provide assurance that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum federal standards. The program shall:

- Include goals for providing proper student nutrition promotion and education, physical activity, and other school-based activities designed to promote student wellness which are based on evidence-based strategies and techniques;
- Meet federal nutrition standards and guidelines for all foods and beverages provided to students in each school during the school day;
- Ensure standards and nutrition guidelines for all foods and beverages sold to students during the school day at each district school are consistent with the requirements of the School Breakfast Program, the National School Lunch Program, and the competitive food standards established pursuant to the National School Lunch Program;
- Provide students with opportunities to improve personal health and disease prevention; Develop essential health skills necessary to maintain and enhance personal and community health behaviors;
- Include goals for addressing student social and mental health needs;
- Develop skills to prevent injury; and
- Understand the effects and consequences of nicotine, alcohol, and drug use.

The Superintendent or designee shall be responsible for the implementation and oversight of this policy and plan to ensure each of the district's schools, programs, and curriculum is compliant with this policy, the plan, and existing law and regulations.

Each building principal or designee shall annually report to the superintendent or designee regarding compliance in his/her school. Staff members responsible for programs related to school health and wellness shall also report to the superintendent or designee regarding the status of such programs. The superintendent or designee shall then annually report to the board on the district's compliance with law, policy, and the district's plan related to school wellness.

### Health and Wellness Committee

The board shall establish a health and wellness committee comprised of, but not necessarily limited to, at least one of the following: school board member, district administrator, district food service representative, student, parent/guardian, school health professional, physical education teacher, and member of the public.

The health and wellness committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing, and periodically reviewing and updating a school health and wellness policy and plan that complies with law to recommend to the board for adoption.

The health and wellness committee shall review and consider evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity, and other school

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based activities that promote student health and wellness as part of the policy and plan development and revision process.

The superintendent or designee and the health and wellness committee shall conduct an assessment at least once every three (3) years on the contents and implementation of this policy and plan as part of a continuous improvement process to strengthen them and ensure proper implementation. This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:

- The extent to which district schools are in compliance with law, policy, and its plan related to school health and wellness;
- The extent to which this policy and plan compare to model local health and wellness policies; and
- A description of the progress made by the district in attaining the goals of this policy.

At least once every three (3) years, the district shall update or modify this policy and health and wellness plan based on the results of the most recent triennial assessment and/or as district and community needs and priorities change; health and wellness goals are met; new health science, information, and technologies emerge; or new federal or state guidance or standards are issued.

The district shall annually inform and update the public, including parents/guardians, students, and others in the community, about the contents, updates and implementation of this policy and plan via the district website, student handbooks, newsletters, or other efficient communication methods. This annual notification shall include information on how to access the health and school wellness policy and plan; information about the most recent triennial assessment; information on how to participate in the development, implementation, and periodic review and update of the school health and wellness policy and plan; and a means of contacting health and wellness committee leadership.

#### Recordkeeping

The district shall retain records documenting compliance with the requirements of the school health and wellness policy, which shall include:

- The written school health and wellness policy and plan;
- Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the school health and wellness policy and plan and any updates to these documents;
- Documentation of efforts to review and update the school health and wellness policy and plan, including who was involved in the review and methods used by the district to inform the public of their ability to participate in the review; and
- Documentation demonstrating the most recent assessment on the implementation of the school health and wellness policy and plan and notification of the assessment results to the public.

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Topic	K	1	2	3	4	5	6	7	8	9	10	11	12
Social Media: Good and Bad -Introduce- Sexting and Harassment and Legal Ramifications								X					
Characteristics of a healthy dating relationship									X				
Parenthood: It is not easy!										X	X	X	X
Sexting and Harassment and legal ramifications										X	X	X	X
What is your legacy? Respectful, responsible and safe reputations										X	X	X	X