



## (LOCAL) Policy Comparison Packet

This packet is generated by an automated process that compares the updated policy to the district's current policy, as found in TASB Policy Service records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)

Policies recommended for deletion are not included. If you want to include the text of these policies in the information given to the Board, you may download them from *Policy On Line*.

Annotations are shown as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

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NOTE: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, Policy Service's recent migration to Word 2013 causes some margin notes to appear as a tracked change where no change has taken place.

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For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

[Policy.Service@tasb.org](mailto:Policy.Service@tasb.org)

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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:

INSTRUCTIONAL RESOURCES

EF  
(LOCAL)

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.

~~INSTRUCTIONAL RESOURCES  
INSTRUCTIONAL MATERIALS~~

EFA  
(LOCAL)

~~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 trained professional staff members are afforded the freedom to select instructional resources for their use in accordance with this policy and the state-mandated curriculum, 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" refers to textbooks, library acquisitions, supplemental materials for classroom use, and any other instructional materials, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to deliver, support, enrich, and assist in implementing the District's educational program. [See EFAA for the selection and adoption process of state-adopted instructional materials.]~~

~~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, especially library acquisitions and supplemental materials for classroom use, professional staff shall ensure that materials:~~

- ~~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  
INSTRUCTIONAL MATERIALS~~

~~EFA  
(LOCAL)~~

- ~~2.—Meet high standards in presentation, format, readability, content, accuracy, artistic or literary quality, and educational significance.~~
- ~~3.—Are appropriate for the subject 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 provide information that will motivate students to examine their own attitudes and behavior, to understand their rights, duties, and responsibilities as citizens, and to make informed judgments in their daily lives.~~

~~Recommendations for library acquisitions shall involve administrators, teachers, other District personnel, and community representatives, as appropriate. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected accordingly.~~

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

~~CONTROVERSIAL  
ISSUES~~

~~The selection of library acquisitions on controversial issues shall endeavor to maintain a balanced collection representing various views. Library materials 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  
MATERIALS~~

~~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 material.~~
- ~~2.—The principal or designee shall explain the role the questioned material plays in the educational program, its intended educational usefulness, and any additional information regarding its use.~~

~~INSTRUCTIONAL RESOURCES  
INSTRUCTIONAL MATERIALS~~

~~EFA  
(LOCAL)~~

- ~~3.— 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.~~
- ~~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 Request for Reconsideration of Instructional Materials form [see EFA(EXHIBIT)].~~

~~FORMAL  
RECONSIDERATION~~

~~All formal objections to instructional resources shall be made on the Request for Reconsideration of Instructional Materials form. The form shall be completed and signed by the complainant and submitted to the principal or designee. Upon receipt of the request, the principal shall appoint a reconsideration committee.~~

~~The reconsideration committee shall include at least one member of the instructional staff who either has experience teaching the challenged material or is familiar with the challenged material. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and others deemed appropriate by the principal.~~

~~All members of the committee shall review the challenged material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material 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.~~

~~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] The appeal shall contain documentation of the informal reconsideration process, if any, the Request for Reconsideration of Instructional Materials form, the reconsideration committee's report, and dates of conferences with the principal or designee.~~

~~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 children.~~



~~3.—When instructional resources are challenged, the principles of the freedom to read, listen, and view must be defended as well.~~

~~4.—Access to challenged material shall not be restricted during the reconsideration process.~~

~~The major criterion for the final decision on challenged materials is the appropriateness of the material for its intended educational use. No challenged library material shall be removed solely because of the ideas expressed therein.~~

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**Note:** — For provisions regarding inventory and requisition of instructional materials, see CMD.

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~~INSTRUCTIONAL  
MATERIALS  
ALLOTMENT TEAM~~

~~The District shall establish a team, as needed, to select instructional materials and technological equipment to be purchased with the District's instructional materials allotment. The team shall make selections based upon District instructional needs and in accordance with administrative regulations.~~

~~CERTIFICATION OF  
INSTRUCTIONAL  
MATERIALS~~

~~The instructional materials allotment team shall ensure that selected materials, in combination with any other materials in use by the District, allow the District to certify that all students are provided with instructional materials that cover the essential knowledge and skills, as required by law. [See EFAA(LEGAL)]~~

~~BOARD ACTION~~

~~The Board shall approve final selections and ratify the District's certification of instructional materials. Final selections shall be recorded in Board minutes.~~

CURRICULUM DEVELOPMENT

EG  
(LOCAL)

PHILOSOPHY

~~The purpose of education is primarily imparting basic knowledge, concepts, processes, and attitudes necessary for the student to successfully function in society. Education recognizes the characteristics unique to each individual and provides a process for the development and expression of each student's innate potential and talents.~~

MISSION

~~The District, in partnership with families and the community, resolves to meet the needs of students and to cultivate the skills of learning, thinking, and communicating.~~

~~The District shall educate students in prekindergarten through grade 12 by providing a comprehensive, Texas Essential Knowledge and Skills (TEKS)-based curriculum so that District students cultivate the skills of learning, thinking, and communicating required to be productive and contributing members of society. The formal curriculum for all grade-level core areas adopted by the District is GSCOPE.~~

DESIGN,  
IMPLEMENTATION, AND  
REVIEW

~~The Board recognizes the need for and value of a systematic, ongoing program of curriculum development and evaluation. The Board designates the Superintendent as the curriculum leader in charge of establishing procedures for the design and delivery of the curriculum. The design and implementation of the curriculum shall be consistent with the Board's adopted mission and applicable goals, state law, and State Board of Education rules. The Board deems it essential that the school system continually develop and modify its curriculum to provide a common direction of action for all instruction and programmatic efforts in the District and to meet changing needs. This curriculum component shall be an integral part of the District long-range planning process. An environment to support curriculum delivery must be created and maintained by all functions of the organization.~~

~~While instructional differentiation is expected to occur to address the unique needs of specific students, that instruction shall be derived from a set of curriculum standards of learning common to all students. The District shall provide equal accessibility and delivery of the curriculum to all students.~~

~~The curriculum shall be implemented using a standards-based curriculum approach that has the following premises:~~

- ~~1. Each student is capable of achieving excellence in learning the essentials of formal schooling using a continuous progress approach.~~
- ~~2. Success influences self-concept; self-concept influences learning and behavior.~~

- ~~3.—The instructional process can be adapted to improve learning.~~
- ~~4.—School staff shall maximize the learning conditions for each student through clearly stated expectations of what a student will learn, high expectations for each student, short- and long-term diagnostic assessments of student achievement, and instructional modifications based on assessment results.~~
- ~~5.—Successful student learning must be based on providing appropriate educational experiences at the appropriate level of challenge in order to ensure the maximum level of achievement for each student.~~
- ~~6.—High levels of student achievement are the evidence of effective curriculum design and delivery of instruction.~~

THE PLANNED AND  
WRITTEN  
CURRICULUM

~~The Board expects that learning will be enhanced by adherence to a curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. The curriculum should reflect the best available knowledge of the growth and development of learners, the needs of learners based on the nature of society, state law, and State Board of Education rules.~~

~~The focus of the curriculum shall ensure the following in priority order:~~

- ~~1.—Mastery of grade level reading and writing skills.~~
- ~~2.—Mastery of mathematics skills.~~
- ~~3.—Mastery of skills congruent with those tested for each grade level or course.~~
- ~~4.—Mastery of college readiness skills to ensure students are college and career ready.~~

~~The curriculum is designed to provide teachers and students with the Board's expectations of what a student is to learn. Teachers shall implement with fidelity the scope and sequence of the District curriculum (CSCOPE) and its aligned resources and instructional strategies, to ensure that students are prepared to demonstrate mastery of the Texas Essential Knowledge and Skills.~~

~~CSCOPE serves as the subject area written curriculum for all grade levels, subjects in the core areas of instruction and areas that are assessed with the State of Texas Assessments of Academic Readiness (STAAR) and Texas Assessment of Knowledge and Skills (TAKS-Exit level only for 2012–13) within the District. The expectations are that:~~

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- ~~1. All curriculum shall be documented via the third learning Web interface. It will embed external assessment learning and reflect correlation to the state standards;~~
- ~~2. The curriculum shall be reviewed and updated as needed on a regular cycle of review to update or add to the existing GSCOPE framework;~~
- ~~3. Teachers shall have access to GSCOPE and use the Instructional Focus Document in the curriculum to develop and guide daily lesson plans or use exemplar lesson embedded in the curriculum; and~~
- ~~4. Administrators shall work with teachers to maintain consistency between the written curriculum and the curriculum standards actually taught.~~

~~Instructional materials such as personnel, textbooks, software, and other materials shall be selected based upon their alignment with the curriculum standards and priorities of the District.~~

~~In order to ensure equal access of the curriculum by each student, the curriculum is to be a District-level decision with support from the curriculum review team. Persons who wish to add, delete, or change the written curriculum shall submit written proposals to the curriculum review team for consideration.~~

THE TAUGHT  
CURRICULUM

~~Staff development shall be designed and implemented to prepare staff members to teach the designed curriculum and shall use effective change processes for long-term institutionalization.~~

~~The Board designates the Superintendent to be the instructional leader. There must be assurance that teachers and their colleagues are working toward a common set of student standards. All faculty members have a responsibility not only to contribute to the refinements of the written curriculum, but also to teach to the curriculum standards denoted within the GSCOPE framework. Teachers are required to use the District curriculum-(GSCOPE)- as their primary source of instructional direction. The principal shall ensure that optimum use is made of available written curriculum materials and instructional time.~~

~~The implementation of the curriculum shall be aligned with the planned and written curriculum, as presented to students by teachers, and the assessed curriculum. Each of these three components of the curriculum shall be matched to bring about a high degree of consistency.~~

~~All programs, including those for special population students, shall be aligned to the District curriculum (CSCOPE). Further, they shall be integrated in their delivery approach.~~

~~CSCOPE shall serve as the framework from which a teacher shall individualize lesson plans, and approaches to instruction that shall serve the students' particular needs at a particular time. CSCOPE shall be used to map a logical sequence of instruction for each student. Teachers are to determine where each student's learning is maximized and differentiate instruction as needed. Teachers are to teach each standard to individual student mastery.~~

~~In addition to consistent delivery of the standards in the curriculum, teachers shall base their instructional delivery on sound teaching principles grounded in educational research. Instructional supervision efforts shall focus on these sound teaching principles. This systematic process shall:~~

- ~~1. Establish a school climate that continually affirms the worth and diversity of each student.~~
- ~~2. Expect that each student will perform at high levels of learning.~~
- ~~3. Ensure that each student experiences opportunities for personal success.~~
- ~~4. Vary the time for learning according to the needs of each student and the complexity of the task.~~
- ~~5. Have both staff members and students take responsibility for successful learning.~~
- ~~6. Assess current student skills or learning for instructional assignment.~~
- ~~7. Analyze the content of each objective so that instructional strategies match content and assessment.~~
- ~~8. When appropriate, sequence tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery.~~
- ~~9. Orient students to the standards to be learned.~~
- ~~10. Teach the objectives that provide varied approaches, adequate time, and multiple opportunities for learning and success.~~
- ~~11. Assess student mastery of the standards to determine the need for movement to a new instructional standard, extensive enrichment, or correction.~~

THE TESTED  
CURRICULUM  
EVALUATION

~~12. For those students who do not attain mastery, provide correctives and/or use different strategies until mastery is attained.~~

~~Staff development shall be provided for teachers on research-based approaches to teaching in order to provide them with alternative ways to view the teaching act so that they may be as effective as possible.~~

~~The Superintendent or designee shall establish assessment approaches for determining effectiveness of curricular and instructional programming at District, campus, and classroom levels. Assessments shall focus on diagnosing the extent to which each student is achieving and maintaining mastery of CSCOPE curriculum standards and the extent to which instructors are effectively conveying the curriculum to the students.~~

~~District staff shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs.~~

~~Teachers shall conduct frequent assessments of students on the curriculum standards. Teacher-made tests, in-class formative assessment, Common based assessments, CSCOPE Unit assessments, and benchmark exams, shall be used to determine patterns of student achievement. Teachers shall use test results to assess the status of individual student achievement, to continuously re-group students for instruction, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as warranted by assessment results.~~

~~School-based administrators shall review and interpret assessment results to help teachers ensure the assessments are congruent with the written curriculum (CSCOPE). The data will be used to determine appropriate interventions by school-based administrators and teachers.~~

ROLES AND  
RESPONSIBILITIES

BOARD

~~The Board shall:~~

- ~~1. Establish policies that support ongoing curriculum development and evaluation needed to increase student achievement.~~
- ~~2. Approve the written curriculum scope (CSCOPE).~~
- ~~3. Adopt textbooks and/or instructional materials as instructional resources to teach the curriculum.~~
- ~~4. Provide funding for staff development opportunities that focus on and support curriculum design and delivery for increased student achievement.~~

- ~~5.— Communicate to its constituents the Board's curricular expectations through the establishment of policy and support of administrative procedures.~~
- ~~6.— Fund, through the budget process, resources (time, personnel, and money) needed to develop and implement the curriculum based on data to engender the success of each student.~~

~~SUPERINTENDENT~~

~~The Superintendent shall:~~

- ~~1.— Develop and revise policies for adoption by the Board.~~
- ~~2.— Establish procedures to guide curriculum design and its delivery.~~
- ~~3.— Report annually to the Board concerning implementation of curriculum.~~
- ~~4.— Ensure that a functional decision-making structure is in place to carry out this policy.~~
- ~~5.— Provide support to campus-level administrators in their roles of implementing and monitoring the curriculum.~~

~~DISTRICT-LEVEL  
ADMINISTRATORS~~

~~The District-level administrators shall:~~

- ~~1.— Implement District-level policies and procedures.~~
- ~~2.— Implement the master long-range plan, providing technical and expert assistance as required.~~
- ~~3.— Analyze data and prepare reports for appropriately assigned tasks for staff and Board consideration.~~
- ~~4.— Provide support for campus-level administrators in monitoring the implementation of the curriculum.~~
- ~~5.— Provide professional development opportunities.~~

~~CAMPUS-LEVEL  
ADMINISTRATORS~~

~~The campus-level administrators shall:~~

- ~~1.— Analyze and interpret student assessment data to use in making school-improvement decisions.~~
- ~~2.— Monitor teachers' implementation of the scope and sequence and pacing identified in the District curriculum (CSCOPE) using the following basic strategies:
  - ~~a.— PDAS observations and conferences.~~
  - ~~b.— Frequent walk-through observations and post-observation conferences.~~~~



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EG  
(LOCAL)

- ~~c. Conduct curriculum planning meetings or review minutes of the meetings.~~
- ~~d. Periodic review of curriculum documents.~~
- ~~3. Translate the importance of effective curriculum and instruction practices on a regular basis.~~
- ~~4. Observe classes, monitor lessons, and evaluate assessment materials used on their campuses.~~
- ~~5. Provide campus-based professional development opportunities.~~
- ~~6. Provide opportunities for teachers to discuss and share ideas and strategies to teach the GSCOPE curriculum standards and objectives.~~
- ~~7. Help parents understand their roles in supporting the learning of the GSCOPE curriculum.~~

TEACHERS

The teachers shall:

- ~~1. Align resources used to the District curriculum (GSCOPE).~~
- ~~2. Align classroom instruction to the scope and sequence and pacing of the District curriculum and to the District assessment calendar.~~
- ~~3. Analyze and interpret student assessment data to diagnose each student's learning in order to differentiate instruction to meet each student's instructional needs.~~
- ~~4. Incorporate research-based instructional strategies in the teaching of the curriculum.~~
- ~~5. Seek and actively participate in appropriate, ongoing professional development.~~
- ~~6. Participate collaboratively with colleagues to reflect on one's teaching practices.~~
- ~~7. Ensure equal access to curriculum and equitable delivery to each student.~~
- ~~8. Encourage parents to support student learning.~~

BUDGET

The administration shall ensure that the District's budget becomes a document that reflects funding decisions based on the organization's educational goals and priorities. The budget development process shall ensure that goals and priorities are considered in the preparation of budget proposals and that any decisions related to

CURRICULUM DEVELOPMENT

EG  
(LOCAL)

~~reduction or increase in funding levels are addressed in those terms.~~

PUBLICATIONS

~~All District instructional publications, whether developed locally or obtained from state agencies or other publishers in the name of the District, shall be the property of the District and shall not belong to an individual teacher or administrator. Such publications shall remain in the District upon termination of employment or change in placement of any employee to whom publications have been assigned. [See CY]~~

ALTERNATIVE METHODS FOR EARNING CREDIT  
CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION

EHDB  
(LOCAL)

The principal or designee or the attendance committee, as applicable, shall have authority to offer a student the opportunity to demonstrate mastery in a subject or to earn course credit by examination when the student has had prior instruction in a subject and when:

1. The student is enrolling in the District from a nonaccredited school [see FD];
2. The student has failed a subject or course; or
3. The student has earned a passing grade in a subject or course but has failed to earn credit **or a final grade** because of excessive absences [see FEC].

**The Board-approved examinations**~~Examinations~~ shall assess the student's mastery of the essential knowledge and skills and shall be administered according to established District procedures.

Prior to offering a student an opportunity to demonstrate mastery or earn credit by this method, an appropriate District employee shall review the student's educational records to determine whether the student has had prior instruction in the subject or course.

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LOCAL)

<del>MINIMUM PROGRAM</del>	<del>The District requires completion of 2 credits in addition to those required by the state for graduation under the Minimum Program. The additional credits shall be electives.</del>
<del>RECOMMENDED PROGRAM</del>	<del>The District requires no additional credits for graduation under the Recommended Program beyond those mandated by the state.</del>
<del>ADVANCED / DISTINGUISHED ACHIEVEMENT PROGRAM</del>	<del>The District requires no additional credits for graduation under the Advanced/Distinguished Achievement Program beyond those mandated by the state.</del>
<del>PHYSICAL EDUCATION SUBSTITUTIONS</del>	<del>The District shall allow students to substitute certain physical activities for the required credits of physical education. Such substitution shall be based on the physical activity involved in the courses listed for this purpose in state rules. [See EIF(LEGAL)]</del>
<del>OTHER PHYSICAL ACTIVITY PROGRAMS</del>	<del>The District shall award state graduation credit for physical education for appropriate private or commercially sponsored physical activity programs conducted either on or off campus, upon approval by the Commissioner of Education. [See also EHAC]</del>
<del>READING CREDITS</del>	<del>The District shall offer up to 3 credits of reading for state graduation credit. The Superintendent or designee shall be responsible for establishing procedures to assess individual student needs and evaluate student progress and shall monitor instructional activities to ensure that student needs are met. Students shall be identified as eligible to earn reading credit based on:  1. Recommendation by a teacher or counselor.  2. Scores on assessment instruments and/or achievement tests.</del>

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**Note:** For purposes of this policy, the term campus charter includes a program charter.

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**CAMPUS CHARTERS**

The Board shall consider an application for a campus charter ~~or program charter~~ if the applicant::

1. Complies with the statutory requirements for a campus charter ~~or program charter~~;
2. Follows the application process established by the District; and
3. Supplies evidence to the Board that the applicant will comply with the statutory and District requirements for a campus charter ~~or program charter~~.

COMPLIANCE WITH  
LAW

Campus ~~charters and program~~ charters shall comply with all federal law and with state law governing such charters and shall be nonsectarian.

APPLICATION  
PROCESS

The Superintendent or designee shall schedule an informational meeting for anyone expressing interest in establishing a ~~charter campus or charter program~~. Applications and petition forms for a **campus** charter ~~campuses and charter programs~~ shall be available in the **central administration** ~~Superintendent's or designee's~~ office **or in a designated place that is accessible to parents and teachers in the District**.

Applicants shall present a draft of the application to the Superintendent or designee in accordance with a ~~timeline~~ **time line** established in administrative regulations. The Superintendent or designee shall work with the applicants in completing the application process.

A public forum shall be held to allow the applicants an opportunity to present their ~~proposal~~ **proposals** to the Board and to the community prior to formal consideration by the Board.

Final applications and **any applicable** petitions for campus charters ~~or program charters~~ shall be submitted to the District prior to **January 1** ~~January 1~~ for Board consideration of a charter to begin the following school year.

CONTENT OF FINAL  
APPLICATION

A final application for a campus charter ~~or program charter~~ shall include the following:

1. The purpose and need for such a campus or program;

2. The unique distinction between the proposed **campus or program** and the District's current **campuses and programs**~~program~~;
3. A mission and goals statement;
4. The curriculum to be offered;
5. A plan for measuring student achievement;
6. A governance and decision-making plan, including a list of local Board policies that shall apply, as well as a list of **any** local policies the applicant is requesting the Board to waive;
7. An enrollment and withdrawal process;
8. A plan for maintaining and reporting PEIMS data in accordance with state requirements;
9. Discipline procedures;
10. A safety and security plan;
11. A plan for providing facilities and student transportation;
12. A facility and maintenance plan that includes routine maintenance as well as emergency procedures for managing potential danger to the health and safety of students and employees;
13. An employment plan consistent with federal and applicable state guidelines, due process requirements, and contract non-renewal and termination procedures; and
14. The role of the chief operating officer responsible for personnel, the budget, purchasing, program funds, and other areas of management.

Applicants shall submit with the application **any**~~the~~ required petitions indicating evidence of support for the approval of a campus ~~charter or program~~ charter.

CONTENT OF  
CHARTER

A charter shall be a written contract signed by the Board President, the Superintendent, and the chief operating officer of the campus charter.~~or program charter.~~

Each charter shall **satisfy**:

~~1.~~ ~~Satisfy~~ the requirements of the law governing campus charters **and include**~~or program charters~~;

~~2.~~ ~~15.~~ **Include** the items listed in the application, with any modifications required by the Board.;

In addition to the legally required contents of a charter, each charter contract shall:

- ~~3.1.~~ Stipulate a term length for the charter; and
- ~~4.2.~~ Establish a date for review or renewal of the charter.

**REVISING THE  
CHARTER**

Revisions or amendments to a charter shall follow the same process outlined at **APPLICATION PROCESS**, as applicable.

**PROVISIONS FOR  
PROBATION OR  
REVOCATION**

The Board may **place on probation** or revoke a **campus** charter in accordance with the charter contract if it finds that the ~~charter~~ campus ~~or charter program~~:

1. Violates a provision of applicable state or federal law;
2. Violates a provision of the charter, **which may include failure to meet academic or financial accountability requirements**; or
3. Fails to meet generally accepted accounting standards for fiscal management.

**REVOCATION  
PROCEDURE**

The Superintendent shall investigate any allegation that a ~~charter~~ campus ~~or charter program~~ has violated federal or applicable state law or provisions of the charter or fails to meet generally accepted accounting standards for fiscal management. The Superintendent shall hold a conference with the chief operating officer and governing body of the charter campus or program to discuss any such allegation.

If the Superintendent determines that a violation or mismanagement has occurred, the chief operating officer of the ~~charter~~ campus ~~or program~~ shall respond to the allegation at the next regularly scheduled Board meeting. The Superintendent shall ensure that the issue is on the agenda.

The Board shall hear the presentation and take action, if necessary, to place the ~~charter~~ campus ~~or program~~ on probation.

If the Board decides to consider revocation of the **campus** charter, it shall schedule a public hearing to be held on the **respective** campus ~~where the program is located~~.

PROMOTIONAL  
ACTIVITIES

**District**~~School~~ facilities shall not be used to advertise, promote, sell tickets, or collect funds for any nonschool-related purpose without prior approval of the Superintendent or designee.

[For information relating to nonschool use of facilities, see GKD.]

ADVERTISING

For purposes of this policy, “advertising” shall mean a communication designed to attract attention or patronage by the public or school community and communicated through means under the control of the District in exchange for consideration to the District. “Advertising” does not include public recognition of donors or sponsors who have made contributions, financial or otherwise, to the District or school support organizations.

Advertising shall be accepted solely for the purpose of generating revenue for the District and not for the purpose of establishing a forum for communication. The District shall retain final editorial authority to accept or reject submitted advertisements in a manner consistent with the First Amendment. The District shall retain the authority to determine the size and location of any advertising. The District shall also reserve the right to reject advertising that is inconsistent with federal or state law, Board policy, District or campus regulations, or curriculum, as well as any content the District determines has a reasonable likelihood of exposing the District to controversy, litigation, or disruption.

**The District shall not accept paid political advertising.**

**Acceptance of advertising shall not constitute District approval or endorsement of any product, service, organization, or issue referenced in the advertising, nor shall acceptance of advertising from a vendor determine whether the District will purchase goods or services from the vendor through the District’s formal procurement process.**

[For information relating to school-sponsored publications, see FMA.]

ENDORSEMENTS

Advertising that promotes products, brand names, or trademarks may be displayed on school property and at school events under agreements negotiated by the Superintendent or designee and approved by the Board.

~~[For information relating to school-sponsored publications, see FMA.]~~