



# UNITED INDEPENDENT SCHOOL DISTRICT AGENDA ACTION ITEM

**TOPIC:** Second Reading of LOCAL Policies in TASB Update 108

**SUBMITTED BY:** Gloria S. Rendon **OF:** Associate Superintendent for Administration

**APPROVED FOR TRANSMITTAL TO SCHOOL BOARD:** \_\_\_\_\_

**DATE ASSIGNED FOR BOARD CONSIDERATION:** July 19, 2017

**RECOMMENDATION:**

**Delete:**

- BBA (Exhibit)
- EFA (LOCAL)
- EFAA (LOCAL)
- FNCF (Exhibit)
- FOC (Exhibit)

**Add (NEW):**

- EF (LOCAL): INSTRUCTIONAL RESOURCES
- EHDB (LOCAL): ALTERNATIVE METHODS FOR LEARNING CREDIT – CREDIT BY EXAMINATION WITH PROIR INSTRUCTION
- EIF (LOCAL): ACADEMIC ACHIEVEMENT – GRADUATION
- EL (LOCAL): CAMPUS CHARTERS
- GKB (LOCAL): COMMUNITY RELATIONS – ADVERTISING AND FUNDRAISING

**RATIONALE:**

**BUDGETARY INFORMATION:**

**POLICY REFERENCE & COMPLIANCE:**

OBJECTIVES

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

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

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, cultural, and ethical 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.
6. Place principle above personal opinions and reason above prejudice in the selection of materials of the highest quality.

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 indi-

INSTRUCTIONAL RESOURCES

EF  
(LOCAL)

vidual schools and specific courses consistent with the District and campus improvement plans.

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

A "library material" is any item purchased under the selection policy for the exclusive use of library users. This may include print, audiovisual, and electronic media such as books, magazines, digital cameras, laptops, and the like.

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.]

INSTRUCTIONAL RESOURCES

EF  
(LOCAL)

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:

INSTRUCTIONAL RESOURCES

EF  
(LOCAL)

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

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

SURVEY / RESEARCH  
REQUESTS

Requests to conduct surveys/research in the District shall be judged by a representative committee of the executive director of curriculum, director of guidance and counseling, director of school health programs, and the executive director of student services. Final approval shall be given by the Superintendent.

PROCEDURE

The following guidelines shall apply:

1. The requestor shall complete the Survey/Research Study Request Form and attach the required support documentation (e.g., copies of survey forms, observation checklists, and the like). Incomplete requests shall be automatically rejected.
2. The requestor shall also sign one copy of the Survey/Research Agreement to acknowledge receipt of and intent to comply with the guidelines listed in the agreement.
3. The requestor shall submit an original and two copies of all documents to his or her immediate supervisor, who shall submit the request to the office of student services. If the requestor is not an employee of the District, the forms shall be submitted directly to the office of student services.
4. The survey/research committee shall convene in September, December, March, and other times as needed during the school year for the purpose of reviewing requests. All requests must be received by the first day of those months in order to be considered.

INSTRUCTIONAL RESOURCES

EF  
(LOCAL)

5. The office of student services shall forward to the Superintendent all requests that have been reviewed and recommended for approval by the committee.
6. The office of student services shall inform all applicants of the approval or denial of their requests.
7. Approval merely allows the requestor to proceed with the research as described; it is not an endorsement by the District and shall not compel any personnel or students of the District to participate in the survey/research studies.
8. The office of student services shall maintain a permanent file of approved research requests.

CONFIDENTIALITY

The surveys/research shall be subject to District Board policies, and the employee shall abide by legal restrictions regarding confidentiality outlined under the Family Educational Rights and Privacy Act (FERPA). [See FL(LEGAL) and EF(LEGAL)]

STUDENT SURVEYS

The provisions above shall not apply to survey/research requests by students for District class assignments. Each campus shall establish a committee consisting of campus personnel to review and approve the survey/research project to be conducted by the students. Neither the teacher making the assignment nor a student's parent shall serve on the committee. The committee shall make a recommendation to the principal or magnet director, who shall approve or deny the request.

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 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 cultural, ethical, 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.~~
- ~~6. Place principle above personal opinions and reason above prejudice in the selection of materials of the highest quality.~~

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 indi-~~

INSTRUCTIONAL RESOURCES  
INSTRUCTIONAL MATERIALS

EFA  
(LOCAL)

~~vidual schools and specific courses consistent with the District and campus improvement plans.~~

- ~~2.— Meet high standards in presentation, format, readability, content, accuracy, artistic or literary quality, factual content, 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.~~

~~A "library material" is any item purchased under the selection policy for the exclusive use of its library users. This may include print, audiovisual, and electronic media such as books, magazines, digital cameras, laptops, and the like.~~

~~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. [See EFA(EXHIBIT) C]~~

~~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:~~



INSTRUCTIONAL RESOURCES  
INSTRUCTIONAL MATERIALS

EFA  
(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 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.~~
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 at 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:~~

INSTRUCTIONAL RESOURCES  
INSTRUCTIONAL MATERIALS

EFA  
(LOCAL)

- ~~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.~~

INSTRUCTIONAL MATERIALS  
SELECTION AND ADOPTION

EFAA  
(LOCAL)

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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.~~

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)

COURSE  
REQUIREMENTS

To graduate, a student must complete the courses required by the District in addition to those mandated by the state.

~~COURSE  
FOUNDATION GRADUA  
TION PROGRAMS  
INSTITUTED  
PRIOR TO  
2014-15~~

~~Students enrolled in high school prior to the 2014-15 school year may graduate under state programs other than the foundation program, including the Minimum Program, the Recommended Program, and the Advanced/Distinguished Achievement Program. The courses required for each of these programs shall be listed in appropriate publications. The District credit requirements under these programs are listed below.~~

~~MINIMUM  
PROGRAM~~

~~For students who entered grade 9 prior to the 2012-13 school year, the District requires no additional credits for graduation under the Minimum Program beyond the number mandated by the state.~~

~~Beginning with students who entered grade 9 in the 2012-13 school year, the District requires completion of 4 credits in addition to the number required by the state for graduation under the Minimum Program. [See EIF(REGULATION)]~~

~~RECOMMENDED  
PROGRAM~~

~~For students who entered grade 9 prior to the 2012-13 school year, the District requires no additional credits for graduation under the Recommended Program beyond the number mandated by the state.~~

~~Beginning with students who entered grade 9 in the 2012-13 school year, the District requires completion of 4 credits in addition to the number required by the state for graduation under the Recommended Program.~~

~~ADVANCED /  
DISTINGUISHED  
ACHIEVEMENT  
PROGRAM~~

~~For students who entered grade 9 prior to the 2012-13 school year, the District requires no additional credits for graduation under the Advanced/Distinguished Achievement Program beyond the number mandated by the state.~~

~~Beginning with students who entered grade 9 in the 2012-13 school year, the District requires completion of 4 credits in addition to the number required by the state for graduation under the Advanced/Distinguished Achievement Program.~~

~~MAGNET  
PROGRAM  
COURSE  
REQUIREMENTS~~

~~The District requires completion of additional credits beyond the number mandated by the state for graduation from the District's magnet program under the Advanced/Distinguished Achievement Program. The list of courses required for each of the magnet programs shall be maintained in administrative regulations. [See EIF(REGULATION)]~~

~~READING CREDITS~~

~~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~~

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LOCAL)

	<p><del>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:</del></p> <ol style="list-style-type: none"><li><del>1. Recommendation by a teacher or counselor.</del></li><li><del>2. Scores on assessment instruments and/or achievement tests.</del></li></ol>
FOUNDATION PROGRAM	<p>The courses that satisfy District requirements under the foundation program, including courses for the distinguished level of achievement and courses for endorsements offered by the District, shall be listed in appropriate District publications.</p>
<u>WITHOUT AN ENDORSEMENT</u> <u>WITHOUT AN ENDORSEMENT</u>	<p>The District requires completion of 4 credits in addition to the number <u>mandated required</u> by the state for graduation under the foundation program without an endorsement. Graduation under the foundation program without an endorsement shall be permitted only as authorized under state law and rules.</p>
<u>WITH AN ENDORSEMENT</u> <u>WITH AN ENDORSEMENT</u>	<p>The District requires completion of 4 credits in addition to the number <u>mandated required</u> by the state for graduation under the foundation program with an endorsement.</p>
<u>DISTINGUISHED LEVEL OF ACHIEVEMENT</u> <u>DISTINGUISHED LEVEL OF ACHIEVEMENT</u>	<p>The District requires completion of 4 credits in addition to the number <u>mandated required</u> by the state for graduation under the foundation program with the distinguished level of achievement.</p>
NO FINE ARTS SUBSTITUTIONS <u>ACHIEVEMENT</u>	<p>The District shall not award state graduation credit in fine arts for participation in a community-based fine arts program.</p>
PHYSICAL EDUCATION SUBSTITUTIONS <u>ACTIVITIES AND COURSES</u>	<p>To the extent permitted by state rules <del>applicable to the student's graduation program</del>, the District shall award state graduation credit in physical education for participation in approved activities and elective courses.</p>
<u>ACTIVITIES AND COURSES</u> <u>PRIVATE OR COMMERCIAL PROGRAMS</u>	<p>The District shall award state graduation credit in physical education for appropriate private or commercially sponsored physical activity programs conducted either on or off campus, upon approval by the <del>commissioner</del> <u>Commissioner</u> of <del>education</del> <u>Education</u>. [See also EHAC]</p>
<u>PRIVATE OR COMMERCIAL PROGRAMS</u> TRANSFER STUDENTS	<p>Transfer students shall be required to meet District requirements for graduation.</p>

CAMPUS CHARTERS

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

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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 ~~timelinetime-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 ~~proposalproposals~~ 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 4~~ 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;

~~CHARTER-CAMPUS~~ CHARTERS OR PROGRAM

EL  
(LOCAL)

2. The unique distinction between the proposed campus or program and the District's current campuses and programs~~pre-gram~~;
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.

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.;

CONTENT OF  
CHARTER



REVISING THE  
CHARTER

PROVISIONS FOR  
PROBATION OR  
REVOCATION

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.

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

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 ~~charter 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 ~~charter 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~~.

COMMUNITY RELATIONS  
ADVERTISING AND ~~FUNDRAISING~~ FUND-RAISING IN THE SCHOOLS

GKB  
(LOCAL)

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.]