

UPDATE 108

BBB (EXHIBIT)

BOARD MEMBERS: ELECTIONS

TASB recommends deletion of this Exhibit from Local Policy as this material is now readily available on the Texas Secretary of State website and in the TASB Legal Services eSource document After the School Board Election: Frequently Asked Questions Regarding Post-Election Procedures.

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~~OFFICER'S STATEMENT~~

~~"I _____, do solemnly swear (or affirm) that I have not directly or indirectly paid, offered, promised to pay, contributed, or promised to contribute any money or thing of value, or promised any public office or employment for the giving or withholding of a vote at the election at which I was elected or as a reward to secure my appointment or confirmation, whichever the case may be, so help me God."~~

~~Tex. Const. Art. XVI, Sec. 1(b)~~

~~OATH OF OFFICE~~

~~"I, _____, DO SOLEMNLY SWEAR (OR AFFIRM), THAT I WILL FAITHFULLY EXECUTE THE DUTIES OF THE OFFICE OF School Board Trustee for the _____ School District of the State of Texas, and will to the best of my ability preserve, protect, and defend the Constitution and laws of the United States and of this state, so help me God."~~

~~Tex. Const. Art. XVI, Sec. 1(a)~~

~~OTHER ELECTIONS INFORMATION: For election forms, calendars, and other election resources, see the Secretary of State Elections Division Web site at <http://www.sos.state.tx.us/elections/laws/schoollaws.shtml>.~~

This exhibit has been reformatted and updated to better match wording from the applicable state rules.

STATE BOARD FOR EDUCATOR CERTIFICATION
CRITERIA FOR ASSIGNMENT OF PUBLIC SCHOOL PERSONNEL

The following ~~sections chart~~ indicates where the credentialing requirements for various positions are located in the SBEC rules.

Category	Position
Prekindergarten Grade 6 Assignments. 19 TAC 231, Subch. B	• Teachers
Grades 6—8 Assignments. 19 TAC 231, Subch. C	• Teachers
Grades 6—12, Elective Disciplinary, Local Credit, and Innovaative Courses, 19 TAC 231, Subch. D	• JROTC • Athletics, cheerleading, drill team, and marching band • Advanced Placement and International Baccalaureate • Driver Education
Grades 9—12 Assignments. 19 TAC 231, Subch. E	• Teachers

Category	Positions
<p>Special Education and Related Services Personnel. 19 TAC 231, Subch. F</p>	<ul style="list-style-type: none"> • Special Education Teachers • Teachers of Adaptive Physical Education • Full-time teachers of orthopedically impaired or other health impaired in a hospital class or home based instruction • Teachers of students with auditory impairments • Teachers of gifted and talented students • Special Education Counseling • Educational Diagnostician • Speech Therapy Services • Vocational Adjustment Counseling
<p>Paraprofessional Personnel. 19 Tac 231.643</p>	<ul style="list-style-type: none"> • Educational Aides
<p>Administrators and Other Instructional and Professional Support Personnel. 19 TAC 231.643</p>	<ul style="list-style-type: none"> • Superintendent • Principal • Assistant Principal • School Counselor • Librarian • Athletic Director

Category	Positions
<p>Licensed Professional Support Personnel 19 TAC 231.645</p>	<ul style="list-style-type: none"> • Associate school Psychologist • Audiologist • Licensed Professional Counselor • Marriage and Family Therapist • Nurse • Occupational Therapist • Physical Therapist • Physician • School Psychologist • Social Worker • Speech Language Pathologist

Teachers in general

Grade Level

Prekindergarten – Grade 6

Grades 6 – 8

Grades 9 – 12

SBEC Rule

19 TAC 231, Subchapter B

19 TAC 231, Subchapter C

19 TAC 231, Subchapter E

Teachers of elective, disciplinary, local credit, and innovative courses for grades 6 – 12

The following positions and assignments are addressed at 19 Administrative Code 231, Sub-chapter D.

- ROTC
- Athletics, cheerleading, drill team, and marching band

Disciplinary alternative education programs

- Innovative course
- Local credit course
- Advanced Placement and International Baccalaureate courses
- Driver education

Teachers of special education and related services personnel

The following positions and assignment are addressed at 19 Administrative Code 231, Sub-chapter F.

- Special education teacher
- Teacher of adaptive physical education
- Full-time teacher of orthopedically impaired or other health impaired in a hospital class or home-based instruction
- Teacher of students with visual impairments
- Teacher of students with auditory impairments
- Teacher of gifted and talented students
- Special education counseling services
- Educational diagnostician
- Speech therapy services
- Vocational adjustment coordinator

Paraprofessional personnel

Educational aides are addressed at 19 Administrative Code 231.641.

Administrators and other instructional and professional support personnel

The following positions are addressed at 19 Administrative code 231.643.

- Superintendent
- Principal
- Assistant principal
- School counselor
- Librarian
- Athletic Director

Licensed professional support personnel

The following positions are addressed at 19 Administrative Code 231.645.

- Associate school psychologist
- Audiologist
- Licensed professional counselor
- Marriage and family therapist
- Nurse

- Occupational therapist
- Physical therapist
- Physician
- Physician
- School psychologist
- Social worker
- Speech language pathologist

EF: INSTRUCTIONAL RESOURCES

Local policy provisions addressing challenges to instructional resources have been relocated from EFA to this policy code. The policy is based heavily on materials from the American Library Association (ALA) and has been updated to reflect current ALA recommendations.

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.

SOLICITATIONS:

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

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

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

SELECTION CRITERIA:

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

- 1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.**
- 2. Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.**
- 3. Are appropriate for the subject area and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.**
- 4. Are designed to help students gain an awareness of our pluralistic society.**

5. Are designed to provide information that will motivate students and staff to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; and to make informed choices in their daily lives.
6. For library selections, are integral to the instructional program, are appropriate for the reading levels and understanding of students, reflect the interests and needs of the students and faculty, are included because of their literary or artistic value and merit, and present information with the greatest degree of accuracy and clarity.

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

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

CONTROVERSIAL ISSUES:

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

CHALLENGED RESOURCES:

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

INFORMAL RECONSIDERATION:

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

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

FORMAL RECONSIDERATION:

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

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

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

APPEAL:

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

GUIDING PRINCIPLES:

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

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

EFA: INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

This policy is being recommended for deletion. Local policy provisions addressing challenges to instructional resources have been relocated to EF.

EFAA: INSTRUCTIONAL MATERIALS: SELECTION AND ADOPTION

This local policy is recommended for deletion. Changes to the Administrative Code effective May 5, 2015, deleted the requirement for a Board to adopt a policy for selecting instructional materials. Instead, the rules require a Board to select instructional materials in an open meeting with proper notice under the Open Meetings Act.

EG: CURRICULUM DEVELOPMENT

The District's local policy provisions on curriculum have been relocated to EH. EG is no longer an active code.

EH: CURRICULUM DESIGN

Our District's Policy on curriculum has been relocated from EG to this policy code.

CURRICULUM DEVELOPMENT AND REVIEW

The Board recognizes the need for a systematic, ongoing program of curriculum development and evaluation involving students, parents, teachers, and administrators. The design and implementation of curriculum will be consistent with the Board's stated curriculum goals and objectives. The Board deems it essential that the school system continually develop and modify its curriculum to meet the changing needs of the students.

The Board authorizes the Superintendent to provide for development and review of curriculum. An articulated and coordinated set of student learning standards will be developed. It shall be the responsibility of the Superintendent to provide for the maintenance of a high quality curriculum from prekindergarten through grade 12.

All curriculum development, modification, review, and implementation shall meet the content standards developed by the District, and shall provide for the diverse learning needs of teachers and students.

PLANNED AND WRITTEN CURRICULUM

Learning will be enhanced by adherence to an integrated 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 knowledge of the growth and development of learners; the content of various curriculum disciplines, the needs of learners based on the nature of society, and the desires of the residents and taxpayers of the District. The curriculum is designed to provide teachers and students with the District's expectations of what children and young people are to learn. Teachers are to align their teaching to the District standards.

TAUGHT CURRICULUM

The design and implementation of the curriculum will be aligned with the written curriculum as presented in the curriculum guides. The written curriculum will be taught to students by the teachers and evaluated by student assessments.

All curriculum documents will be subject to Board approval. Curriculum proposals from the certified staff may be presented to the Superintendent, who will be responsible for making recommendations to the Board on such matters.

Curriculum guides shall be provided for the various subject areas or interdisciplinary offerings. These guides shall present at least a minimal outline for proposed instruction and a basis for further development of that particular area.

The guides shall reflect a correlation to the state frameworks and shall be designed to assist all users in strengthening and clarifying their philosophy of teaching, and shall, when possible, suggest a variety of possibilities for instruction, including patterns of individualization, variation of approaches, and materials.

The Superintendent will formulate procedures for the development and use of curriculum guides.

EHDB: ALTERNATIVE METHODS FOR EARNING CREDIT: CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION

Recommended revisions to this policy on credit by examination with prior instruction are to clarify that the examinations used must be Board approved and to reflect current statutory wording about failing to earn credit “or a final grade” because of excessive absences.

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 eExaminations shall assess the student’s mastery of the essential knowledge and skills and shall be administered according to established District procedures.

EIF: ACADEMIC ACHIEVEMENT: GRADUATION

This local policy on graduation has been revised to delete references to the minimum, recommended, and advanced/distinguished achievement graduation programs.

At ACTIVITIES AND COURSES, text has been edited for clarity.

~~GRADUATION 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~~

~~The District requires no additional credits for graduation under the Minimum Program beyond the number mandated by the state.~~

~~RECOMMENDED PROGRAM~~

~~The District requires no additional credits for graduation under the Recommended Program beyond the number mandated by the state.~~

~~ADVANCED/DISTINGUISHED ACHIEVEMENT PROGRAM~~

~~The District requires no additional credits for graduation under the Advanced/Distinguished Achievement Program beyond the number mandated by the state.~~

~~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 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.~~

PHYSICAL EDUCATION SUBSTITUTIONS

To the extent permitted by state rules ~~applicable to the student's graduation program~~, the District shall award state graduation credit in physical education for participation in approved activities and elective courses

EL: CAMPUS CHARTERS

Recommended revisions to this policy on campus charters are intended to better align with the statutory provisions and current TEA expectations.

Clarification at the beginning of the policy that the term “campus charter” includes program charters.

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

To provide more flexibility at APPLICATION PROCESS, a change stating that application and petition forms will be available in the central administration office or other place accessible to parents and teachers, rather than the Superintendent’s office.

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.**

Addition of a reference to the legally required CONTENT OF A CHARTER

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

1. Stipulate a term length for the charter; and
2. Establish a date for review or renewal of the charter.

Addition of a statement explaining the process that the District will use when REVISING THE CHARTER.

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

Clarification regarding the PROVISIONS FOR PROBATION FOR REVOCATION to explain that the Board may take appropriate action against the campus charter if the charter fails to meet academic or financial accountability requirements.

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.

FNCF: STUDENT CONDUCT: ALCOHOL AND DRUG USE

Exhibit deleted per TASB Update 108. The text of the required notice has been moved to FNCF(LEGAL).

FOC: STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

Exhibit deleted per TASB Update 108. The list of Penal Code, Title 5, felony offenses in this exhibit has been moved to FOC(LEGAL).

GKB: COMMUNITY RELATIONS: ADVERTISING AND FUNDRAISING ~~IN THE SCHOOLS~~

Based on numerous District requests, Policy Service recommends a revision to this policy on advertising and fundraising to add an affirmative statement that the District shall not accept paid political advertising. This common District practice allows the District to avoid the appearance of taking sides in election matters.

The District shall not accept paid political advertising.

GKB: COMMUNITY RELATIONS: ADVERTISING AND FUNDRAISING IN THE SCHOOL

TASB recommends review of this Exhibit.

If this exhibit is obsolete it should be deleted from Policy or

Submit revisions to Policy Service for editorial and legal review and incorporation into Policy Service records.