



## Agenda of Policy Committee Meeting

### The Board of Trustees Belton Independent School District

---

A Policy Committee Meeting of the Board of Trustees of Belton Independent School District will be held August 1, 2022, beginning at 5:00 PM in the Bronco Room, 400 N. Wall Street, Belton, TX 76513. One or more trustees may participate via video conference.

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

**1. Call to Order**

**2. Public Comments**

**3. Review and Discuss the Following Items:**

**A. Revisions to Local Policies Included in TASB's Initiated Localized Policy Update 119 - 1st Reading**

- |  |   |
|--|---|
| 1. CPC(LOCAL): Office Management: Records Management                           | 3 |
| 2. DMA(LOCAL): Professional Development - Required Staff Development           | 5 |
| 3. EHAA(LOCAL): Basic Instructional Program: Required Instruction (All Levels) | 6 |
| 4. EHB(LOCAL): Curriculum Design: Special Programs                             | 7 |
| 5. EHBA(LOCAL): Special Education: Identification, Evaluation, and Eligibility | 8 |
| 6. EIF(LOCAL): Academic Achievement: Graduation                                | 9 |

**B. TASB Policy Review Local Policies to Address - 1st Reading**

- |  |    |
|--|----|
| 1. BDB(LOCAL): Board Internal Organization - Internal Committees | 11 |
|--|----|

2. BQA(LOCAL): Planning and Decision-Making Process - District Level	12
3. BQB(LOCAL): Planning and Decision-Making Process - Campus Level	15
4. CKC(LOCAL): Safety Program/Risk Management - Emergency Plans	17
5. CV(LOCAL): Facilities Construction	19
6. DIA(LOCAL): Employee Welfare - Freedom from Discrimination, Harassment, and Retaliation	20
7. EIA(LOCAL): Academic Achievement - Grading/Progress Reports to Parents	27
8. EIC(LOCAL): Academic Achievement - Class Ranking	29
9. EIC(EXHIBIT): Academic Achievement - Class Ranking	36
10. FB(LOCAL): Equal Educational Opportunity	38
11. FFH(LOCAL): Student Welfare - Freedom from Discrimination, Harassment, and Retaliation	41
C. EF(LOCAL): Instructional Resources - Learning/Study	51
D. Legislative Priorities	
<b>4. Issues/Concerns for Future Agenda or Administrative Reports</b>	
<b>5. Adjourn</b>	

The Superintendent shall oversee the performance of records management functions prescribed by state and federal law:

- Records ~~administrator~~ **Administrator**, as prescribed by Local Government Code 176.001 and 176.~~0065.007~~ [See BBFA ~~and CHE~~]
- Officer for ~~public information~~ **Public Information**, as prescribed by Government Code 552.201–.205. [See GBAA]
- Public ~~information coordinator~~ **Information Coordinator**, as prescribed by Government Code 552.012. [See BBD]

**Local Government Records Act**

The term “local government record” shall pertain to all items identified as such by the Local Government Records Act.

“Local Government Record”

Records Management Officer

The Superintendent ~~or designees~~ shall serve as and perform the duties of the District’s records management officer as prescribed by Local Government Code 203.023, and shall administer the District’s records management program pertaining to local government records in compliance with the Local Government Records Act.

*Notification*

The records management officer shall file his or her name with the Texas State Library and Archives Commission (TSLAC) within 30 days of assuming the position.

Electronic Records

The records management officer shall develop procedures for the management of electronic records that comply with the District’s records control schedules and meet the minimum components required by law.

The procedures shall:

1. Specify the objectives of the electronic records management program;
2. Identify the responsibilities of employees who create, receive, or maintain electronic records;
3. Ensure the maintenance of electronic records until the expiration of the applicable retention period and final disposition; and
4. Ensure that electronic records that must be protected from unauthorized use or disclosure are appropriately protected as required by law, regulation, or other applicable requirements.

Records Control Schedules

The records management officer shall file with the TSLAC a written declaration that the District has adopted records control schedules

that comply with records retention schedules issued by the TSLAC as provided by law.

**Website Postings**

The District's records management program shall address the length of time records will be posted on the District's website when the law does not specify a posting period.

**Records Destruction Practices**

All local government records shall be considered District property and any unauthorized destruction or removal shall be prohibited. The District shall follow its records control schedules, records management program, and all applicable laws regarding records destruction. However, the District shall preserve records, including electronically stored information, and suspend routine record destruction practices where appropriate and in accordance with procedures developed by the records management officer. Such procedures shall describe the circumstances under which local government records scheduled for destruction must be retained. Notification shall be given to appropriate staff when routine record destruction practices must be suspended and when they may be resumed.

**Training**

The records management officer shall receive appropriate training regarding the Local Government Records Act and shall ensure that custodians of records, as defined by law, and other applicable District staff are trained on the District's records management program, including this policy and corresponding procedures.

The Superintendent shall recommend the District's professional development plan for all District employees. The Board shall annually review the professional development clearinghouse published by the State Board for Educator Certification (SBEC) and annually approve the District's professional development plan. The District's professional development plan must:

1. Be guided by the SBEC clearinghouse training recommendations;
2. Note any differences in the District's plan from the clearinghouse recommendations; and
3. Include a schedule of the required professional development for all District employees.

**Human Sexuality  
Instruction**

The following process shall apply regarding the adoption of curriculum materials for the ~~District's~~ district's human sexuality instruction:

1. The Board shall adopt a resolution convening the District's school health advisory council (SHAC) to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

**Instruction on  
Prevention of Child  
Abuse, Family  
Violence, Dating  
Violence, and Sex  
Trafficking**

The following process shall apply regarding the adoption of curriculum materials for the District's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking:

1. The Board shall adopt a resolution convening the District's SHAC to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

When a student transitions from early childhood intervention (ECI) to early childhood special education (ECSE) services, the District shall develop and implement an individualized education program (IEP) by the child's third birthday.

<b>Course Requirements</b>	To graduate, a student must complete the courses required by the District in addition to those mandated by the state.
<b>Foundation Program</b>	The courses that satisfy District requirements under the foundation program, including courses for the distinguished level of achievement and courses for endorsements offered by the District, shall be listed in appropriate District publications.
Without an Endorsement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program without an endorsement. Graduation under the foundation program without an endorsement shall be permitted only as authorized under state law and rules.
With an Endorsement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with an endorsement.
Distinguished Level of Achievement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with the distinguished level of achievement.
<b>Fine Arts Substitutions</b>	To the extent permitted by state rules, the District shall award state graduation credit in fine arts for participation in an approved community-based fine arts program.
<b>Physical Education Substitutions</b>	To the extent permitted by state rules, the District shall award state graduation credit in physical education for participation in approved activities and elective courses.
Activities and Courses	
Private or Commercial Programs	The District shall award state graduation credit in physical education for appropriate private or commercially sponsored physical activity programs conducted either on or off campus, upon approval by the commissioner of education. [See also EHAC]
<b>Financial Aid Application Confirmation</b>	As confirmation of a student's completion and submission of a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA), the District shall accept the following: <ol style="list-style-type: none"><li>1. A screenshot that includes the processed date field in ApplyTexas Counselor Suite FAFSA data;</li><li>2. Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;</li><li>3. A copy or screenshot of the FAFSA acknowledgment page;</li></ol>

4. A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
5. An acknowledgment receipt from an institution of higher education (IHE); or
6. A copy of a financial aid award letter from an IHE.

[For students who choose not to complete and submit a FAFSA or a TASFA, see EIF(LEGAL).]

The District shall maintain individual student documentation of the financial aid application requirement as an education record. [See FL]

### PROPOSED REVISIONS

**Committee of the Whole**

~~Except as hereinafter provided, committee work shall be done by the members of the Board sitting as a Committee of the Whole. The Committee of the Whole may be called to meet by the President of the Board, when, in his or her opinion, it is desirable, or when requested by two members of the Board.~~

**Special Committees**

The Board President shall appoint members to special committees created by the Board to fulfill specific assignments, unless otherwise provided by Board action. These committees may include District personnel and citizens. The function of committees shall be fact-finding, deliberative, and advisory, but not administrative. Special committees shall report their findings to the Board and shall be dissolved upon completion of the assigned task or vote of the Board.

**Ex Officio Members**

The Board President ~~of the Board~~ and the Superintendent shall be ex officio members of all Board ~~Committees~~committees, unless otherwise provided by Board action.

**Transacting Business**

~~No individual, or group composed of less than a quorum of the Board meeting in regular or special session, shall perform any of the Board's functions.~~

Committees may transact business only within the specific authority granted by the Board. To be binding, all such business must be reported to the Board for approval and entry into the minutes as a public record at a subsequent regular or special meeting.

### PROPOSED REVISIONS

#### Collaborative Decision Making

The Board recognizes that ~~BISD~~ the District is a system of interrelated people and processes and therefore expects systems for gathering input, feedback, and collaborative decision-making.

#### District-Wide Educational Improvement Council

In compliance with ~~Education Code 41.251,~~ law, the District shall establish the District-Wide Educational Improvement Council to advise the Board or its designee in establishing and reviewing the District improvement plan [see BQ], as well as the District's educational goals, performance objectives, and major ~~Districtwide~~ District-Wide classroom instructional programs ~~identified by the Board or its designee.~~ The objectives will be aligned to the District goals and in support of growth in student performance and Journey of a Graduate competencies. ~~The council shall serve exclusively in an advisory role except that the council shall approve staff development of a Districtwide nature.~~

The council shall approve District-wide staff development. [See DMA]

#### Chairperson Board's Designee

The Assistant Superintendent of Teaching & Learning Superintendent shall be serve as the Board's designee and shall ~~name the chairperson. The Superintendent shall meet~~ regu- larly ~~consult~~ with the ~~council periodically~~ council.

#### Meetings

The chairperson of the council shall set its agenda, and shall schedule at least ~~six~~ two meetings per year; ~~additional meetings may be held at, including~~ the ~~call of the chairperson.~~ All council meetings shall be held outside of the regular school day public meeting required by law.

#### Duties of Council

#### Community Input Communications

~~The council shall perform duties as described in BQA(LEGAL).~~

The Superintendent ~~or designee~~ shall ensure that the council ~~ob-~~ tains establishes communication strategies to periodically obtain broad-based community, parent, and staff input and provides ~~provide~~ information to those persons regarding the recommendations of the council ~~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~~ council 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~~ When practicable, professional staff representation shall include a representative with the primary responsibility for educating students with disabilities ~~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.

Selected  
Representatives

Parent, community member, and business representatives shall be selected in accordance with this policy and administrative regulations.

*Parents*

The council shall include at least two parents of students currently enrolled ~~within~~in 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 at least 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~~Community representatives must reside in the District.

*Business  
Representatives*

The council shall include at least two business ~~people,~~representatives 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~~area businesses 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.

Professional Staff  
Elections

~~The professional employees shall consist of at least~~ Professional staff representatives shall be nominated and elected in accordance with this policy and administrative regulations.

Classroom teacher ~~from each campus.~~ Two representatives shall comprise at least two-thirds of the ~~council members shall be total~~ professional staff representation on the committee and shall be nominated and elected by classroom teachers assigned to each respective campus.

At least one campus-based nonteaching professional representative shall be nominated and elected by the campus-based nonteaching professional staff.

At least one District-level professional representative, other than the Superintendent, shall be nominated and elected by the District-level professional staff.

~~Those teachers nominated for campus representative shall be involved in classroom instruction for at least 60 percent of the day.~~

- ~~• The remaining representatives shall be other campus-based professional staff. One high school representative;~~
- ~~• One intermediate school representative administrator;~~
- ~~• One elementary school administrator;~~
- ~~• Two at-large representatives. The at-large representatives shall be elected from District-level professional staff and shall be elected by all professional employees.~~

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.~~employee to the council. [See also DGA]

~~The~~A nominee must consent ~~of each nominee shall be obtained~~ before the person's name may appear on ~~the~~a ballot. Election of the council shall be held ~~on September 12 and September 30 of each school year~~annually at the call of the Superintendent. Nomination and election shall be conducted in accordance with this policy and administrative regulations.

**Terms**

~~Representatives~~All 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,~~

**Vacancy**

~~If a~~A vacancy ~~occurs among the representatives, nominations during a term~~ shall be ~~solicited and an~~filled for the remainder of the term by election ~~held or selection made for the unexpired term in the same manner as~~ appropriate for the ~~annual election~~category.

**Other Advisory Groups**

~~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.~~

### PROPOSED REVISED POLICY

**Campus  
Improvement Team**

In compliance with law, each campus shall establish a campus improvement team to ensure that effective planning and site-based decision-making occur to direct and support the improvement of student performance for all students. The teams shall assist the principal, as the Board's designee, in establishing and reviewing the goals, performance objectives, and major classroom instructional programs of each campus. The objectives shall be aligned to District goals, key progress measures, and in support of improved student performance and growth of the Journey of a Graduate competencies.

Each team shall assist with the development, evaluation, and revision of the respective campus improvement plan and shall approve campus staff development needs identified in the campus improvement plan [see BQ and DMA].

**Meetings**

The principal shall be responsible for the agenda and shall schedule at least two meetings per year, including the public meeting required by law.

**Communications**

Each principal or designee shall ensure that the team establishes communication strategies to periodically obtain broad-based community, parent, and staff input and provide information to those persons regarding the recommendations of the team.

**Composition**

The team shall be composed of members who shall represent campus-based professional staff, District-level professional staff, parents, businesses, and the community. When practicable, professional staff representation shall include a representative with the primary responsibility for educating students with disabilities. 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.

**Selected  
Representatives**

Parent, community member, and business representatives shall be selected in accordance with this policy and administrative regulations.

*Parents*

The team shall include at least two parents of students currently enrolled in the District. The principal shall, through various channels, inform all parents of campus students about the team's duties and composition and shall solicit volunteers.

*Community  
Members*

The team shall include at least two community members selected by a process that provides 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

	<p>team and are provided the opportunity to participate and shall solicit volunteers. Community representatives must reside in the District.</p>
<p><i>Business Representatives</i></p>	<p>The team shall include at least two business representatives selected by a process that provides for adequate representation of the community's diversity. The principal shall use several methods of communication to ensure that area businesses are informed of the team and are provided the opportunity to participate and shall solicit volunteers. Business representatives need not reside in nor operate businesses in the District.</p>
<p>Professional Staff Elections</p>	<p>Professional staff representatives shall be nominated and elected in accordance with this policy and administrative regulations.</p> <p>Classroom teacher representatives shall comprise at least two-thirds of the professional staff representation on the team and shall be nominated and elected by classroom teachers assigned to the campus.</p> <p>At least one campus-based nonteaching professional representative shall be nominated and elected by <a href="#">nonteaching professional staff</a><del>all professional staff</del> assigned to the campus.</p> <p><del>At least one District-level professional representative shall be nominated and elected by all professional District-level professional staff.</del></p> <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 the employee to the team. [See DGA] Nominations and elections shall be conducted in accordance with this policy and administrative regulations.</p> <p>A nominee must consent before the person's name may appear on the ballot. Election of the committee shall be held at a time determined by the Board or its designee.</p>
<p><b>Terms</b></p>	<p>All <a href="#">District employee</a> representatives shall serve staggered two-year terms and shall be limited to two consecutive terms on the team.</p>
<p><b>Vacancy</b></p>	<p><a href="#">All other representatives shall serve staggered two-year terms and shall not be limited to the number of terms.</a></p> <p>A vacancy during a term shall be filled for the remainder of the term by election or selection as appropriate for the category.</p>

### PROPOSED REVISIONS

#### **Emergency Operations Plan**

The Superintendent shall ensure updating of the District's emergency operations plan and ongoing staff training.

As required by law, the emergency operations plan shall include the District's procedures addressing:

1. Reasonable security measures when District property is used as a polling place;
2. Response to an active shooter emergency; and
3. Access to campus buildings and materials necessary for a substitute teacher to carry out the duties of a District employee during an emergency or an emergency drill.

#### Firearms

##### Purpose

The Board has adopted these provisions regarding firearms to address concerns about effective and timely response to emergency situations at a District school, including: invasion of a school by an armed outsider; a hostage situation; actions of a student who is armed and poses a direct threat of physical harm to himself, herself, or others; and similar circumstances.

##### Authorization

Pursuant to its authority under state law, the Board may authorize specific District employees to possess certain firearms at school and at school-sponsored or school-related events, to the extent allowed by law.

Each specifically authorized employee shall be approved by action of the Board. The Superintendent shall issue written authorization to each approved employee.

The authorization for a specific employee to possess a firearm under this policy shall be automatically revoked if the employee is placed on administrative leave or separates from employment with the District, regardless of the reason. In addition, the Superintendent shall have the authority to revoke at any time a specific employee's authorization to possess a firearm under this policy.

Employee participation in this safety program shall be voluntary and shall not be a requirement for any position of employment with the District.

##### Handgun Licensees

Only a District employee who maintains a current license to carry a handgun, in accordance with Texas state law, shall be eligible for authorization to possess a firearm on District property.

A District employee who is a handgun license holder but who has not been specifically authorized by Board action under this policy

SAFETY PROGRAM/RISK MANAGEMENT  
EMERGENCY PLANS

CKC  
(LOCAL)

shall not be permitted to possess a firearm on school property except in accordance with the limited provisions of DH(LOCAL).

Training

Each District employee who is authorized to possess a firearm on District property shall be provided specialized training in crisis intervention, management of hostage situations, and other topics as the Board or designee may determine necessary or appropriate.

Permitted  
Ammunition

Only District-approved ammunition shall be permitted in firearms authorized for use under the District's emergency operations procedures.

### PROPOSED REVISIONS

**Compliance with Law**

The Superintendent shall establish procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

**Construction Contracts**

Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above \$50,000. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved.]

For construction contracts valued at or above \$50,000, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

---

**Note:** For provisions regarding delegation of authority for construction contracts in the event of a catastrophe, emergency, or natural disaster affecting the District, see CH(LOCAL).

---

**Change Orders**

[Change orders permitted by law shall be approved prior to any changes being made in the approved plans or the actual construction of the facility.](#)

[Change orders valued at or above \\$50,000 shall require Board approval. The Superintendent shall be authorized to approve change orders of a lesser amount.](#)

~~Change orders permitted by law shall be approved by the Board or its designee prior to any changes being made in the approved plans or the actual construction of the facility.~~

**Project Administration**

All construction projects shall be administered by the Superintendent or designee.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public.

**Final Payment**

The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Board has accepted the work.

### PROPOSED REVISIONS

---

**Note:** This policy addresses discrimination, harassment, and retaliation against District employees. For Title IX and other provisions regarding discrimination, harassment, and retaliation against students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

---

**Definitions**

Solely for purposes of this policy, the term “employee” includes former employees, applicants for employment, and unpaid interns.

**Statement of Nondiscrimination**

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, sex, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**Discrimination**

Discrimination against an employee is defined as conduct directed at an employee on the basis of race, color, religion, sex, national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee’s employment.

In accordance with law, discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

**Prohibited Conduct**

In this policy, the term “prohibited conduct” includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Prohibited Harassment**

Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee’s race, color, religion, sex, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, ~~persistent, or~~ pervasive, and objectively offensive that the conduct:

1. Has the purpose or effect of unreasonably interfering with the employee’s work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or
3. Otherwise adversely affects the employee’s performance, environment, or employment opportunities.

EMPLOYEE WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA  
(LOCAL)

Examples	Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.
<b>Sex-Based Harassment</b>	As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]
<b>Sexual Harassment</b>	<p>Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:</p> <ol style="list-style-type: none"><li>1. Submission to the conduct is either explicitly or implicitly a condition of an employee’s employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or</li><li>2. The conduct is so severe, <del>persistent, or</del> pervasive, <u>and objectively offensive</u> that it has the purpose or effect of unreasonably interfering with the employee’s work performance or creates an intimidating, threatening, hostile, or offensive work environment.</li></ol>
Examples	Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communication, including electronic communication.
<b>Reporting Procedures</b>	<p>Any employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced prohibited conduct should promptly report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal.</p> <p>Alternatively, the employee may report the alleged acts to one of the District officials below.</p>
Definition of District Officials	For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

EMPLOYEE WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA  
(LOCAL)

<i>Title IX Coordinator</i>	Reports of discrimination based on sex, including sexual harassment, may be directed to the designated Title IX coordinator. [See DIA(EXHIBIT)]
<i>ADA / Section 504 Coordinator</i>	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator. [See DIA(EXHIBIT)]
<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
<b>Alternative Reporting Procedures</b>	<p>An employee shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
<b>Timely Reporting</b>	To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.
<b>Notice of Report</b>	<p>Any District supervisor who receives a report of prohibited conduct shall promptly notify the appropriate District official listed above and take any other steps required by this policy.</p> <p>Any District employee who receives a report of prohibited conduct based on sex, including sexual harassment, shall promptly notify the Title IX coordinator.</p>
<b>Investigation of Reports Other Than Title IX</b>	<p>The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, see the procedures below at Response to Sexual Harassment—Title IX.</p> <p>The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.</p>
Initial Assessment	Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall promptly authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

EMPLOYEE WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA  
(LOCAL)

Interim Action	If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.
District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal or supervisor shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.</p>
District Action	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.</p> <p>The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.</p>
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	<p>A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.</p> <p>The complainant may have a right to file a complaint with appropriate state or federal agencies.</p>
<b>Response to Sexual Harassment—Title IX</b>	For purposes of the District’s response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title

IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and administrative procedures.

Title IX Formal  
Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames

EMPLOYEE WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA  
(LOCAL)

for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;

6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

**Standard of Evidence**

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

**Retaliation**

The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or otherwise participates or refuses to participate in an investigation.

**Examples**

Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, intimidation, coercion, unjustified negative evaluations, unjustified negative references, or increased surveillance.

**Records Retention**

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

**Access to Policy and Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually to District employees. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

## PROPOSED REVISIONS

### **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 shall be issued for all students after the third week and the sixth week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.](#)

~~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.

**PROPOSED REVISIONS**

**Consistent Application for Graduating Class**

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

**Disruption of Normal Grading Practices**

If the District experiences a significant disruption in the ability to collect grades for calculating weighted grade point average (GPA) and class rank, the Board may consider a Board resolution to modify provisions in this policy.

---

**Note:** The following provisions shall apply to students beginning with the graduating class of 2026.

---

**Calculation**

Class rank and weighted grade point average (GPA) shall be based on semester grades earned in English, mathematics beyond Algebra I, science, social studies, economics, languages other than English beyond Level 1, and all dual credit courses and dual enrollment On-Ramps courses in these areas. The weighted grade average shall also include grades earned in all Advanced Placement (AP) and all advanced CTE courses. Courses receiving more than one credit for a single class period shall be calculated as one credit.

**Exclusion**

The calculation of a student's GPA, both unweighted and weighted, for class rank shall exclude grades earned in middle school; a course for which a pass/fail grade is assigned; local credit courses; summer school courses taken for remediation or acceleration; dual credit courses not reflected on the student's class schedule during the fall or spring semesters or during the summer; distance learning in the form of traditional correspondence courses or credit recovery or for remediation; or through credit by examination, with or without prior instruction; or non-advanced CTE courses for which a student earns a math or science credit.

**Weighted Grade System**

The District shall categorize and weight courses in accordance with provisions of this policy and EIC(EXHIBIT).

**Categories**

*Level 4*

Eligible AP and On-Ramps courses shall be categorized and weighted as Level 4 courses. Up to a total of six courses completed in the sophomore and junior years and up to two courses completed in the senior year may be calculated at this level.

*Level 3*

Eligible Advanced CTE, Advanced Placement, Dual Credit, On-Ramps, Advanced, and Pre-AP courses shall be categorized and weighted as Level 3 courses.

ACADEMIC ACHIEVEMENT  
CLASS RANKING

EIC  
(LOCAL)

<i>Level 2</i>	Eligible On-Level courses shall be categorized and weighted as Level 2 courses.
<i>Level 1</i>	Skills-Based courses shall be categorized and weighted as Level 1 courses.
Weighted Grade Point Average	The District shall convert the semester grade to grade points in accordance with the weighted grade points chart published in EIC(EXHIBIT) to determine a weighted GPA.
<hr/>	
	<b>Note:</b> The following provisions shall apply to students in the graduating classes of <del>2022</del> , 2023, 2024, and 2025.
<hr/>	
<b>Calculation</b>	Class rank and weighted grade point average (GPA) shall be based on semester grades earned in English, mathematics beyond Algebra I, science, social studies, economics, languages other than English beyond Level 1, and all dual credit courses and dual enrollment On-Ramps courses in these areas. The weighted grade average shall also include grades earned in all Advanced Placement (AP) dual credit courses in EMT, engineering, and computer science. Courses receiving more than one credit for a single class period shall be calculated as one credit.
Exclusion	The calculation of a student's GPA, both unweighted and weighted, for class rank shall exclude grades earned in middle school; a course for which a pass/fail grade is assigned; local credit courses; summer school courses taken for remediation or acceleration; dual credit courses not reflected on the student's class schedule during the fall or spring semesters or during the summer; distance learning in the form of traditional correspondence courses or credit recovery or for remediation; or through credit by examination, with or without prior instruction.
<b>Weighted Grade System</b>	The District shall categorize and weight courses in accordance with provisions of this policy and EIC(EXHIBIT).
Categories	
<i>Level 4</i>	Eligible AP courses shall be categorized and weighted as Level 4 courses.
<i>Level 3</i>	Eligible dual credit, On-Ramps, Advanced, and Pre-AP courses shall be categorized and weighted as Level 3 courses.
<i>Level 2</i>	All Regular courses shall be categorized and weighted as Level 2 courses.
<i>Level 1</i>	Skills-Based courses shall be categorized and weighted as Level 1 courses.

Weighted Grade  
Point Average

The District shall convert the semester grade to grade points in accordance with the weighted grade points chart published in EIC(EXHIBIT) to determine a weighted GPA.

---

**Note:** The following provisions shall apply to all students, regardless of their graduating class.

---

**Transferred Grades**

When a student transfers semester grades for courses that would be eligible under at least the Level 1 category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses from an accredited school that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign weight to those grades based on the categories and grade weight system used by the District if the same courses are offered to the same class of students in the District.

**Local Graduation  
Honors**

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the third nine-week grading period of the senior year. The third nine-week grading period grade shall be used as the semester grade for the purpose of GPA calculation for all courses with the exception of dual credit.

[Grades received no later than seven calendar days before the graduation ceremony shall also be included in the calculation. Any grade received after this period shall not be included in class rank calculations.](#)

~~Dual credit courses included in the third nine-week grading period shall include the final grade for the course if a grade is received by May 15. Courses for which grades are not received shall not be included in the rank at the third nine-week period for senior rank.~~

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

Valedictorian and  
Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank based on the weighted GPA or weighted grade average, respectively.

A valedictorian and salutatorian shall be named at Belton High School, Belton New Tech High School @ Waskow, and Lake Belton High School.

To be eligible for such recognition, a student must have:

1. Been a registered, full-time student at the campus of graduation during the last four semesters prior to graduation. To be considered registered for a full semester, a student must enroll no later than the close of school on the tenth day of the beginning of the first semester.
2. Been enrolled in at least four academic courses each year of high school.

Early graduates (three-year graduates) may participate in the graduation ceremony but shall not be eligible for valedictorian or salutatorian honors.

The final class rank shall become a permanent record on the academic achievement record (AAR); no re-ranking shall occur after graduation for transcript purposes.

*Breaking Ties*

In case of a tie in weighted GPAs or weighted grade averages after calculation to the fourth decimal place among the top ranked students, the District shall calculate the numerical grade averages of all Pre-AP and AP courses taken in grades 9–12 to determine recognition as valedictorian or salutatorian.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

Honor Graduates

A student ranked within the top 15 percent of his or her graduating class shall be designated as an honor graduate. District honor graduates shall include the following:

1. Students whose class rank is within the top two percent of the graduating class shall be designated summa cum laude graduates.
2. Students whose class rank is within the top three to five percent of the graduating class shall be designated magna cum laude graduates.
3. Students whose class rank is within the top six to ten percent of the graduating class shall be designated cum laude graduates.

4. Students whose class rank is within the top 11 to 15 percent of the graduating class shall be designated as graduating with honors.

When calculating the number of students in a specific percentile of a graduating class, the number shall be rounded to a whole number.

Highest-Ranking Graduate

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

*Belton High School and Belton New Tech High School @ Waskow*

For the classes of 2022, 2023, and 2024, between the student named valedictorian for Belton High School and the student named valedictorian for Belton New Tech High School @ Waskow, the highest-ranking student with the highest weighted GPA among the named valedictorians shall be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

**Early Graduation**

~~A student wishing to graduate early must obtain an early graduation application from the principal's office. Completed applications for three-year graduates should be returned by May 1 of the sophomore year. A student who has declared his or her intent to graduate in three school years and has completed a minimum of 16 credits shall be included in the senior year rank.~~

**DELETE EXHIBIT**

**Point System for Rank**

**Beginning with the class of 2026:**

Level 1: Skills-Based Courses

Level 2: On-Level Courses

Level 3: CTE year 3 and 4 courses, Pre-Advanced Placement, Advanced, Dual Credit, On-Ramps, and Advanced Placement Courses

Level 4: Advanced Placement and/or On-Ramps Courses (Up to a total of six courses taken in Sophomore and Junior Year, and two courses taken in Senior Year)

**For the classes of ~~2022~~, 2023, 2024, and 2025:**

Level 1: Skills-Based Courses

Level 2: On-Level Courses

Level 3: Pre-Advanced Placement, Advanced, Dual Credit, and On-Ramps Courses

Level 4: Advanced Placement Courses

Students will be ranked for class standing on the following system:

Level 1		Level 2		Level 3		Level 4	
Grade	Grade Points						
100	4.0	100	5.0	100	6.0	100	7.0
99	3.9	99	4.9	99	5.9	99	6.9
98	3.8	98	4.8	98	5.8	98	6.8
97	3.7	97	4.7	97	5.7	97	6.7
96	3.6	96	4.6	96	5.6	96	6.6
95	3.5	95	4.5	95	5.5	95	6.5
94	3.4	94	4.4	94	5.4	94	6.4
93	3.3	93	4.3	93	5.3	93	6.3
92	3.2	92	4.2	92	5.2	92	6.2
91	3.1	91	4.1	91	5.1	91	6.1

Level 1		Level 2		Level 3		Level 4	
90	3.0	90	4.0	90	5.0	90	6.0
89	2.9	89	3.9	89	4.9	89	5.9
88	2.8	88	3.8	88	4.8	88	5.8
87	2.7	87	3.7	87	4.7	87	5.7
86	2.6	86	3.6	86	4.6	86	5.6
85	2.5	85	3.5	85	4.5	85	5.5
84	2.4	84	3.4	84	4.4	84	5.4
83	2.3	83	3.3	83	4.3	83	5.3
82	2.2	82	3.2	82	4.2	82	5.2
81	2.1	81	3.1	81	4.1	81	5.1
80	2.0	80	3.0	80	4.0	80	5.0
79	1.9	79	2.9	79	3.9	79	4.9
78	1.8	78	2.8	78	3.8	78	4.8
77	1.7	77	2.7	77	3.7	77	4.7
76	1.6	76	2.6	76	3.6	76	4.6
75	1.5	75	2.5	75	3.5	75	4.5
74	1.4	74	2.4	74	3.4	74	4.4
73	1.3	73	2.3	73	3.3	73	4.3
72	1.2	72	2.2	72	3.2	72	4.2
71	1.1	71	2.1	71	3.1	71	4.1
70	1.0	70	2.0	70	3.0	70	4.0

No grade points will be given for a grade below 70.

**DELETE EXHIBIT**

**Point System for Rank**

**Beginning with the class of 2026:**

Level 1: Skills-Based Courses

Level 2: On-Level Courses

Level 3: CTE year 3 and 4 courses, Pre-Advanced Placement, Advanced, Dual Credit, On-Ramps, and Advanced Placement Courses

Level 4: Advanced Placement and/or On-Ramps Courses (Up to a total of six courses taken in Sophomore and Junior Year, and two courses taken in Senior Year)

**For the classes of ~~2022~~, 2023, 2024, and 2025:**

Level 1: Skills-Based Courses

Level 2: On-Level Courses

Level 3: Pre-Advanced Placement, Advanced, Dual Credit, and On-Ramps Courses

Level 4: Advanced Placement Courses

Students will be ranked for class standing on the following system:

Level 1		Level 2		Level 3		Level 4	
Grade	Grade Points						
100	4.0	100	5.0	100	6.0	100	7.0
99	3.9	99	4.9	99	5.9	99	6.9
98	3.8	98	4.8	98	5.8	98	6.8
97	3.7	97	4.7	97	5.7	97	6.7
96	3.6	96	4.6	96	5.6	96	6.6
95	3.5	95	4.5	95	5.5	95	6.5
94	3.4	94	4.4	94	5.4	94	6.4
93	3.3	93	4.3	93	5.3	93	6.3
92	3.2	92	4.2	92	5.2	92	6.2
91	3.1	91	4.1	91	5.1	91	6.1

ACADEMIC ACHIEVEMENT  
CLASS RANKING

EIC  
(EXHIBIT)

Level 1		Level 2		Level 3		Level 4	
90	3.0	90	4.0	90	5.0	90	6.0
89	2.9	89	3.9	89	4.9	89	5.9
88	2.8	88	3.8	88	4.8	88	5.8
87	2.7	87	3.7	87	4.7	87	5.7
86	2.6	86	3.6	86	4.6	86	5.6
85	2.5	85	3.5	85	4.5	85	5.5
84	2.4	84	3.4	84	4.4	84	5.4
83	2.3	83	3.3	83	4.3	83	5.3
82	2.2	82	3.2	82	4.2	82	5.2
81	2.1	81	3.1	81	4.1	81	5.1
80	2.0	80	3.0	80	4.0	80	5.0
79	1.9	79	2.9	79	3.9	79	4.9
78	1.8	78	2.8	78	3.8	78	4.8
77	1.7	77	2.7	77	3.7	77	4.7
76	1.6	76	2.6	76	3.6	76	4.6
75	1.5	75	2.5	75	3.5	75	4.5
74	1.4	74	2.4	74	3.4	74	4.4
73	1.3	73	2.3	73	3.3	73	4.3
72	1.2	72	2.2	72	3.2	72	4.2
71	1.1	71	2.1	71	3.1	71	4.1
70	1.0	70	2.0	70	3.0	70	4.0

No grade points will be given for a grade below 70.

**PROPOSED REVISIONS**

(page 2)

---

**Note:** The following provisions address equal educational opportunity for all students in accordance with law. For provisions addressing discrimination, harassment, and retaliation involving District students, see FFH.

---

**Title IX Coordinator** The District designates and authorizes the Title IX coordinator for students to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended. [See FB(EXHIBIT)]

**ADA / Section 504 Coordinator** The District designates and authorizes the ADA/Section 504 coordinator for students to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), as amended. [See FB(EXHIBIT)]

**Superintendent** The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

**Equal Educational Opportunity**  
General Education The District shall provide necessary services and supports to provide students equal access to educational opportunities. [See EHBC] Certain instructional or other accommodations, including on state-mandated assessments, may be made when necessary, when allowable, and when these accommodations do not modify the rigor or content expectations of a subject, course, or assessment. [See EKB]

Additional Services and Supports If the District has reason to believe that a student has a disability that may require additional services and supports in order for the student to receive an appropriate education as this term is defined by law, Section 504 and/or the Individuals with Disabilities Education Act (IDEA) shall govern the evaluation, services, and supports provided by the District. [See also EHBA series]

[For information regarding dyslexia and related disorders, see EHB.]

---

**Note:** The following provisions address the District's compliance efforts and system of procedural safeguards as required by federal regulations for a student with a disability as defined by Section 504. A report of discrimination or harassment based on a student's disability shall be made in accordance with FFH.

---

**Section 504**

Committees

The District shall form Section 504 committees as necessary. The Section 504 coordinator and members of each Section 504 committee shall receive training in the procedures and requirements for identifying and providing educational and related services and supports to a student who has a disability that results in a substantial limitation of a major life activity.

Each Section 504 committee shall be composed of a group of persons knowledgeable about the student, the meaning of the evaluation data, placement options, and the legal requirements regarding least restrictive environment and comparable facilities for students with disabilities.

Referrals

~~A student may be referred by parents, teachers, counselors, administrators~~ If a teacher, school counselor, administrator, or other District employee ~~for evaluation to determine whether the student has disabilities~~ reason to believe that a student may have a disability as defined by Section 504-, the District shall evaluate the student. A student may also be referred for evaluation by the student's parent.

Notice and Consent

The District shall seek written parental consent prior to conducting a formal evaluation. Ordinary observations in the classroom or other school setting shall not require prior parental consent.

Evaluation and Placement

The results of an evaluation shall be considered before any action is taken to place a student with a disability or make a significant change in placement in an instructional program. The Superintendent shall ensure that the District's procedures for tests and other evaluation materials comply with the minimum requirements of law. In interpreting evaluation data and when making decisions related to necessary services and supports, each Section 504 committee shall carefully consider and document information from a variety of sources in accordance with law.

Review and Reevaluation Procedure

To address the periodic reevaluation requirement of law, the District shall adhere to the reevaluation timelines in the IDEA regulations.

A parent, teacher, or other District employee may request a review of a student's services and supports at any time, but a formal reevaluation shall generally occur no more frequently than once a year.

Examining Records

A parent shall make any request to review his or her child's education records to the campus principal or other identified custodian of records. [See FL]

EQUAL EDUCATIONAL OPPORTUNITY

FB  
(LOCAL)

Right to Impartial Hearing	A parent shall be given written notice of the due process right to an impartial hearing if the parent has a concern or complaint about the District's actions regarding the identification, evaluation, or educational placement of a student with a disability. The impartial hearing shall be conducted by a person who is knowledgeable about Section 504 issues and who is not employed by the District or related to a member of the Board in a degree that would be prohibited under the nepotism statute [see DBE]. The impartial hearing officer is not required to be an attorney. The District and the parent shall be entitled to legal representation at the impartial hearing.
Records Retention	Records specific to identification, evaluation, and placement as these pertain to Section 504 shall be retained by the District in accordance with law and the District's local records control schedules. [See CPC]

### PROPOSED REVISIONS

---

**Note:** This policy addresses discrimination, harassment, and retaliation against District students. For provisions regarding discrimination, harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

---

**Statement of  
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**Discrimination**

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.

**Prohibited Conduct**

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Prohibited  
Harassment**

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, ~~persistent, or~~ pervasive, and objectively offensive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Prohibited harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Sex-Based Harassment**

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

**Sexual Harassment**  
By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, ~~persistent, or~~ pervasive, and objectively offensive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

**Examples**

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

**Gender-Based Harassment**

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

**Examples**

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

**Dating Violence**

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these

acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

**Examples**

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

**Reporting  
Procedures**

**Student Report**

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should promptly report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

**Employee Report**

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall promptly notify the appropriate District official listed in this policy and take any other steps required by this policy.

**Definition of District  
Officials**

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX  
Coordinator*

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

<i>ADA / Section 504 Coordinator</i>	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]
<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
<b>Alternative Reporting Procedures</b>	<p>An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
<b>Timely Reporting</b>	To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.
<b>Notice to Parents</b>	<p>The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p>
<b>Investigation of Reports Other Than Title IX</b>	<p>The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Sexual Harassment—Title IX.</p> <p>The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.</p>
<b>Initial Assessment</b>	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall promptly undertake an investigation, except as provided below at Criminal Investigation.</p> <p>If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

Interim Action	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.
Concluding the Investigation	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<i>Notification of Outcome</i>	Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.
District Action <i>Prohibited Conduct</i>	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

Corrective Action	Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
<b>Response to Sexual Harassment–Title IX</b>	For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	<p>When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:</p> <ul style="list-style-type: none"><li>• Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;</li><li>• Consider the complainant's wishes with respect to supportive measures; and</li><li>• Explain to the complainant the option and process for filing a formal complaint.</li></ul>

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal  
Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;

8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

**Standard of Evidence**

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

**Retaliation**

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

**Examples**

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

**Records Retention**

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

**Access to Policy and  
Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

# Review and Discuss EF(LOCAL) Instructional Resources - Learning/Study

August 1, 2022

51



Review and discuss EF(LOCAL)  
and possible considerations for  
future revision

Changes to New EF(LOCAL) from Current EF(LOCAL):

Objectives:

- Focus on primary objective to implement, enrich and support District's educational program
- Moves specific criteria in old policy to the Selection Criteria section

Selection Criteria:

- Specifically adds promotion of literacy
- Adds specific criteria for library materials:
  - Library reviews from state and national publications
  - State and national awards
  - Equity of access
  - Requests from students and teachers
  - Mirrors surrounding districts or libraries in the region

Option 1: Single Policy Option

Option 2: Split Policy Option

	New EF(LOCAL)	New EFA(LOCAL)	New EFB(LOCAL)
Objectives of Policy	Addresses Instructional and Library Materials in one policy	Addresses Instructional Materials	Addresses Library Materials; Specifically includes parent involvement and protection from inappropriate materials (TEA)
Selection Criteria	Criteria for selection of Instructional and Library Materials; Addresses Gifts	Criteria for selection of Instructional Materials	Criteria for selection of <sup>55</sup> Library Materials
Gifts	Addressed in policy		Addressed in policy
Challenged Resources	Includes Guiding Principles, Informal Reconsideration, Formal Reconsideration, Frequency of Review, Appeal	Same as EF, only specific to Instructional Materials	Same as EF, only specific to Library Materials. Adds a section regarding Maintenance

- Selection Criteria
  - Opportunity for Parent Review (from TEA suggested policy)
- Challenged Resources
  - Increase specificity of members of reconsideration committee to include parents
  - Identify who can request a resource to be challenged
  - Identify access to a challenged resource while in the reconsideration process
- Exhibit: Request for Reconsideration of Instructional Resources
- Exhibit: Checklist for Reconsideration of Instructional Resources

INSTRUCTIONAL RESOURCES

EF  
(LOCAL)

---

**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.

**Objectives**

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

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

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

**Selection Criteria**

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

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.

INSTRUCTIONAL RESOURCES

EF  
(LOCAL)

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

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

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

**Controversial Issues**

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

**Challenged Resources**

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

Informal  
Reconsideration

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

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

Formal  
Reconsideration

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

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

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

Appeal

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

**Guiding Principles**

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

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

INSTRUCTIONAL RESOURCES

EF  
(LOCAL)

2. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own child.
3. Access to a challenged resource shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

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

---

**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 the Superintendent shall ensure that professional staff select instructional resources 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.

### Objectives

In this policy, “instructional resources” includes both instructional materials and library materials.

Instructional materials may include textbooks, 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 materials are to implement, enrich, and support the District’s educational program.

Library materials may include printed and electronic library acquisitions and other ancillary or supplementary materials maintained in a campus library. In accordance with state and local guidelines, library collections should enrich and support the state and local curriculum. Collections should also provide materials of high interest to encourage student reading and learning for pleasure.

Library materials may be used to enhance the instructional program, for formal or informal teaching and learning purposes, and for voluntary inquiry or self-selected reading.

In accordance with state and local standards, school libraries are essential interactive collaborative learning environments, ever evolving to provide equitable physical and virtual access to ideas, information, and learning tools for the entire school community.

School libraries are essential, safe, and inviting centers for teaching and learning that provide equitable access to emerging technologies and physical and virtual collections of high quality, reflecting input from stakeholders.

### Selection

Instructional  
Resources

Administrators, teachers, librarians, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection.

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

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. 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. [See also EMB regarding instruction about controversial issues.]
5. Promote literacy.

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.

Additional  
Instructional  
Materials

In addition to the criteria above, District professional staff may select additional instructional materials in accordance with administrative regulations.

Library Materials

In addition to the criteria above, librarians and other professional staff shall ensure that library materials:

1. Develop a balanced collection presenting multiple viewpoints related to controversial issues to foster critical thinking skills and encourage discussion based on rational analysis [see EMB regarding instruction about controversial issues];
2. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community;
3. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives;
4. Demonstrate literary merit, quality, value, and significance;
5. Have received favorable professional library reviews from state- and nationally recognized review publications;

6. Have received state or national awards or are included on recommended reading lists developed by library professionals and educators;
7. Cover topics, authors, series, or genres that fill gaps in the school library collection;
8. Include accurate and authentic factual content from authoritative sources;
9. Have a high degree of potential user appeal and interest;
10. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners;
11. Are requested or recommended by students and teachers;
12. Mirror selections found in neighboring districts or libraries in the region; and
13. Represent diverse viewpoints and cultures appropriate to each campus to ensure the collection embodies the unique background of its student population.

**Gifts**

Gifts of instructional resources shall be evaluated according to the provisions above and accepted or rejected in accordance with CDC(LOCAL).

**Challenged Resources**

A parent of a District student, a student who is 18 years of age or older, an individual employee, or any District resident may challenge an instructional resource used in the District’s educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

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 instruction extends only to his or her own child as set forth in Education Code Chapter 26.
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.

Informal  
Reconsideration

When the District or a campus receives an objection about the appropriateness of an instructional resource, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional resource. If appropriate, the administrator may offer a concerned parent an alternative instructional resource to be used by that parent’s child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional 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 [S position receiving formal objection for resource]. Upon receipt of the form, the [S position receiving formal objection for resource] 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 instructional 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 and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

*Frequency of  
Review*

After an instructional resource has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection or maintenance process, as applicable.

Appeal

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

---

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

For information related to the selection process of library materials, see EFB(LOCAL).

---

The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials 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.

**Objectives**

In this policy, "instructional materials" may include textbooks, 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 materials are to implement, enrich, and support the District's educational program.

**Selection**

Instructional materials that are textbooks and related supplemental materials shall be chosen from the list of resources adopted by the State Board of Education in accordance with administrative regulations and the objectives above.

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

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. 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. [See also EMB regarding instruction about controversial issues.]
5. Promote literacy.

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

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

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

**Challenged Resources**

A parent of a District student, a student who is 18 years of age or older, an individual employee, or any District resident may challenge an instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

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

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.
2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material 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 instructional materials is the appropriateness of the material for its intended educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

Informal Reconsideration

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the adminis-

trator may offer a concerned parent an alternative instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

Formal  
Reconsideration

A complainant shall make any formal challenge to an instructional material on the form provided by the District and shall submit the completed and signed form to the [S pos receiving formal objection-instructional mat]. Upon receipt of the form, the [S pos receiving formal objection-instructional mat] shall appoint a reconsideration committee.

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

All members of the committee shall review the challenged instructional material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

*Frequency of  
Review*

After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process.

Appeal

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

---

**Note:** For information related to the selection of instructional materials, see EF(LEGAL) and EFA.

---

**Objectives**

The District shall provide a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The Superintendent shall ensure that librarians and other designated professional staff select library materials in accordance with District policy and administrative regulations.

In this policy, “library materials” may include printed and electronic library acquisitions and other ancillary or supplementary materials maintained in a campus library. In accordance with state and local guidelines, library collections should enrich and support the state and local curriculum. Collections should also provide materials of high interest to encourage student reading and learning for pleasure.

Library materials may be used to enhance the instructional program, for formal or informal teaching and learning purposes, and for voluntary inquiry or self-selected reading.

In accordance with state and local standards, school libraries are essential interactive collaborative learning environments, ever evolving to provide equitable physical and virtual access to ideas, information, and learning tools for the entire school community.

School libraries are essential, safe, and inviting centers for teaching and learning that provide equitable access to emerging technologies and physical and virtual collections of high quality, reflecting input from stakeholders.

Parental  
Involvement

The District shall focus on maximizing transparency with parents and community members while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

To support transparency and access for the school community, the District shall establish means for parents and the public to review holdings, including information about titles and how materials are assessed.

Protection from  
Inappropriate  
Material

Library materials shall not include “harmful material” as defined by Penal Code 43.24(a)(2) or “obscene” material as defined by Penal Code 43.21(a)(1).

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

**Selection**

Library materials shall be chosen in accordance with guidelines adopted by the Texas State Library and Archives Commission. In the selection of library materials, librarians and other professional staff shall ensure that the materials:

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. Develop a balanced collection presenting multiple viewpoints related to controversial issues to foster critical thinking skills and encourage discussion based on rational analysis [see EMB regarding instruction about controversial issues].
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 decisions in their daily lives.
6. Demonstrate literary merit, quality, value, and significance.
7. Have received favorable professional library reviews from state- and nationally recognized review publications.
8. Have received state or national awards or are included on recommended reading lists developed by library professionals and educators.
9. Cover topics, authors, series, or genres that fill gaps in the school library collection.
10. Include accurate and authentic factual content from authoritative sources.
11. Have a high degree of potential user appeal and interest.
12. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.
13. Are requested or recommended by students and teachers.

14. Mirror selections found in neighboring districts or libraries in the region.
15. Represent diverse viewpoints and cultures appropriate to each campus to ensure the collection embodies the unique background of its student population.

**Parent Consideration**

In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. In accordance with state law and administrative regulations, parents may select alternative library materials for their student. [For information on parental rights regarding instructional materials and other instructional resources see EF(LEGAL).]

**Challenged Resources**

A parent of a District student, a student who is 18 years of age or older, an individual employee, or any District resident may challenge a library material maintained in the District's library program on the basis that the library material fails to meet the standards set forth in this policy.

**Guiding Principles**

The following principles shall guide the Board and staff in responding to challenges of library materials:

1. A complainant may raise an objection to a library material used in the District's library program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for library materials set out in this policy.
2. A parent's ability to exercise control over instruction and instructional resources, including library materials, extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material 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 library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed therein.

Informal  
Reconsideration

When the District or a campus receives an objection to the appropriateness of a library material, the appropriate librarian or administrator shall try to resolve the matter informally. The librarian or administrator shall explain the selection process and discuss the intended purpose for the library material. If appropriate, the librarian or administrator may offer a concerned parent an alternative library material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the library material.

Formal  
Reconsideration

A complainant shall make any formal challenge to a library material on the form provided by the District and shall submit the completed and signed form to the [S pos receiving formal objection-library material]. Upon receipt of the form, the [S pos receiving formal objection-library material] shall appoint a reconsideration committee.

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

All members of the committee shall review the challenged library material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

*Frequency of  
Review*

After a library material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the regular maintenance of the library collection. [See Maintenance of Library Materials, below.]

Appeal

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

**Gifts and Donations**

The District shall accept gifts and donations to a campus library with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

**Maintenance of  
Library Materials**

In accordance with state and local guidelines, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]