



**Agenda of Policy Committee Meeting - The Board of Trustees
Belton Independent School District
Monday, November 2, 2020**

A Committee meeting of the Board of Trustees of Belton Independent School District will be held Monday, November 2, 2020, beginning at 5:00 PM in the Big Red Room, 400 N. Wall Street, Belton, TX 76513.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- 1. Call to Order**
- 2. Public Comments**
- 3. Review and Discuss the Following Items:**
 - A. Policies Pertaining to a Graduate Profile 2
- 4. Issues/Concerns for Future Agenda or Administrative Reports**
- 5. Adjourn**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]



Policy Committee Meeting

November 2, 2020

Purpose

- ***Engage in a discussion about policy implications for Journey of a Graduate***

Sample Journey of a Graduate



HENRICO LEARNER PROFILE PROGRESSION - v.1.0



henricolearner.henricoschools.us

The Henrico Learner Profile Progression provides learners and learning facilitators with a structure for self-reflection and growth. It is the next iteration of Henrico's Teaching Innovation Progression Chart and was designed to influence learner agency, inform instructional practice, shape culture, support family, and community as partners in learning. The progression is intended to be used in conjunction with the [Henrico Learner Profile](#).

QUALITY CHARACTER

I inspire the trust of others and belief in myself to succeed. I nurture overall physical and mental well-being, and practice honesty, integrity, and responsibility. I manage and monitor myself and my learning, and persevere in the face of challenges.

GLOBAL CITIZEN

I serve as an active participant in a larger society. I contribute to solutions that address the needs of a broader community by building global awareness and demonstrating empathy, compassion, and respect for fellow community members.

COMMUNICATOR

I explore and exchange ideas with other learners. I grow my understanding by actively listening to, honoring, and building on the voices of other learners, and I express my own understanding clearly, using a variety of formats depending on the purpose, audience, and setting.

COLLABORATOR

I form partnerships with other learners. I work with others to achieve common goals by building relationships, managing team dynamics, making shared decisions, and learning from and contributing to the learning of others.

CRITICAL THINKER

I analyze and synthesize ideas. I make decisions by processing and evaluating information, seeking patterns and connections, constructing meaningful knowledge, and applying knowledge in authentic context.

CREATIVE THINKER

I generate new ideas and build on existing ones. I pursue imaginative approaches and solutions to challenges by asking questions, being flexible in my thinking, and learning from experimentation.

COMMUNICATOR

I explore and exchange ideas with other learners. I grow my understanding by actively listening to, honoring, and building on the voices of other learners, and I express my own understanding clearly, using a variety of formats depending on the purpose, audience, and setting.



	EMERGING	DEVELOPING	ADVANCING	MASTERING
LEARNER BEHAVIORS	<p>Listens and asks questions to build knowledge and understanding.</p> <p>Responds to questions, recalling information and communicating understanding through an assigned task, product, and/or process.</p>	<p>Explores ideas with peers using accepted protocols for listening and asking questions.</p> <p>Crafts messages to others using structured prompts or assigned products as directed.</p>	<p>Practices questioning and listening skills to advance understanding.</p> <p>Communicates precisely with audiences within and beyond the classroom, honing use of language based on purpose and audience.</p>	<p>Practices active listening to build personal and global understanding.</p> <p>Communicates purposefully with different groups, adjusting medium and message based on purpose and audience.</p>
ROLE OF FACILITATOR	FACILITATOR DRIVEN		LEARNER DRIVEN	
	<p>Assigns classwork and activities that directs learners to create the same or similar product for which the primary audience is the teacher.</p>	<p>Defines processes that learners apply to communicate between and among each other, as well as to create products of their understanding as directed.</p>	<p>Designs tasks in which learners communicate meaningfully both within and beyond the classroom.</p> <p>Models intentional approaches to communication based on purpose and audience.</p>	<p>Designs an environment in which learners communicate meaningfully with an authentic audience.</p> <p>Facilitates ongoing reflection on decisions for communication as related to purpose and audience.</p>

Policy Implications

- EH (LOCAL)
- EHAA (LEGAL)
- EIA (LOCAL)
- EK (LEGAL)
- EIE (LOCAL)
- BQ (LOCAL)
- BQA (LOCAL)
- BQB (LOCAL)

**Curriculum
Development and
Implementation**

Curriculum
Development and
Review

The design and implementation of the curriculum shall be consistent with the Board's stated curriculum goals and objectives. The Board deems it essential that the school systems continually develop and modify curriculum to meet changing needs. The Board authorizes the Superintendent to cooperatively develop the curriculum for the school system and to organize committees to review the curriculum.

The Superintendent shall develop proposals relating to curriculum modifications and additions that are essential to the maintenance of a high-quality program of education from prekindergarten through grade 12.

While instructional differentiation is expected to occur to address the unique needs of specific students, that instruction shall be derived from a curriculum common to all students and all levels of that curriculum. A primary consideration in all curriculum development, modification, review, and implementation shall be the establishment of an integrated, multidisciplinary curriculum that conveys multiple leanings simultaneously in order to maximize the educational benefits of the instructional time available.

*Planned and
Written
Curriculum*

The District expects that learning shall 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 is designed to provide teachers and students with the District's expectations of what children and young people are to learn. Teachers are expected to follow the curriculum teaching assignments.

*Taught
Curriculum*

The design and implementation of the curriculum shall be aligned with the planned and written curriculum as presented in the District's curriculum framework, the taught curriculum as presented to students by the teachers, and the tested curriculum as determined by student assessments. Each of these three components of the curriculum shall be matched to bring about a high degree of consistency.

All curriculum, including but not limited to elimination of programs and courses and extensive content alteration, shall be subject to Board approval. Curricular proposals from the professional certified staff may be presented to the Superintendent, who shall be responsible for disclosing and making recommendations to the Board.

The District curriculum framework shall reflect alignment to the Texas Essential Knowledge and Skills (TEKS). The framework shall be designed to assist all users in strengthening and clarifying

their philosophy regarding the teaching of a concept, and shall suggest a variety of possibilities for instruction, patterns of individualization, variations of approaches, and materials.

The Superintendent shall formulate procedures for the development and use of curriculum documents based on the District curriculum framework.

*Tested
Curriculum—
Evaluation*

The District shall establish models for determining the effectiveness of instructional programming at District, school, and classroom levels. Evaluations shall focus on determining the extent to which students are achieving and maintaining their mastery of appropriate specific learning outcomes and the extent to which instructors are displaying effective conveyance of curriculum in the classrooms.

**Curriculum
Development and
Management**

The design and implementation of the curriculum shall be consistent with the Board's stated curriculum goals and objectives. The curriculum shall include provisions of the state laws and regulations established by the State Board and TEA. The curriculum shall be planned and coordinated to provide a common direction of action for all instruction in the District. There shall be one core curriculum with equal access for all students regardless of program or funding source. The Superintendent shall recommend all new and revised curriculum to the Board for its approval.

The Board shall officially adopt curriculum at a regularly scheduled meeting. Adoption dates shall be stated in the forefront of each curriculum document.

Curriculum
Philosophy

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

To assure that students leaving the District's schools possess the skills and knowledge to have successful experiences in higher education and in the workplace, a model of continuous progress based on vertically aligned learning objectives and indicators of student performance shall be used.

The curriculum shall be designed and delivered based on the following premises:

1. All students are capable of achieving excellence in learning the essentials of formal schooling.

2. Success influences self-concept, self-concept influences learning and behavior.
3. The instructional process can be adapted to improve learning.
4. Schools can maximize the learning conditions for all students through clearly stated indicators of performance, high expectations for all students, and continuous, appropriate assessment of student learning.
5. Successful student learning must be based on providing appropriate educational experiences at the appropriate level of challenge in order to ensure maximum student achievement.

The District subscribes to an approach to curriculum and instruction that focuses and organizes all the District's efforts around the vertically aligned learning objectives and indicators of performance articulated in the District's curriculum framework.

The District has the following expectations for learning objectives based on life-related skills:

1. Develop a commitment to the process of learning, acquire the necessary skills to promote continued learning, and assume responsibility for self-directed learning.
2. Develop an appreciation of the intrinsic value of education and its necessity in a democratic society.
3. Demonstrate mastery of reading, writing, speaking/listening (communication), and mathematical skills sufficient for daily living and for effective, efficient functioning in a complex society.
4. Demonstrate knowledge of basic historical, geographical, political, and economic literacy; demonstrate application of skills and knowledge to the solution of human problems.
5. Demonstrate knowledge of science and its processes in day-to-day decisions.
6. Demonstrate the skills of creative and disciplined thinking; identify needs and problems, locate and analyze information from all appropriate sources for meaning and/or action, and apply problem-solving strategies.
7. Appreciate and understand cultural diversity, the arts and humanities, current events, and ways to predict and influence future events.

8. Identify and establish a common, mutually acceptable set of moral standards, values, and ethics to ensure the continuation of an advanced society.
9. Establish effective, supportive, and cooperative interpersonal relationships, good citizenship, and a sense of social responsibility.
10. Demonstrate self-respect, self-esteem, and self-understanding; demonstrate respect for others and an awareness of their needs and potential.
11. Demonstrate how to live physically, mentally, and emotionally balanced lives.
12. Develop an appreciation for the importance of each individual's unique contribution and value in the workplace and in the community.

*Planned and
Written
Curriculum*

The components of the written curriculum shall include belief statements and five levels of indicators of performance in order to achieve total alignment through the level of teacher lesson delivery. The components are:

1. Belief statements for each discipline area, which are broad statements reflecting current research, expert opinion, and teacher experience in a field of study.
2. Learning exit indicators of performance for all students, which are broad life-related skills and characteristics that students should have at the end of grade 12.
3. Program indicators of performance, which are derived from the exit indicators of performance, describing in broad terms what students shall know or be able to do, or attitudes they shall hold after completing an entire program of study.
4. Level/course indicators of performance, which are derived from program indicators of performance and are District learning objectives describing in specific terms what students shall be able to do at the end of a year/semester in a particular area.
5. Unit indicators of performance, which are teacher-prepared subobjectives that are tied to a particular theme or instructional unit and are necessary to achieve level/course indicators of performance. (Note: In some special curriculum efforts these may be District developed.)
6. Lesson indicators of performance, which are teacher-prepared learning objectives for specific daily lessons related to

unit indicators of performance. (Note: In some special curriculum efforts these may be District developed.)

Subject-area written curriculum frameworks shall be developed locally for all grade levels or interdisciplinary subjects in the District. These documents shall be logically derived from the District's philosophy and beliefs and shall represent tangible operational bridges to and from them. The documents shall be revised and re-adopted by the Board every five years, or sooner as necessary.

The framework documents shall contain the following components:

1. Mission statement of the District.
2. Curriculum philosophy of the District.
3. Belief statements related to the subject area and linked to appropriate exit indicators of performance.
4. Program indicators of performance for the subject area with expected emphasis.
5. A scope-and-sequence chart for use in designing instruction at the appropriate level of difficulty for all learners.
6. Level/course learner indicators of performance derived from the program indicators of performance, for the subject area at all instructional levels, which identify the specific content skills, attitudes, and processes to be taught.
7. Correlation of learner indicators of performance to the Texas Essential Knowledge and Skills (TEKS) and District criterion-referenced tests as well as standardized tests and state-mandated assessments.
8. Relevant modifications and enrichment learner outcomes and strategies as well as interdisciplinary approaches, when appropriate.
9. Recommended time allocations for curriculum areas and time range for indicators of performance.
10. Progress report procedures.
11. Homework guidelines.

There is an expectation that all curriculum shall be documented in writing (including electronic format), that the planned courses shall be updated at least once every five years, that teachers shall have copies of planned curriculum documents and use them to develop daily lesson plans, and that administrators shall work with teachers

to maintain consistency between curriculum design (written curriculum) and curriculum delivery (what is actually taught).

Copies of the curriculum framework documents in complete sets (including electronic format) shall be available to all teachers and the public, in each school media center, for review and reference.

Instructional resources such as textbooks, software, and other materials shall be selected based upon their alignment with the written indicators of performance.

A focused staff development plan shall be designed and implemented to prepare staff members to teach the designed curriculum.

Taught Curriculum

The District has several expectations of the teaching process: Teachers have a right to expect that their teaching efforts are part of a broad plan of quality education. There is to be assurance that teachers and their colleagues are working toward a common goal. All faculty members have a responsibility not only to contribute to the refinements of written curriculum study, but also to teach the curriculum. The principal, department heads, or other supervisors shall see that optimum use is made of available curriculum documents.

Curriculum documents shall serve as a framework from which a teacher shall develop units of study, individual lesson plans, and approaches to instruction that shall serve the students' particular needs at a particular time. The documents shall be used to map the logical sequence of instruction. Teachers shall adhere to the guides.

In addition to consistent delivery of the indicators of performance in the curriculum, it is expected that instructional delivery shall be based on sound teaching principles grounded in education research. Instructional supervision efforts are to focus on these sound teaching principles.

A systematic process is to be in place for planning and providing instruction appropriate to each student and for engaging the student until learning indicators of performance are attained. This systematic process is to include:

1. Establishing a school climate that continually affirms the worth and diversity of all students.
2. Expecting that all students shall perform at high levels of learning.
3. Ensuring that all students experience opportunities for personal success.

4. Varying the time for learning according to the needs of each student and the complexity of the task.
5. Having both staff members and students take responsibility for successful learning performance.
6. Assessing current student skills/learning for instructional assignment.
7. Analyzing the content of each objective so that instructional strategies match content and assessment.
8. When appropriate, sequencing tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery.
9. Orienting students to the objective(s) to be learned.
10. Initial teaching to the objective(s) to determine the need for movement to a new instructional objective, extension/enrichment, or correctives.
11. Assessing student mastery of the objective(s) to determine the need for movement to a new instructional objective, extension/enrichment, or correctives.
12. For those who attain mastery, progressing to the next objective or offering extension/enrichment.
13. For those who do not attain mastery, providing correctives and/or using different teaching strategies until indicators of performance are attained.

The District staff development program for teachers shall include a research-based approach to teaching to provide teachers with alternative ways to view the teaching act so that they may be as effective as possible.

Tested Curriculum

The District staff shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum as well as the taught curriculum. The Superintendent shall develop a set of administrators' guidelines in the area of program evaluation.

The tested curriculum shall include the following components:

1. A criterion-referenced assessment system that documents, records, reports, and awards credit for student skill attainment.
2. District-level, criterion-referenced tests for selected core objectives across all levels.

3. A criterion-referenced information management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation.
4. Assessment strategies for teachers to diagnose and determine instructional assignments of student learning.
5. An evaluation system that allows students to demonstrate and receive credit for mastery at any time.
6. An assessment approach using state/local norm-referenced tests to evaluate the status of students from a national perspective and for curriculum revision as well as program design.
7. A program evaluation component that guides curriculum redesign and instructional planning, with the learning outcomes based on program graduates and the performance demands of post-school roles.

Teachers shall conduct frequent diagnosis of students on the curriculum objectives. Teacher-made tests as well as criterion-referenced and standardized tests shall be used to determine patterns of student achievement. The teachers and supervisors are to use test results to assess the status of individual student achievement, to continuously regroup 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.

Principals are to review teacher-made tests to help teachers ensure that tests are congruent with the written curriculum and with what is being taught.

Role Responsibilities

Superintendent and Staff

The Superintendent shall be responsible for the implementation of the policy and regulations. The Superintendent shall serve as the prime mover of the management system. Appropriate District staff shall serve as technical advisors to principals and to establish the management pace. They shall assist principals in implementation of the plan, and look for ways to keep the practices functional and effective.

Principals

The building principal is the key to the monitoring and implementation of the curriculum. The principal must translate this importance to staff members on a daily basis. The principal shall observe classes, monitor lessons, and evaluate teacher-made tests. Principals shall use, as a minimum, the following three basic strategies to monitor curriculum:

1. Full period classroom observations when possible.

2. Twenty-minute classroom observations.
3. Walk-through observations.
4. Interviews and conferences.
5. Student achievement data observations.

The supervisor of the principal shall evaluate the principal's records of classroom monitoring of instruction. This evaluation consists of analyzing the quantity and quality of observations.

Teachers

Teachers are to carry out several responsibilities that reflect their role in the curriculum management process. Teachers are responsible for teaching to the planned curriculum and for testing their teaching.

Budget

It is the intent of the administration to move the District's budget toward a document that reflects funding decisions based on the organization's educational goals and priorities—type of the document commonly referred to as a program-driven budget. The budget development process shall ensure that goals and priorities are considered in the preparation of budget proposals and that any decisions related to reduction or increase in funding levels can be addressed in those terms. The format used in preparation shall reflect these considerations, and the public document eventually developed shall be an interpretive document that communicates the budget to the public in consideration of the goals and priorities. The expected results of proposed expenditures shall be clearly explained in the public document as well as in the proposal-preparation documents.

**Curriculum
Development Cycle**

The curriculum administrator shall ensure that a master long-range plan is in place for District curriculum development, program assessment, and testing. All prekindergarten–grade 12 curriculum areas shall undergo internal development/redevelopment cycles on a rotating basis. The purpose of such an ongoing review is to lend a concentrated focus to a given curriculum area. This procedure shall provide a formal means by which all planned courses are revised and kept up to date.

The Superintendent shall take steps, whenever possible, to conduct a curriculum review each year. The Superintendent shall organize a report or presentation to the Board that demonstrates how the policy and regulations are being implemented and to present such recommendations as may be necessary for the improvement of student growth as may be required. The report shall specifically cite strengths and weaknesses and form the base for later budget development.

The Board report process shall include a statement of instructional goals by grade level, assessment on testing trends data as may be relevant, important new trends that are to be incorporated into the curriculum, recommended instructional resources (e.g., textbooks) in the curriculum, and input from administrators and the teaching staff. The Superintendent shall, whenever possible, employ one or more curriculum experts to critique the proposed or existing curriculum in light of available knowledge regarding appropriate curriculum in the areas being reviewed, and such reports/critiques shall be appended to the Board report.

When a subject area is undergoing a development/redevelopment review, a prekindergarten–grade 12 task force shall be established composed of teachers, principals, District administrators, parents, and students when appropriate. The task force shall be used to provide input into the development cycle. The Superintendent or designee is to establish the procedures for such task forces.

Purpose

A primary purpose of the public school curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage. A district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter, in reading courses, and in the adoption of textbooks. *Education Code 28.002(h)*

As a condition of accreditation, a district shall provide instruction in the essential knowledge and skills at appropriate grade levels in the foundation and enrichment curriculum. *Education Code 28.002(c); 19 TAC 74.1(b)*

A district shall ensure that all children in the district participate actively in a balanced curriculum designed to meet individual needs. *Education Code 28.002(g)*

Instruction may be provided in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade-level standards. *19 TAC 74.2*

Required Curriculum

Foundation
Curriculum

A district that offers kindergarten through grade 12 shall offer a foundation curriculum that includes:

1. English language arts and reading;
2. Mathematics;
3. Science; and
4. Social studies, consisting of Texas, United States, and world history; government; geography; and economics with emphasis on the free enterprise system and its benefits.

Education Code 28.002(a)(1); 19 TAC 74.1(a)(1)

Enrichment
Curriculum

A district that offers kindergarten through grade 12 shall offer an enrichment curriculum that includes:

1. Languages other than English, to the extent possible. American Sign Language is a language for these purposes and the district may offer an elective course in the language;
2. Health, with emphasis on:
 - a. Physical health, including the importance of proper nutrition and exercise;

- b. Mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making; and
 - c. Suicide prevention, including recognizing suicide-related risk factors and warning signs;
- 3. Physical education;
 - 4. Fine Arts;
 - 5. Career and technical education;
 - 6. Technology applications;
 - 7. Religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
 - 8. Personal financial literacy.

Education Code 28.002(a)(2), (e); 19 TAC 74.1(a)(2)

Digital Citizenship

The State Board of Education by rule shall require each district to incorporate instruction in digital citizenship into the district's curriculum, including information regarding the potential criminal consequences of cyberbullying.

"Cyberbullying" has the meaning assigned by Education Code 37.0832. [See FFI]

"Digital citizenship" means the standards of appropriate, responsible, and healthy online behavior, including the ability to access, analyze, evaluate, create, and act on all forms of digital communication.

Education Code 28.002(z)

Local Credit

A district may offer courses for local credit, at its discretion, in addition to those in the required curriculum, but it may not delete or omit instruction in the foundation and enrichment curricula specified above. *Education Code 28.002(f); 19 TAC 74.1(b)*

Local Instructional Plan

A district's local instructional plan may draw on state curriculum frameworks and program standards as appropriate. A district is encouraged to exceed minimum requirements of law and State Board rule.

Major Curriculum Initiatives

Before the adoption of a major curriculum initiative, including the use of a curriculum management system, a district must use a process that:

1. Includes teacher input;
2. Provides district employees with the opportunity to express opinions regarding the initiative; and
3. Includes a meeting of the board at which information regarding the initiative is presented, including the cost of the initiative and any alternatives that were considered; and members of the public and district employees are given the opportunity to comment regarding the initiative.

Education Code 28.002(g)

Common Core State Standards

A district may not use common core state standards to comply with the requirement to provide instruction in the essential knowledge and skills at appropriate grade levels. A district may not be required to offer any aspect of a common core state standards curriculum. "Common core state standards" means the national curriculum standards developed by the Common Core State Standards Initiative. *Education Code 28.002(b-1), (b-3), (b-4)*

Scope and Sequence

In adopting a recommended or designated scope and sequence for a subject in the required curriculum under Education Code 28.002(a) in a particular grade level, a district shall ensure sufficient time is provided for teachers to teach and students to learn the essential knowledge and skills for that subject and grade level [see DG]. *Education Code 28.0027(a)*

Coordinated Health Programs

TEA shall make available to each district one or more coordinated health programs in elementary, middle, and junior high school. Each program must provide for coordinating education and services related to:

1. Physical health education, including programs designed to prevent obesity, cardiovascular disease, oral diseases, and Type 2 diabetes and programs designed to promote the role of proper nutrition;
2. Mental health education, including education about mental health conditions, mental health well-being, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making;
3. Substance abuse education, including education about alcohol abuse, prescription drug abuse, and abuse of other controlled substances;
4. Physical education and physical activity; and
5. Parental involvement.

Education Code 38.013; 19 TAC 102.1031(a)

A district shall participate in appropriate training to implement TEA's coordinated health program and shall implement the program in each elementary, middle, and junior high school in the district. *Education Code 38.014*

Coordinated school health programs that are developed by districts and that meet TEA criteria may be approved and made available as approved programs. Districts must use materials that are proven effective, such as TEA-approved textbooks or materials developed by nationally recognized and/or government-approved entities. *19 TAC 102.1031(c)*

Physical Education

Each district shall establish specific objectives and goals the district intends to accomplish through the physical education curriculum. The physical education curriculum must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life.

A physical education course shall:

1. Offer students an opportunity to choose among many types of physical activity in which to participate;
2. Offer students both cooperative and competitive games; and
3. Be an enjoyable experience for students.

On a weekly basis, at least 50 percent of a physical education class shall be used for actual student physical activity and the activity shall be, to the extent practicable, at a moderate or vigorous level.

**Student/Teacher
Ratio**

The objectives and goals shall include, to the extent practicable, student/teacher ratios [see EEB] that are small enough to enable the district to:

1. Carry out the purposes of and requirements for the physical education curriculum; and
2. Ensure the safety of students participating in physical education.

If a district establishes a student to teacher ratio greater than 45 to 1 in a physical education class, the district shall specifically identify the manner in which the safety of the students will be maintained.

Education Code 25.114, 28.002(d); 19 TAC 74.37

- Classification for Physical Education
- A district shall classify students for physical education on the basis of health into one of the following categories:
1. Unrestricted—not limited in activities.
 2. Restricted—excludes the more vigorous activities. Restricted classification is of two types:
 - a. Permanent—A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.
 - b. Temporary—Students may be restricted from physical activity of the physical education class. A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the temporary impairment and the expected amount of time for recovery. During recovery time, the student shall continue to learn the concepts of the lessons but shall not actively participate in the skill demonstration.
 3. Adapted and remedial—specific activities prescribed or prohibited for students as directed by a member of the healing arts licensed to practice in Texas.

19 TAC 74.31

**School Health
Advisory Council**

A board shall establish a local school health advisory council (SHAC) to assist the district in ensuring that local community values are reflected in the district's health education instruction. *Education Code 28.004(a)* [See BDF regarding composition of the SHAC and FFA regarding federal wellness requirements]

Duties

The SHAC's duties include recommending:

1. The number of hours of instruction to be provided in:
 - a. Health education in kindergarten through grade 8; and
 - b. If the district requires health education for high school graduation, health education, including physical health education and mental health education, in grades 9 through 12.
2. Policies, procedures, strategies, and curriculum appropriate for specific grade levels designed to prevent physical health concerns, including obesity, cardiovascular disease, Type 2 diabetes, and mental health concerns, including suicide, through coordination of:

- a. Health education, which must address physical health concerns and mental health concerns to ensure the integration of physical health education and mental health education;
 - b. Physical education and physical activity;
 - c. Nutrition services;
 - d. Parental involvement;
 - e. Instruction on substance abuse prevention;
 - f. School health services, including mental health services;
 - g. A comprehensive school counseling program under Education Code 33.005 [see FFEA];
 - h. A safe and healthy school environment; and
 - i. School employee wellness;
3. Appropriate grade levels and methods of instruction for human sexuality instruction;
 4. Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program:
 - a. School health services, including physical health services and mental health services, if provided at a campus by the district or by a third party under a contract with the district;
 - b. A comprehensive school counseling program under Education Code 33.005 [see FFEA];
 - c. A safe and healthy school environment; and
 - d. School employee wellness;
 5. If feasible, joint use agreements or strategies for collaboration between the district and community organizations or agencies. Any agreement entered into based on a recommendation of the SHAC must address liability for the district and community organization;
 6. Appropriate grade levels and curriculum for instruction regarding opioid addiction and abuse and methods for administering an opioid antagonist; and
 7. Strategies to increase parental awareness regarding:

- a. Risky behaviors and early warning signs of suicide risks and behavioral health concerns, including mental health disorders and substance use disorders; and
- b. Available community programs and services that address risky behaviors, suicide risks, and behavioral health concerns.

Education Code 28.004(c), (n)

Policy
Recommendations

The SHAC shall consider and make policy recommendations to the district concerning the importance of daily recess for elementary school students. The SHAC must consider research regarding unstructured and undirected play, academic and social development, and the health benefits of daily recess in making the recommendations. The SHAC shall ensure that local community values are reflected in any policy recommendation made to the district concerning the importance of daily recess for elementary school students.

Education Code 28.004(l)

The SHAC shall make policy recommendations to the district to increase parental awareness of suicide-related risk factors and warning signs and available community suicide prevention services. *Education Code 28.004(o)*

**Content of Human
Sexuality Instruction**

The board shall determine the specific content of a district's instruction in human sexuality. *Education Code 28.004(h)*

The board shall select any instruction relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) with the advice of the SHAC. The instruction must:

- 1. Present abstinence as the preferred choice of behavior for unmarried persons of school age;
- 2. Devote more attention to abstinence than to any other behavior;
- 3. Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with HIV or AIDS, and the emotional trauma associated with adolescent sexual activity;
- 4. Direct adolescents to a standard of behavior in which abstinence before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with HIV or AIDS; and

5. Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in the curriculum.

Education Code 28.004(e)

Condoms

A district may not distribute condoms in connection with instruction relating to human sexuality. *Education Code 28.004(f)*

Separate Classes

If a district provides human sexuality instruction, it may separate students according to sex for instructional purposes. *Education Code 28.004(g)* [See FB regarding single-sex classes under Title IX]

Notice to Parents

Before each school year, a district shall provide written notice to a parent of each student enrolled in the district of the board's decision regarding whether the district will provide human sexuality instruction to district students. If instruction will be provided, the notice must include:

1. A summary of the basic content of the district's human sexuality instruction to be provided to the student, including a statement informing the parent of the instructional requirements under state law;
2. A statement of the parent's right to:
 - a. Review curriculum materials as provided by Education Code 28.004(j); and
 - b. Remove the student from any part of that instruction without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the district or the student's school; and
3. Information describing the opportunities for parental involvement in the development of the curriculum to be used in human sexuality instruction, including information regarding the SHAC.

A parent may use the grievance procedure at FNG concerning a complaint of a violation of notice requirements.

Education Code 28.004(i)-(i-1)

Availability of
Materials

A district shall make all curriculum materials used in human sexuality instruction available for reasonable public inspection. *Education Code 28.004(j)* [See EFA regarding selection of curriculum materials for human sexuality instruction]

Character Education

A district must adopt a character education program that includes the following positive character education traits:

1. Courage;
2. Trustworthiness, including honesty, reliability, punctuality, and loyalty;
3. Integrity;
4. Respect and courtesy;
5. Responsibility, including accountability, diligence, perseverance, and self-control;
6. Fairness, including justice and freedom from prejudice;
7. Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity;
8. Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law;
9. School pride; and
10. Gratitude.

In developing or selecting a character education program under Education Code 29.906, a district shall consult with a committee selected by the district that consists of parents of district students, educators, and other members of the community, including community leaders.

The provisions above do not require or authorize proselytizing or indoctrinating concerning any specific religious or political belief.

Education Code 29.906

Relation to Essential Knowledge and Skills

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.

Guidelines for Grading

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Progress Reporting

The District shall issue grade reports/report cards every nine weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

Interim Reports

Interim progress reports may be issued at the teacher's discretion; however, notice of a student's consistent unsatisfactory performance shall be issued in accordance with law.

Conferences

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

**Local Achievement
Testing**

In addition to the state-administered assessment instruments, a district may adopt and administer criterion-referenced or norm-referenced assessment instruments, or both, at any grade level. A locally adopted norm-referenced assessment instrument must be economical, nationally recognized, and state-approved.

For purposes of this provision, “assessment instrument” means a district-commissioned achievement test, either nationally normed or criterion-referenced, that is group administered and reported publicly (such as to a board) in the aggregate.

A company or organization scoring an assessment instrument shall send test results to a district for verification. A district shall have 90 days to verify the accuracy of test data and report the results to the board.

A district shall follow procedures for test security and confidentiality set forth in 19 Administrative Code Chapter 101, Subchapter C. [See EKB]

Education Code 39.026, .032; 19 TAC 101.101

**Assessment
Instrument
Limitations**

In any subject area for which a state assessment is administered, a district may not administer locally required assessments designed to prepare students for state assessments to any student on more than ten percent of the instructional days in any school year. A campus-level planning and decision-making committee may limit the administration of locally required assessments to ten percent or a lower percentage of the instructional days in any school year. This prohibition does not apply to the administration of college preparation assessments, advanced placement tests, international baccalaureate examinations, or state assessments. *Education Code 39.0262*

**Benchmark
Assessment
Instruments**

“Benchmark assessment instrument” means a district-required assessment instrument designed to prepare students for a corresponding state-administered assessment instrument.

A district may not administer to any student more than two benchmark assessment instruments to prepare the student for a corresponding state-administered assessment instrument.

This prohibition does not apply to the administration of a college preparation assessment instrument, including the PSAT, the ACT-Plan, the SAT, or the ACT, an advanced placement test, an international baccalaureate examination, or an independent classroom examination designed or adopted and administered by a classroom teacher.

A parent of or person standing in parental relation to a student who has special needs, as determined in accordance with commissioner of education rule, may request administration to the student of additional benchmark assessment instruments.

Education Code 39.0263

Designed to
Prepare

For purposes of Education Code 39.0262 and 39.0263, an assessment instrument designed to prepare students for state-administered assessment instruments is an assessment that:

1. Evaluates students' potential performance relative to the state's blueprint in whole for a state-administered assessment; or
2. Is primarily focused on test-taking techniques.

This provision does not include an assessment designed to evaluate students' mastery of parts of the Texas Essential Knowledge and Skills or the efficacy of instructional practice.

19 TAC 101.6003

**College Preparation
Assessments**

Each school year, and at state cost, a district may administer an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument:

1. To students in the spring of the eighth grade, for the purpose of diagnosing the academic strengths and deficiencies of students before entrance into high school; and
2. To students in the tenth grade, for the purpose of measuring a student's progress toward readiness for college and the workplace.

The provisions of Education Code 39.0261(a)(1) and (a)(2), above, apply only if the legislature appropriates funds for those purposes.

Education Code 39.0261(a)(1)–(a)(2), (f)

High school students, in the spring of the eleventh grade or during the twelfth grade, may select and take once, at state cost:

1. One of the valid, reliable, and nationally norm-referenced assessment instruments used by colleges and universities as part of their undergraduate admissions processes; or
2. The assessment instrument designated by the Texas Higher Education Coordinating Board under Education Code 51.334.

A high school student is not prohibited from taking the test more than once, at the student's own expense.

Education Code 39.0261(a)(3), (e)

A district is entitled to reimbursement for the amount of fees paid by the district for the administration of an assessment instrument under Education Code 39.0261(a)(3), above. *Education Code 48.155*

The Texas Education Agency (TEA) shall:

1. Select and approve vendors of the specific assessment instruments administered under this section; and
2. Provide reimbursement to a district for all fees associated with the administration of the assessment instrument, from funds appropriated for that purpose.

TEA shall ensure that a school district is not reimbursed for the administration of an assessment instrument to a student to whom the assessment instrument is not actually administered.

Education Code 39.0261(b)–(c)

Homeschooled Students

The following provisions apply to a homeschooled student entitled under Education Code 25.001 to attend school in a district.

A district shall permit a homeschooled student to participate in an administration of the PSAT/NMSQT or a college advanced placement test offered by the district.

“Homeschooled student” means a student who predominantly receives instruction in a general elementary or secondary education program that is provided by the parent, or a person standing in parental authority, in or through the child’s home.

Fees

A district shall require a homeschooled student to pay the same fee to participate in such a test that a student enrolled in the district is required to pay.

Notice

A district shall post on an internet website maintained by the district the date the PSAT/NMSQT will be administered and the date any college advanced placement tests will be administered. The notice must state that the PSAT/NMSQT or the advanced placement test is available for homeschooled students eligible to attend school in the district and describe the procedures for a homeschooled student to register for the test.

A district that does not maintain an internet website must publish the notice in a newspaper in the district. If a newspaper is not published in the district, the district shall provide for the publication of notice in at least one newspaper in the county in which the district’s central administrative office is located.

The required notice must be posted or published at the same time and with the same frequency with which the information is provided to a student who attends a district school.

Education Code 29.916

**Armed Services
Vocational Aptitude
Battery Test**

Each school year each school district shall provide students in grades 10 through 12 an opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) test and consult with a military recruiter.

The test must be scheduled:

1. During normal school hours; and
2. To optimize student participation, at a time that limits conflicts with extracurricular activities.

Each school district shall provide each student in grades 10 through 12 and the student's parent or person standing in parental relation to the student a notice of the date, time, and location of the scheduled administration of the ASVAB test.

A school district may elect not to provide the ASVAB test only if the district or school provides an alternative test that:

1. Assesses a student's aptitude for success in a career field other than a career field that requires postsecondary education;
2. Is free to administer;
3. Requires minimal training and support of district or school faculty and staff to administer the test; and
4. Provides the student with a professional interpretation of the test results that allows the student to:
 - a. Explore occupations that are consistent with the student's interests and skills; and
 - b. Develop strategies to attain the student's career goals.

A school district or high school that, before September 1, 2017, entered into a contract under which a vocational aptitude test that does not comply with the requirements for an alternative test is provided to students in grades 10 through 12, may elect not to provide the ASVAB test for the term of the contract. On the expiration of the contract term, this exemption is not applicable.

Education Code 29.9015

Curriculum Mastery	Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.
Students Receiving Special Education Services	Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]
Standards for Mastery	In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows: <ol style="list-style-type: none">1. An average of 70 percent or higher, or determination of "approaches" or "met standard" on an approved learning mastery scale based on the Texas Essential Knowledge and Skills shall be considered a passing grade.2. A variety of measures shall be used to determine student grades in a course or subject, including assignments, evaluations, and other examples of student work (formative and summative assessments, projects, products, presentations, and the like).
Prekindergarten	Students in prekindergarten shall not be retained.
Kindergarten and Grade 1	In kindergarten and grade 1, promotion to the next grade level shall be based on: <ol style="list-style-type: none">1. Determination of "approaches" or "met standard" on an approved learning mastery scale in language arts;2. Determination of "approaches" or "met standard" on an approved learning mastery scale in math; and3. Compliance with state attendance requirement [see FEC].
Grades 2–5	In grades 2–5, promotion to the next grade level shall be based on: <ol style="list-style-type: none">1. A 70 percent yearly average in reading;2. A 70 percent yearly average in mathematics;3. A 70 percent combined yearly average in two of the following: language arts, mathematics, social studies, and science; and

4. Compliance with the state attendance requirements [see FEC].

Grades 6–8

In grades 6–8, promotion to the next grade level shall be based on:

1. A 70 percent yearly average in all subject areas;
2. A 70 percent combined yearly average in three of the following: English/language arts, mathematics, social studies, and science; and
3. Compliance with the state attendance requirements [see FEC].

Grades 9–12

Credit for courses for high school graduation may be earned only if the student received a grade equivalent to 70 percent or higher, based on the expected learning standards and essential knowledge and skills of each course. Numerical grades/passing grade equivalents shall be determined using a variety of measures. Report card grades should reflect progress toward and/or mastery of the TEKS.

Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]

Accelerated Instruction

If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in grades 5 and 8 shall be subject to all provisions of Grade Advancement Testing, below.

Grade Advancement Testing

Except when a student will be assessed in reading or mathematics above his or her enrolled grade level, students in grades 5 and 8 must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to the District's local standards for mastery and promotion.

Definition of "Parent"

For purposes of this policy and decisions related to grade advancement requirements, a student's "parent" shall be defined to include either of the student's parents or guardians; a person designated by the parent, by means of a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code, to have responsibility for the student in all school-related matters [see FD]; a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve on the grade placement committee (GPC) for all purposes; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student. [See EIE(LEGAL)]

No Alternate
Assessment
Instrument

The District shall use only the statewide assessment instrument for the third testing opportunity.

Standards for
Promotion Upon
Appeal

If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the GPC shall review all facts and circumstances in accordance with law.

The student shall not be promoted unless:

1. All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and
2. The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan.

Transfer Students

When a student transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.

If a parent initiates an appeal for promotion when a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with the District's standards for promotion.

**Assignment of
Retained Students**

In the event a student is not promoted to the next grade level, the District shall nevertheless assign the student to an age-appropriate campus, unless:

1. The student's parent requests that the student be assigned to the same or a similar campus setting; or

2. The student's GPC determines that it would be in the student's best interests to be assigned to the same or a similar campus setting. Criteria to be considered for this decision may include:
 - a. Recommendations from the student's teachers; and
 - b. Observed social and emotional development of the student.

Reducing Student Retention

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. [See EHBC]

PLANNING AND DECISION-MAKING PROCESS

BQ
(LOCAL)

The Board shall approve and periodically review the District's vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved District and campus objectives shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4. [See AE]

District Improvement Planning Process

The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee. [See BQA]

Parent and Family Engagement Plan

The Board shall ensure that the District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The District-level and campus-level committees shall involve parents and family members of District students in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [See EHBD]

Administrative Procedures and Reports

The Board shall ensure that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The District-level and campus-level committees shall be involved in the development of these procedures. [See BQA and BQB]

The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

Evaluation

The Board shall ensure that data are gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.

Districtwide Educational Improvement Council	In compliance with Education Code 11.251, the Districtwide Educational Improvement Council shall advise the Board or its designee in establishing and reviewing the District's educational goals, objectives, and major Districtwide classroom instructional programs identified by the Board or its designee. The council shall serve exclusively in an advisory role except that the council shall approve staff development of a Districtwide nature.
Chairperson	The Superintendent shall be the Board's designee and shall name the chairperson. The Superintendent shall meet with the council periodically.
Meetings	The chairperson of the council shall set its agenda, and shall schedule at least six meetings per year; additional meetings may be held at the call of the chairperson. All council meetings shall be held outside of the regular school day.
Duties of Council	The council shall perform duties as described in BQA(LEGAL).
Community Input	The Superintendent or designee shall ensure that the District-level committee obtains broad-based community, parent, and staff input and provides information to those persons on a systematic basis. Methods of communication shall include, but not be limited to, periodic reports to the principals on the work of the committee that may be posted on campus bulletin boards.
Composition	The committee shall be composed of at least 18 members who shall represent campus-based professional staff, District-level professional staff, parents, businesses, and the community. At least two-thirds of the District and campus professional staff shall be classroom teachers. The remaining one-third shall be professional nonteaching District- and campus-level staff. For purposes of this policy, District-level professional staff shall be defined as professionals who have responsibilities at more than one campus, including, but not limited to, central office staff.
Parents	The council shall include two parents of students currently enrolled within the District, selected in accordance with administrative procedures. The Superintendent shall, through various channels, inform all parents of District students about the council's duties and composition, and shall solicit volunteers. [See BQA(LEGAL)]
Community Members	The council shall include two community members selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent shall use several methods of communication to ensure that community residents are informed of the council and are provided the opportunity to participate, and shall solicit volunteers. All community member representatives must reside in the District.

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LOCAL)

Business Representatives	<p>The council shall include two business people, selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent shall use several methods of communication to ensure that community residents are informed of the council and are provided the opportunity to participate, and shall solicit volunteers. Business member representatives need not reside in nor operate businesses in the District.</p>
Professional Staff	<p>The professional employees shall consist of at least one classroom teacher from each campus. Two-thirds of the council members shall be classroom teachers. The remaining representatives shall be other campus-based professional staff. This group will be composed of one high school representative, one intermediate administrator, one elementary administrator, and two "at-large" representatives. The at-large representatives shall be elected from District-level professional staff and shall be elected by all professional employees. Those teachers nominated for campus representative shall be involved in classroom instruction for at least 60 percent of the day.</p>
Elections	<p>An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of representatives on the council. [See also DGA]</p> <p>The consent of each nominee shall be obtained before the person's name may appear on the ballot. Election of the council shall be held September 12 and September 30 of each school year at the call of the Superintendent. Nomination and election shall be conducted in accordance with this policy and administrative regulations.</p>
Terms	<p>Representatives shall serve staggered two-year terms and shall be limited to two consecutive terms on the council. After the initial election or selection, representatives shall draw lots, within each representative category, to determine the length of initial terms.</p>
Vacancy	<p>If a vacancy occurs among the representatives, nominations shall be solicited and an election held or selection made for the unexpired term in the same manner as for the annual election.</p>
Other Advisory Groups	<p>The existence of the District-level council shall not affect the authority of the Board or its designee to appoint or establish other advisory groups or task forces to assist it in matters pertaining to District instruction.</p>

Campus Improvement Team

A Campus Improvement Team shall be established on each campus to assist the principal. The team shall meet for the purpose of implementing planning processes and site-based decision making in accordance with Board policy and administrative procedures and shall be chaired by the principal.

The team shall serve exclusively in an advisory role except that each team shall approve staff development of a campus nature.

Duties of Team

The team shall perform duties as described at BQB(LEGAL).

Campus Performance Objectives

Each principal shall be responsible for the development of campus performance objectives. These objectives shall be formulated annually in accordance with a schedule established by the District, shall support the District's educational goals and objectives, and shall be specific to the academic achievement of students served by the campus. The Board shall review and approve campus performance objectives.

Waivers

The principal shall be responsible for ensuring that no campus-initiated decision violates rule, law, or policy, unless the campus has obtained a waiver. [See BQB(LEGAL) preceding and BF]

Except as prohibited by law [see BF], a campus may apply to the Board for a waiver of a local policy. An application for a waiver must state the achievement objectives of the campus and the reasons for requesting the waiver.

Communications

The principal or designee shall ensure that the campus-level team obtains broad-based community, parent, and staff input, and provides information to those persons on a systematic basis. Methods of communication shall include, but not be limited to, periodic reports on the work of the team that may be posted on campus bulletin boards.

Composition

The team shall be composed of a minimum of 12 members who shall represent campus-based professional staff, parents, businesses, and the community. At least two-thirds of the District and campus professional staff shall be classroom teachers. The remaining one-third shall be professional nonteaching District- and campus-level staff. For purposes of this policy, District-level professional staff shall be defined as professionals who have responsibilities at more than one campus, including, but not limited to, central office staff.

Parents

The team shall include at least two parents of students currently enrolled within the District, selected in accordance with administrative procedures. The principal shall, through various channels, inform all parents of campus students about the team's duties and composition, and shall solicit volunteers. [See BQB(LEGAL)]

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LOCAL)

Community Members	The team shall include at least two community members, selected in accordance with administrative procedures that provide for adequate representation of the community's diversity. The principal shall use several methods of communication to ensure that community residents are informed of the team and are provided the opportunity to participate, and shall solicit volunteers. All community member representatives must reside in the District.
Business Representatives	The team shall include at least two business representatives, selected in accordance with administrative procedures that provide for adequate representation of the community's diversity. The principal shall use several methods of communication to ensure that community residents are informed of the team and are provided the opportunity to participate, and shall solicit volunteers. Business member representatives need not reside in nor operate businesses in the District.
Classroom Teachers	Classroom teachers shall be nominated and elected by classroom teachers assigned to that campus.
Campus-Based Nonteaching Professionals	Other campus-based nonteaching professionals shall be nominated and elected by nonteaching professionals assigned to that campus.
District-Level Personnel	District-level personnel shall be nominated and elected by all professional staff.
Elections	An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of representatives on the team. Nominated employees shall give their consent to serve on the team before they are eligible for election. Nominations and elections shall be conducted in accordance with this policy and administrative regulations.
Terms	Representatives shall serve staggered two-year terms and shall be limited to two consecutive terms on the team. After the initial election or selection, representatives shall draw lots, within each representative category, to determine the length of initial terms.
Vacancy	A vacancy during a term shall be filled for the remainder of the term by election or selection as appropriate for the category.
Meetings	The team shall meet at the call of the principal. The principal shall set the agenda for each meeting. All meetings shall be held outside the regular school day.