

CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
REGULAR MEETING - BOARD OF TRUSTEES
Monday, July 22, 2024

The Board may close this meeting to consult with its attorney on any item posted on this agenda in order to receive legal advice or to maintain the attorney-client privilege. The Board may also close the meeting to consult with its attorney on any other matter when the attorney's professional and ethical duty to the Board requires a confidential communication.

AGENDA: Notice is hereby given that a Regular Meeting of the Board of Trustees of Clyde Consolidated Independent School District will be held on Monday, July 22, 2024, at 6:15 PM at the Clyde Auxiliary Building, 2515 South Access Road West, Clyde, Texas 79510.

The subjects to be discussed or considered, for all of which formal action may be taken, are as follows: (Items do not have to be taken in the same order shown on the meeting notice).

1. **Call to Order**
2. **Announcement of a Quorum**
3. **Pledges of Allegiance**
4. **Recognition of Visitors/Public Comment:** All persons who wish to address the Board at this time MUST complete a registration form before 3:00 p.m. on the day of the meeting.
5. **Student Recognition**
6. **Discussion Items**
 - A. Review Vision, Mission, and Core Beliefs

Vision

Clyde CISD will empower successful leaders for the challenges of the future.

Mission

T.E.A.M. Teaching, Encouraging, Achieving, Motivating

Core Beliefs and Commitments

- **We believe all students are capable of success.** We will provide a safe, secure, and challenging environment. We will value individual student growth in all areas. We will value each employee and student's educational growth and learning.
- **We believe in making student driven and data informed decisions.** We commit to putting the whole child first. We will consider multiple sources of data when making decisions.
- **We believe EVERYONE has leadership capabilities.** We commit to instilling the 7 Habits of Highly Effective People in our students and staff. We will foster leadership opportunities for students, staff, parents, and community.
- **We believe parent/guardian participation and community collaboration is essential.** We commit to improve educational outcomes by engaging in collaborative relationships.

Theme

Empowering Leaders. Committed to Success.

- 1 LEADER**
Exhibiting moral and ethical courage
- 2 CONFIDENT**
Identifying & improving strengths & weaknesses
- 3 RESPECTFUL**
Considered worthy of high esteem
- 4 RESPONSIBLE**
Choosing between right and wrong
- 5 COLLABORATOR**
Working with a person or group to achieve the goal
- 6 COMPASSIONATE**
Conscious of others distress with a desire to alleviate it
- 7 PROBLEM SOLVER**
Identifying and finding solutions to problems
- 8 COMMUNITY-MINDED**
Serving of the community
- 9 EFFECTIVE COMMUNICATOR**
Conveying and receiving information from others



▶ PORTRAIT OF A GRADUATE



1 BUILD RELATIONSHIPS

- Practice Self-Reflection
- Model Continual Learning
- Apply & Lead Professional Development

2 DEMONSTRATE LIFE-LONG LEARNING

- Emphasize the Importance of Progress
- Reinforce Effort
- Provide Specific Feedback

3 ENCOURAGE & CELEBRATE STUDENT GROWTH

- Communicate Effectively
- Create a Positive, Supportive Atmosphere
- Exhibit Self-Control, Consistency, & Patience

4 MAXIMIZE LEARNING OPPORTUNITIES

- Implement Research-Based Instructional Strategies
- Utilize Classroom Instruction Time Efficiently
- Lead and Collaborate in Professional and Student Teams

PORTRAIT OF AN EDUCATOR

- B. Employee Handbook 2024-25
- C. Student Handbooks 2024-25
- D. Student Code of Conduct 2024-25
- E. Athletic Code of Conduct 2024-25

7. Administrative Reports

A. Financial Report

- (a) Current Month Cash Position
- (b) Tax Collection Report
- (c) Combined Funds Board Report
- (d) Cash Receipts Journal
- (e) Check Payments

B. Curriculum and Special Programs Report

- (a) Summer School Report

C. Superintendent Report

- (a) August Board Meeting and Budget Calendar
- (b) Facilities Update

8. Board Requests

9. Action Items

A. Consideration and Possible Action on Consent Agenda

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CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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JULY 22, 2024

AGENDA ITEM: IX.A

SUBJECT: Consideration and Possible Action on Consent Agenda

BACKGROUND INFORMATION: We use the consent agenda to group items of a routine and/or recurring nature together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.

RECOMMENDED ACTION: to approve the consent agenda, as presented.

ACTION REQUIRED: YES

MINUTES
BOARD OF TRUSTEES
June 17, 2024

The Board of Trustees of Clyde CISD met on June 17, 2024, 6:00 pm at the Clyde Auxiliary Building, 2515 S. Access Rd West, Clyde, Texas.

Board Members Present:

Mr. Greg Welch	President
Mr. Robert Frost	Vice President
Mrs. Bethany Powell	Secretary
Mr. Jerry Don Black	Member
Mr. Cody Walton	Member
Mr. Rufus Quintanilla	Member

Board Members Absent:

Mr. Jay Louder	Member
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Clyde CISD Personnel Present:

Mr. Bryan Allen	Superintendent
Mr. Johnathon Haddock	Athletic Director

Media:

Mr. Jerry Reed	Clyde Journal
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- I. Call to Order** President Greg Welch called the meeting to order at 6:00 pm with a quorum present.
- II. Announcement of a Quorum**
- III. Pledges of Allegiance** President Welch led the Board in the Pledges of Allegiance.
- IV. Student Recognition** None
- V. Visitors/Public Comment** None
- VI. Discussion** Mr. Bryan Allen discussed the upcoming TASB Delegate Assembly and the first reading of the TASB Policy Update 123. He also informed the Board of the new recommended meal prices for 2024-2025. He discussed and interlocal agreement allowing Clyde CISD to join the Texas School Benefits Cooperative, and a board resolution delegating temporary hiring authority to the superintendent. Finally, Mr. Allen discussed the needed changes to the signature cards on all accounts at First Financial Bank.
- VII. Reports**
 - A. Finance Report** Mr. Bryan Allen reported on the monthly financials.
 - B. Superintendent Report** Mr. Bryan Allen reported on the final enrollment for Clyde CISD for 2023-2024.
 - C. Director of Curriculum and Special Programs – Paula Kinslow** Mr. Bryan Allen presented 2024 STAAR scores, gave an update no federal programs applications, and updated the Board on the District’s Gifted/Talented and Career/Technical Education programs. He also gave the District’s credit-by-exam report for 2023-2024.
- VIII. Board Request** The Board requested more information on budget-to-actuals in next month’s financials report. The Board also requested more information on the District’s CTE offerings and partnerships.
- IX. Action Items**
 - A. Consider Approval of Consent Agenda** Mr. Jerry Don Black moved and Mr. Rufus Quintanilla seconded to approve the consent agenda as presented. Motion carried unanimously.

- B. Election of Officers for the Clyde CISD Board of Trustees** Mr. Jerry Don Black moved and Mr. Rufus Quintanilla seconded to appoint Mr. Robert Frost as President. Motion carried unanimously.
- Mr. Robert Frost moved and Mr. Jerry Don Black seconded to appoint Mr. Greg Welch as Vice-President. Motion carried unanimously.
- Mr. Jerry Don Black moved and Mr. Greg Welch seconded to appoint Mrs. Bethany Powell as Secretary. Motion carried unanimously.
- C. Consider approval of Meal Prices for the 2024-2025 School Year** Mrs. Bethany Powell moved and Mr. Robert Frost seconded to approve the Clyde CISD meal prices for the 2024-2025 school year, as presented. Motion carried unanimously.
- D. Consider Approval of an Interlocal Agreement to Join the Texas Schools Benefits Cooperative** Mr. Rufus Quintanilla moved and Mr. Robert Frost seconded to approve the interlocal agreement to join the Texas School Benefits Cooperative, as presented. Motion carried unanimously.
- E. Consider Resolution of the Board Delegating Temporary Hiring Authority to the Superintendent** Mr. Robert Frost moved and Mr. Rufus Quintanilla seconded to a resolution of the Board delegating temporary hiring authority to the superintendent, as presented. Motion carried unanimously.
- F. Consider Approval for depositors to remove and add names to signature cards at First Financial Bank** Mr. Rufus Quintanilla moved and Mr. Jerry Don Black seconded to approve the addition and removal of names to signature cards at First Financial Bank, as presented. Motion carried unanimously.
- X. Closed Session** President Welch called the meeting into closed session at 6:42 p.m. to discuss Personnel (Gov't Code 551.074) and Safety and Security Measures (Gov't Code 551.076).
- President Greg Welch reconvened the meeting into open session at 7:08 p.m.
- XI. Open Session: Action as needed on any Items Discussed in Closed Session**
- A. Consider Updates to the Clyde CISD Safety and Security Plan** Mr. Jerry Don Black moved and Mr. Cody Walton seconded to approve the updates to the Clyde CISD Safety and Security Plan, as discussed in closed session. Motion carried unanimously.
- B. Personnel**
- 1. Consider Approval to accept Resignations/ Retirement** Mr. Rufus Quintanilla moved and Mrs. Bethany Powell seconded to accept the letters of resignation/retirement from:
Mrs. Mindy Broadfoot—CHS Counselor
Motion carried unanimously.
- 2. Consider Approval to hire new employees** Mr. Robert Frost moved and Mr. Cody Walton seconded to hire new employees:
Ms. Jaci Miller - Clyde Intermediate Teacher
Mr. Trevor Townsend – Clyde High School Teacher/Coach
Mrs. Courtney Freeman – Clyde High School Teacher/Coach
Motion carried unanimously.
- XII. Adjournment** Mr. Jerry Don Black moved and Mr. Rufus Quintanilla seconded to adjourn the meeting at 7:10 p.m. Motion carried unanimously.

Bethany Powell, Secretary

Robert Frost, President

MINUTES
BOARD OF TRUSTEES
June 24, 2024

The Board of Trustees of Clyde CISD met on June, 2024, 6:00 pm at the Clyde CISD Administration Offices, 526 Shalimar Drive, Clyde, Texas 79510.

Board Members Present:

Mr. Robert Frost	President
Mr. Greg Welch	Vice President
Mrs. Bethany Powell	Secretary
Mr. Jerry Don Black	Member
Mr. Cody Walton	Member
Mr. Rufus Quintanilla	Member
Mr. Jay Louder	Member

Board Members Absent: none

Clyde CISD Personnel Present:

Mr. Bryan Allen	Superintendent
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| I. Call to Order | President Robert Frost called the meeting to order at 6:00 pm with a quorum present. |
| II. Announcement of a Quorum | |
| III. Visitors/Public Comment | none |
| IV. Consider Adjusting Clyde CISD Summer Work Schedule | Mr. Greg Welch moved and Mr. Rufus Quintanilla seconded to close Clyde CISD offices and facilities on July 3-4, 2024, in the best interest of the District. |
| V. Closed Session | President Frost called the meeting into closed session at 6:02 pm to discuss Personnel (Gov't Code 551.074) and Safety and Security Measures (Gov't Code 551.076). |
| VI. Open Session: Action as Needed on any Items Discussed in Closed Session | President Robert Frost reconvened the meeting into open session at 6:09 p.m. |
| A. Consider approval to hire new employees district and campus administrators | Mr. Rufus Quintanilla moved and Mr. Jay Louder seconded to accept the superintendent's recommendation to hire Richard Cumby as Clyde High School Assistant Principal. |
| B. Consider action to hire other personnel | No action |
| C. Consider updates to the Clyde CISD Safety and Security Plan | Mr. Jay Louder moved and Mr. Jerry Don Black seconded to approve updates to the Clyde CISD Safety and Security Plan, as discussed in closed session. |
| VII. Adjournment | Mr. Jerry Don Black moved and Mr. Rufus Quintanilla seconded to adjourn the meeting at 6:10 p.m. |

Bethany Powell, Secretary

Robert Frost, President

- (b) Approve Monthly Financial Reports
 - (c) Approve Retainer Agreement with Walsh, Gallegos, Kyle, Robinson, & Roalson, P.C. for Legal Services
 - (d) Approve the 2024-2025 Clyde CISD Student Code of Conduct
- B. Consideration and Possible Action on the 2024-2025 Appraisal Calendars**

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JULY 22, 2024

AGENDA ITEM: IX.B

SUBJECT: 2024-2025 Appraisal Calendars

BACKGROUND INFORMATION: Policies DNA(LOCAL) and DNB(Local) require the Board to approve the list of appraisers for teachers and campus administrators each year. Additionally, the Board approves the appraisal calendars for the school year as well.

RECOMMENDED ACTION: to approve the T-TESS and T-PESS list of appraisers and appraisal calendars for the 2024-2025 school year, as presented

ACTION REQUIRED: YES

Clyde Consolidated Independent School District 2024-25 Teacher Appraisal Calendar & Approved Appraisers

Contractual/Appraisal periods for all teachers

August 12, 2024– May 23, 2025

Orientation for New Teachers to District

No later than September 24 and at least two weeks before the first observation

- Provide appraisal calendar and T-TESS waiver within three weeks from the first day of instruction

Review Data, Self-Assessment & Establish Goals (Professional Development Plan)

August 21, 2024 – September 23, 2024

Time to conduct formal observations:

September 24, 2024 – April 4, 2025

The two weeks after orientation to T-TESS excluded from formal observations

Days on which formal observation may not be conducted

November 22, 2024

December 20, 2024

January 7, 2025

March 7, 2025

- Also, any date there is a state-mandated assessment for the students in the teacher's class/grade level.

Goal Setting/End of Year Conference (EOY)

April 10, 2025 -- May 6, 2025

- EOY conference must be held no later than 15 working days before the last day of instruction for students
 - TIA teachers will be able to sign a waiver for their EOY conference to be held later because of EOY data needed to complete the process

Approved Appraisers:

Mr. Bryan Allen

Dr. Paula Kinslow

Mr. Casey Hodges

Mr. Richard Cumby

Mrs. Jamie Munoz

Mrs. Erin Hughes

Mr. J. Patrick Odom

Mr. Joshua Parker

Mrs. Erin Davis

Mrs. Lori Goldston

Mr. Joshua Parker

**Clyde Consolidated Independent School District 2024-2025
Principal Appraisal Calendar & Approved Appraisers**

Contractual/Appraisal periods for all administrators

August 1, 2024 – June 19, 2025

Orientation to T-PESS & Pre-Evaluation Conference

August 1, 2024 – August 31, 2025

Review Data, Self-Assessment & Establish Goals (Professional Development Plan)

September 1, 2024 – September 13, 2024

Mid-Year Conference

January 7, 2025 – February 7, 2025

Goal Setting/End of Year Conference

May 20, 2025 – June 19, 2025

Approved Appraisers:

Mr. Bryan Allen

Dr. Paula Kinslow

Mrs. Jamie Munoz

Mr. Casey Hodges

Mr. J. Patrick Odom *pending completion of TPESS training

Mr. Joshua Parker *pending completion of TPESS training

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JULY 22, 2024

AGENDA ITEM: IX.C

SUBJECT: 2024 TASB Delegate Assembly

BACKGROUND INFORMATION: The TASB Delegate Assembly is the annual membership meeting for school trustees and the TASB organization. At this meeting, all members have a voice in the overall direction of the organization.

RECOMMENDED ACTION: to name _____ as the TASB delegate and _____ as the TASB Alternate Delegate for the 2024 TASB Delegate Assembly on September 28, 2024

ACTION REQUIRED: YES

Understand why it's important.



About Delegate Assembly

Simply put, the TASB Delegate Assembly is your annual membership meeting. Most importantly, this event is where all members have a voice in the overall direction of the organization — from electing who will serve on the TASB Board to approving the education issues that will be included in the TASB Advocacy Agenda.

Your board's voice

As an Active Member of TASB, your board has the exclusive right to have a voting Delegate at the Assembly. Your Delegate will be the voice for your board, ensuring the priorities for your district and community are reflected in TASB's work.

Your Delegate must be a trustee on your board. You also may select a second trustee to serve as an Alternate. Your representatives may trade off time on the Assembly floor to ensure your board's voting privileges are covered.

2024 Assembly

WHEN:
Saturday, Sept. 28

12:30 p.m.
Regional Caucuses

2 p.m.
Delegate Assembly

WHERE:
Grand Hyatt, San Antonio

Delegate Assembly is held in conjunction with txEDCON24 in San Antonio.

Lunch is provided to Delegates and Alternates during the caucuses.

**Your Association.
Your Voice.**

**TASB Delegate
Assembly**

 tasb.org/delegate

Name your Delegate.

2



Place an item on your upcoming board agenda.

Take action now, so you are prepared when registration opens in July.

Suggested agenda language:

- **Item name:** Discuss and consider board approval of a Delegate and Alternate to the 2024 Texas Association of School Boards (TASB) Delegate Assembly.
- **Background:** TASB's 2024 Delegate Assembly will be held Sept. 28, 2024, during txEDCON24 in San Antonio. Attending Delegate Assembly gives the board the chance to participate in the democratic process that governs TASB. Delegates will elect TASB officers and directors, vote on TASB's Advocacy Agenda, have the opportunity to interact with other board members in our region, and earn continuing education training credit.
- **Recommended Action:** I recommend that the Board of Trustees name [INSERT NAME] as the Official Voting Delegate and [INSERT NAME] as the Alternate to the 2024 TASB Delegate Assembly.



Select your Delegate and Alternate.

Your Delegate, or Alternate, will be voting on important Association business, so carefully consider who you want representing your board and district. As school board members, all of you already have the most important qualification: a passion for Texas public schools and the students they serve. Now, think about who would best fit these qualities:

- **Knowledge:** The Assembly will consider a wide range of advocacy issues. Who has the best background on the challenges and concerns for your district and community?
- **Voice:** Delegates may submit amendments to proposed action items. Who would be best equipped to consider how amendments may affect your district and then take action based on your board's priorities?
- **Commitment:** The Regional Caucuses and Assembly are held during the Saturday of txEDCON24. Who can commit their time to the full meeting?

Name your delegate.

Step 2 continued



Register your representatives

New this year, registration will open in July as part of txEDCON24 registration. Make sure your board takes action now to select your representatives, so you are ready as soon as registration opens!

Your superintendent or superintendent secretary will be able to submit your board's Delegate and Alternate at the same time as they register your team for convention.

More information will be shared in late June.

“ My favorite time is when we review our legislative priorities, and the important, thoughtful discussions that arise from different viewpoints, different experiences, different needs. One thing that never fails to shine through is the common belief about doing the best for our children — all children.”

***– Sandy Hughey
North East ISD***



Watch for your Assembly materials.

In early September, the *Delegate Handbook* and Nominations Committee Report will be posted at tasb.org/delegate. Your registered Delegate and Alternate, as well as your board president and superintendent, will receive an email when the materials are available.

Questions?

If you have any questions about Delegate Assembly or naming your board's representatives, contact TASB Board and Management Services at **800-580-8272** or membercommunications@tasb.org.

**Your Association.
Your Voice.**

**TASB Delegate
Assembly**

 tasb.org/delegate

Discover the Delegate experience.

3



The role of a Delegate

TASB's Delegate Assembly is the once-a-year opportunity for TASB members to have a voice in the overall direction of the Association. Each Active Member sends a Delegate to participate in the Assembly. This ensures that every school and education service center board that is a TASB Active Member has a vote on the issues under consideration.

" Make sure that the person representing has reviewed the resolutions and talked to the board and superintendent about issues affecting their district."

***– Josie Smith-Wright
Gonzales ISD***

As your board's representative, you serve as the voice not just for your board, but also your district, your students, and your community.

Here are the key things you need to know to prepare for your role as a Delegate.



20 days before the assembly

The *Delegate Handbook* and Nominations Committee Report will be posted in early September. These materials cover the action items under consideration by this year's Assembly. You will receive an email when the materials are available. Then, it's time to prepare for the meeting.

- 1. Review the materials.** Make sure you are familiar with all the items under consideration.
- 2. Come prepared to share your district's voice.** Work with your fellow board members to determine how your board stands on the action items and if you have concerns to take to the Assembly.
- 3. Study the Delegate Assembly rules and Action Form.** Like any governing body, there are rules and processes to ensure a productive meeting.
- 4. Watch your mail!** You will receive an envelope with your Delegate ribbon, which you can attach to your name badge when you arrive at the txEDCON. This ribbon will grant you access to all of the Delegate Assembly activities.

Discover the Delegate experience.

Step 3 continued



Day of the assembly

12:30-1:30 p.m., Regional Caucus:

You will start your Delegate duties by attending your regional caucus. This is a great opportunity to meet with colleagues from your region, including your TASB Directors. You will discuss the agenda items and get answers to any questions you may have about the Assembly and processes.

Lunch will be provided!

1:45 p.m., Action Forms: You may use the Action Form at the back of the *Handbook* to pull items for individual consideration or to propose an amendment to an item. The forms must be turned in to the Information Center near the Assembly floor entrance by 1:45 p.m.

2-4:30 p.m., Assembly: The Assembly will convene promptly at 2 p.m. You should plan to arrive by 1:45 p.m. so you can find your section on the floor, which is divided by TASB region. TASB staff members, holding red clipboards, are assigned to each area to check you in and assist you during the meeting.

“ At the caucuses, you get to meet other school board members from your region — and maybe do a little bragging about your sport teams!”

*– Fred Contreras
Grape Creek ISD*



But what about...?

If you have any questions about Delegate Assembly, we are here to help! Your TASB Directors will be with you every step of the way, leading your regional caucus and sitting near you on the Assembly floor. TASB staff will be stationed at the Information Center near the main entrance of the Assembly floor from noon until the end of the meeting.

If you have questions before the meeting, contact the TASB Board and Management Services team at **800-580-8272** or membercommunications@tasb.org.

**Your Association.
Your Voice.**

**TASB Delegate
Assembly**

 tasb.org/delegate

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JULY 22, 2024

AGENDA ITEM: IX.D

SUBJECT: TASB Update 123

BACKGROUND INFORMATION: TASB Policy Services releases a policy numbered update 2-3 times per year, with recommendations to update certain policies that reflect changes in law, administrative code, or recent court rulings. The first reading of recommended policies was completed at the June 17, 2024 board meeting. A summary of the proposed changes is also attached.

RECOMMENDED ACTION: to add, revise, or delete (LOCAL) policies as offered by TASB Policy Service for consideration and according to the Instruction Sheet for TASB Localized Policy Manual Update 123

ACTION REQUIRED: YES

Instruction Sheet

TASB Localized Policy Manual Update 123

Clyde CISD

Code	Type	Action To Be Taken	Note
ATTN	(NOTE)	No policy enclosed	See explanatory note
AIB	(LEGAL)	Replace policy	Revised policy
AIC	(LEGAL)	Replace policy	Revised policy
AIE	(LEGAL)	Replace policy	Revised policy
BBA	(LEGAL)	Replace policy	Revised policy
BBBB	(LEGAL)	Replace policy	Revised policy
BBD	(LOCAL)	Replace policy	Revised policy
BBFA	(LOCAL)	Replace policy	Revised policy
CCG	(LEGAL)	Replace policy	Revised policy
CCGA	(LEGAL)	Replace policy	Revised policy
CCGB	(LEGAL)	Replace policy	Revised policy
CCGB	(LOCAL)	Replace policy	Revised policy
CKB	(LEGAL)	Replace policy	Revised policy
CKC	(LOCAL)	Replace policy	Revised policy
CKE	(LOCAL)	Replace policy	Revised policy
CKED	(LEGAL)	ADD policy	See explanatory note
CMD	(LEGAL)	Replace policy	Revised policy
CPC	(LEGAL)	Replace policy	Revised policy
CQA	(LEGAL)	Replace policy	Revised policy
CQC	(LEGAL)	Replace policy	Revised policy
CQC	(LOCAL)	ADD policy	See explanatory note
DGBA	(LOCAL)	Replace policy	Revised policy
DHE	(LEGAL)	Replace policy	Revised policy
DNA	(LEGAL)	Replace policy	Revised policy
DP	(LEGAL)	Replace policy	Revised policy
EEH	(LOCAL)	Replace policy	Revised policy
EF	(LEGAL)	DELETE policy	See explanatory note
EF	(LOCAL)	DELETE policy	See explanatory note
EFA	(LEGAL)	Replace policy	Revised policy
EFA	(LOCAL)	ADD policy	See explanatory note
EFB	(LEGAL)	Replace policy	Revised policy
EFB	(LOCAL)	ADD policy	See explanatory note
EHBAA	(LEGAL)	Replace policy	Revised policy
EHBAB	(LEGAL)	Replace policy	Revised policy

Instruction Sheet
TASB Localized Policy Manual Update 123

Clyde CISD

Code	Type	Action To Be Taken	Note
EHBE	(LEGAL)	Replace policy	Revised policy
EHBJ	(LEGAL)	Replace policy	Revised policy
EKB	(LEGAL)	Replace policy	Revised policy
FA	(LEGAL)	Replace policy	Revised policy
FFAC	(LEGAL)	Replace policy	Revised policy
FNG	(LOCAL)	Replace policy	Revised policy
GBA	(LEGAL)	Replace policy	Revised policy
GF	(LEGAL)	Replace policy	Revised policy
GF	(LOCAL)	Replace policy	Revised policy
GKA	(LEGAL)	Replace policy	Revised policy
GRA	(LEGAL)	Replace policy	Revised policy

Update 123 Local Policy Overview

Introduction

Hello, and welcome to an overview of the local policy recommendations included in Update 123, presented by TASB Policy Service.

Update 123 covers recommended local policy revisions to address several remaining laws from the 88th Legislative Session. Other revisions included in this update are in response to changes to the Administrative Code. As mentioned in the Update 122 overview, some of the new laws required the Texas Education Agency (TEA) or other state agencies to develop rules or guidelines to implement the new laws. Some of those newly developed rules and guidelines impact local policy.

While not covered in this overview, many of the legal policies included in this update were also affected by legislative changes and amendments to state rules that are now in effect. For information regarding those legal changes, review the explanatory notes included with your district's Update 123 materials, located in the [Local Manual Updates](#) section of Policy Online®.¹

TASB Numbered Update Reminders

You should always review your district's customized update materials, available in the [Local Manual Updates](#) section of Policy Online, for specific policy recommendations. Please remember that legal policies provide the legal framework for key areas of district operations; they are not adopted by the board.

After the board acts on the local policies in Update 123, don't forget to log in to Policy Online and go to [Local Manual Updates](#) to notify us of the board's action. Policy Online makes it easy to keep track of updates and notify us when the board takes action on policies in an update.

BBD: Board Members, Training and Orientation

The revision to BBD(LOCAL) was prompted by [House Bill 3033](#),² which authorizes the attorney general to require trustees to complete Public Information Act (PIA) training if the attorney general finds the district violated the Act. Your current policy language delegates the responsibility for PIA training on behalf of newly elected or appointed board members to the public information coordinator. The new language clarifies that PIA training imposed specifically by the attorney general cannot be delegated and must be completed by the individual board members.

BBFA: Board Members, Conflict of Interest Disclosure

While state law establishes specific conflict disclosure requirements for board members, the recommended language in BBFA(LOCAL) would address the ethical duty of a board member to disclose a financial or other personal interest in a board transaction or decision beyond the statutory requirements. The new text recommended in this policy demonstrates a commitment to avoid undue influence, increase transparency, and avoid the appearance of impropriety in public dealings.

CCGB: Ad Valorem Taxes, Economic Development

Policy CCGB(LOCAL) is only included in the update for those districts that currently have a policy and also have existing Chapter 313 agreements with entities that provide limitations on appraised value. On December 31, 2022, Chapter 313 of the Tax Code, which is also known as the Texas Economic Development Act, expired. Agreements in place before the expiration of that law can continue in effect. Since new applications for limitation of appraised value are no longer permitted, the provisions relating to the application process are recommended for removal from the policy.

CKC: Safety Program/Risk Management, Emergency Plans

On September 7, 2023, TEA released model standards to assist districts in developing procedures to notify parents of violent activity that has occurred or is being investigated at a campus or other district facility or at a school-sponsored activity. New provisions in CKC(LOCAL) direct the superintendent to develop procedures that provide for these notifications.

Also, for districts that previously had text at CKC(LOCAL) providing for the board to authorize employees or board members to possess firearms on campus, that text has been moved to the appropriate code in the CKE series.

CKE series: Security Personnel

[House Bill 3](#),³ passed during the 88th Legislative Session, required school districts to provide for adequate security of its campuses. Since that legislation was enacted, many districts formed their own police departments, entered into agreements with local law enforcement for additional school resource officers, authorized district employees or board members to possess firearms in the capacity of a guardian or a marshal, or contracted with security personnel. The CKE policy series includes CKE, which addresses security personnel in general and instances where a district has more than one type of security arrangement.

Policy CKEA deals with district-commissioned peace officers; CKEB contains information regarding school marshals; CKEC covers school resource officers; and CKED includes information about other security arrangements, including contracted security. Policy CKED also addresses employees or board members authorized to carry firearms on district property, who are commonly referred to as guardians.

The revisions to the policies in the CKE series are recommended to provide additional guidance on the topics of nonschool employment of district police officers, authorization of school marshals, the responsibilities of marshals and guardians, and revocation of authority for school marshals. Closely review your district's update packet, including the explanatory notes. They will provide information on changes to any CKE series policies included in your district's manual.

CQC: Technology Resources, Equipment

TEA consulted with the Texas Health and Human Services Commission (HHSC) to develop model health and safety guidelines for the effective integration of digital devices in schools. The law requires the board to adopt a policy for the effective integration of digital devices in the district. In adopting CQC(LOCAL), the board could incorporate the guidelines prepared by TEA and the HHSC. The provision in this new policy states that the board adopts the model guidelines and directs the superintendent to develop regulations to implement these guidelines.

DCE: Employment Practices, Other Types of Contracts

The recommendations in DCE(LOCAL) are intended to clarify that a non-Chapter 21 contract employee can request a hearing with the board when their contract is terminated during the contract term.

DGBA: Employee Complaints/Grievances

FNG: Student & Parent Complaints/Grievances

GF: Public Complaints

With the current structure of the CKE series and a planned restructuring of the DIA and FFH series on discrimination and harassment, it is necessary to adjust cross-references in the complaint policies, DGBA(LOCAL), FNG(LOCAL), and GF(LOCAL) to reflect the series instead of a specific code.

EEH: Instruction Arrangements, Homebound Instruction

Amendments to the *Student Attendance Accounting Handbook* prompted revisions to policy EEH(LOCAL). A student may now receive homebound services for psychological conditions as well as medical conditions. The policy has been updated to reflect this change. The *Student Attendance Accounting Handbook* also indicates that the weeks of confinement due to a medical or psychological condition do not need to be consecutive to qualify for homebound instruction. The policy has been revised to remove this consecutive weeks requirement.

EF series: Instruction Resources

[House Bill 900](#)⁴ from the 88th Legislative Session amended state law to require the Texas State Library and Archives Commission (TSLAC), with initial approval by the State Board of Education, to adopt standards for school library collection development for Texas public schools. The standards require a local policy, which is coded at EFB(LOCAL). In response to a Policy Alert emailed to districts on February 14, many districts adopted the recommended EFB(LOCAL) prior to Update 123. For all other districts, the recommended EFB(LOCAL) has been included in the update. The new policy includes provisions to comply with the standards from the State Board rules.

In EFA(LOCAL), the recommended revision makes selection of items from the list adopted by the State Board of Education optional instead of mandatory based on current law. The list of individuals who can submit a request for reconsideration of instructional materials has been revised to align with the list provided in the new EFB(LOCAL).

The majority of districts currently have policy EF(LOCAL), which covers both instructional materials and library materials. If this applies to your district, you will find when reviewing your update packet that EF(LOCAL) is recommended for deletion and a new EFA(LOCAL) addressing instructional materials has been added along with the EFB(LOCAL) addressing library materials. If your district had already split EF(LOCAL) into EFA and EFB, your board will only need to consider revisions to those codes.

Thank You!

That covers the local policies in Update 123. We hope you find this overview helpful. Should you have any questions or want further clarification, please contact your [assigned policy consultant](#),⁵ and don't forget to notify us of board action on this update using [Policy Online](#).

¹ Policy Online Local Manual Updates (TASB login required):

<https://pol.tasb.org/Member/LocalManualUpdates>

² House Bill 3033: <https://capitol.texas.gov/tlodocs/88R/billtext/pdf/HB03033F.pdf>

³ House Bill 3: <https://capitol.texas.gov/tlodocs/88R/billtext/pdf/HB00003F.pdf>

⁴ House Bill 900: <https://capitol.texas.gov/tlodocs/88R/billtext/pdf/HB00900F.pdf>

⁵ Policy consultant contact information (TASB login required):

<https://pol.tasb.org/Member/PolicyConsultant/Details>



(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue, bold font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes make formatting changes appear tracked, even though the text remains the same.

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

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529	800.580.1488

**Public Information
Coordinator**

After Election or
Appointment

The Superintendent shall fulfill the responsibilities of the public information coordinator and shall receive, on behalf of Board members, the training specified by Government Code 552.012. [See GBAA]

After a Violation

A Board member who receives written notice from the attorney general that the member must complete Public Information Act (PIA) training described by GBAA(LEGAL) following the District's failure to comply with a PIA requirement shall complete the training within the timelines described in law. The completion of the training in response to such a notice cannot be delegated.

**Reporting
Continuing
Education Credit**

The Board President shall announce the status of each Board member's continuing education credit. The announcement shall be made annually at the last regular Board meeting before the District's uniform election date, whether or not an election is held. The announcement shall be reflected in the meeting minutes and, when necessary, posted on the District's website in accordance with law.

In addition to disclosures required by law, a Board member shall disclose to the Board any personal financial interest, business interest, or obligation or relationship that in any way creates a potential conflict of interest with a vote on a pending matter.

A Board member shall not use coercive means or promise special treatment in order to influence Board or District decisions, nor use the member's position to seek personal advantage. [See also BBF(LOCAL)]

**Annual Financial
Management Report**

Each Board member shall provide to the District in a timely manner information necessary for the District's annual financial management report. [See CFA]

Note: The Texas Economic Development Act, Tax Code Chapter 313, Subchapters B and C, expired on December 31, 2022.

A limitation on appraised value approved before the expiration continues in effect according to the law as it existed immediately before its expiration, and the law is continued in effect for purposes of the limitation on appraised value.

Texas Economic Development Act

Purpose

These provisions outline the District's procedures ~~for accepting, reviewing, and considering applications and amendments to applications, and, when necessary,~~ enforcing agreements under the Texas Economic Development Act (the Act), as set forth in Tax Code Chapter 313. [See CCGB(LEGAL)]

Definitions

~~In addition to the definitions set out in CCGB(LEGAL), the following definitions apply in this policy:~~

~~"Application review period" means the period during which the Board will consider and act on an application. The application review period begins on the application review start date and ends on the 151st day thereafter, unless the application review period is extended by Board action prior to the expiration date.~~

~~"Appraisal district" means each county appraisal district that appraises property that is the subject of an application.~~

~~"Large project application" means an application for which the qualified investment exceeds \$300,000,000.~~

Filing an Application

~~In the form and formats required by the comptroller, an applicant shall file with the Superintendent the original and copies of the completed application along with a searchable electronic copy certified to contain information identical to the original hard copy. [See CCGB(LEGAL) at Required Contents and Format]~~

~~The Superintendent shall hold any incomplete applications or applications submitted without the full application fee until the application is properly completed and the application fee is paid. The Superintendent's determination of whether an application is complete shall be final.~~

Confidentiality of Applicant Information

~~If the Board decides to consider an application, information provided in connection with an application will not be considered confidential except as allowed by law. [See CCGB(LEGAL) at Confidential Business Information]~~

~~Amending an
Application~~

~~An applicant may seek to amend an application at any time prior to final Board action on the application. If an amended application is filed within 60 days of the end of the application review period, the application review period shall be extended automatically to the 61st day after the date on which the last amended application is filed, unless the Board takes action to extend the application review period otherwise.~~

~~The Superintendent shall review and forward to the comptroller any amended application or supplemental information on receipt.~~

~~Standard
Application Fee~~

~~An applicant shall pay a standard application fee of \$75,000 to the District to cover the District's costs in processing and considering the application. This fee is nonrefundable except as set forth in this policy:~~

- ~~1. For large project fees after the initial fee submission; or~~
- ~~2. If the application is rejected after an initial Board review.~~

~~The standard application fee does not include any amount charged by the comptroller to the applicant for the comptroller's economic impact evaluation.~~

~~Large Project
Application Fee~~

~~For a large project application, the Board may set an application fee higher than the standard application fee if the analysis or evaluation of the application warrants a higher fee. In this case, the applicant shall initially submit the standard application fee. If the Board sets a higher fee, the applicant may withdraw its application and any fee submitted if the applicant disagrees with the higher fee.~~

**Processing an
Application**

Upon receipt of an application and application fee, the Superintendent shall:

**Before Initial Board
Review**

- ~~1. Send the applicant written confirmation of receipt of the application and application fee.~~
- ~~2. Review the application and, as necessary, require the applicant to submit additional and/or supplementary information, including all required schedules.~~
- ~~3. Within seven days of receipt of a completed application, submit the application to the comptroller, together with any economic analysis of the proposed project submitted by the applicant.~~
- ~~4. Obtain necessary conflict of interest disclosures. [See BBFA(LEGAL)]~~

~~Initial Board Review~~ As soon as practical after an application is filed, the Board shall conduct an initial review of the application during which the Board may consider the Superintendent's recommendation and written or oral presentations concerning the application.

~~If, after the initial review, the Board determines that the application is not in the best interests of the District, the Board shall reject the application and return to the applicant the application fee, less any necessary and reasonable costs of the initial review.~~

~~If the Board accepts a large project application for further consideration, the Board may set an appropriate fee in accordance with this policy.~~

~~After Initial Board Review~~ If the Board elects to consider the completed application, the Superintendent shall:

- ~~1. Deposit the application fee and provide required written notice to the applicant and comptroller, with a copy to the appraisal district, that the District has received and will consider the completed application;~~
- ~~2. Deliver to the comptroller a copy of the application and required material along with a request for an economic impact evaluation;~~
- ~~3. Accept on behalf of the Board any amendments or supplements submitted by the applicant, and transmit copies to the comptroller within seven days of receipt;~~
- ~~4. Direct appropriate District personnel to create a link from the District's website to the location on the comptroller's website where copies of applications are posted;~~
- ~~5. Within the time allowed by law, provide all required supplemental information necessary to assist the comptroller and the Texas Education Agency (TEA) with the required analyses;~~
- ~~6. On receipt, provide the applicant and District consultants with a copy of the economic impact evaluation and the school facilities impact analysis;~~
- ~~7. Work with the applicant and District consultants to provide the District and the comptroller with copies of the proposed agreement in a timely manner [see CCGB(LEGAL) at Continued Eligibility];~~
- ~~8. Take all action necessary or required to process the application;~~

- ~~9. Not later than 151 days after the application review start date, present to the Board an agreement for final approval or a request for extension of the application review period;~~
- ~~10. If an extension of the application review period is requested, report each such request to the comptroller within seven days of the decision to grant the extension; and~~
- ~~11. After Board action on the application, if any, transmit all necessary and required information to the comptroller, the applicant, and the appraisal district.~~

~~District Consultants~~

~~On retention by the Board, District consultants, including legal counsel, shall review the application to ensure it includes all required information. District consultants shall also begin an analysis of the application, consider any legal implications of the application, draft and negotiate an appropriate revenue protection agreement, and evaluate the analyses from the comptroller and TEA on receipt.~~

~~District consultants shall be paid for services from the application fee and shall complete their analyses in time to assist the Board, as appropriate, in its initial review or final determination on the application.~~

Board Action on Application

~~Completed applications may be considered for approval by the Board only after completion of the economic impact evaluation and the school facilities impact analysis and receipt of the comptroller's certification, as required by the Act.~~

~~Public Hearing~~

~~The Board's final determination on an application shall be made after a public hearing at which the Superintendent, District consultants, the applicant, and members of the public may provide input and information concerning the proposed application. The comptroller's certification shall be disclosed at the public hearing.~~

~~The public hearing shall be held at a time that allows the Board to approve or disapprove an application before the expiration of the application review period, unless the deadline has been extended.~~

~~Findings of Fact~~

~~After the public hearing, the Board shall make specific written findings as required by law. [See CCGB(LEGAL) at Approval]~~

~~Adoption of Agreement~~

~~After considering the comptroller's certification, the economic impact evaluation, the school facilities impact analysis, information from District consultants, and any other relevant information, the Board may approve the application and enter into an agreement that complies with all legal requirements. [See CCGB(LEGAL) at Agreement] The Board shall also consider and adopt an agreement with the applicant to provide protection from or compensation for~~

	any financial risks undertaken by the District in accepting the application.
Waiver of Jobs Requirement	The Board may waive the new jobs creation requirement in accordance with the law. [See CCGB(LEGAL) at Waiver of New Jobs Creation Requirement] If an applicant makes a waiver request subsequent to the original application, the Board may charge the applicant a fee to cover the costs of any consultant required by the Board in making the requisite finding.
Superintendent Responsibilities After Agreement	During the term of any agreement, the Superintendent shall ensure that all reporting requirements are met in a timely manner by the District and the applicant. The Superintendent is authorized to delegate this function to District consultants.
Statements Regarding Conflicts of Interest	Each Board member and any District employee who is a local government official under Local Government Code Chapter 176 Within 60 days after each Board election or appointment, each new Board member shall submit a conflict of interest statement confirming or denying the existence of a conflict of interest or a substantial business interest in each project that is the subject of an application, agreement, or amendment to an agreement with the District. Within This requirement to submit a conflict of interest statement within 60 days after each Board election or the appointment of a Board member, each new Board member shall complete also apply to any new District employee who is a statement. local government official under Local Government Code Chapter 176. The completed statements shall be retained by the District with each affected application or agreement. If a conflict or substantial interest exists, the appropriate disclosure forms shall be completed and filed as required by law. [See BBFA(LEGAL)]

**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;
3. Response to a nearby train derailment, as applicable; and
4. 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.

**Notice Regarding
Violent Activity**

- ~~4.~~ The Superintendent shall develop procedures to notify parents regarding violent activity that has occurred or is being investigated at a campus or other District facility or at a District-sponsored activity.

**School Resource
Officers**

To implement the District's comprehensive safety programs, the District has entered into ~~an agreement~~ a memorandum of understanding (MOU) with ~~a each~~ local law enforcement agency ~~for~~ that provides the District with school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.

Jurisdiction

The jurisdiction of school resource officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.

Authority and Duties

A school resource officer shall perform duties as described in the ~~agreement~~ MOU and as included in the District improvement plan and the Student Code of Conduct. Pursuant to the MOU a school resource officer shall:

1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, school resource officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.
6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
7. Carry a firearm in accordance with the MOU and the directives with the commissioning entity.
8. Carry out all other duties in accordance with the MOU.

A school resource officer shall not be assigned routine classroom discipline or administrative tasks. Each school resource officer

	<p>shall receive at least the minimum amount of education and training required by law.</p>
<p>Training</p>	<p>All school resource officers shall receive at least the minimum amount of education[See CKE(LEGAL) and training required by law.</p> <p>[See-CKEC(LEGAL)]</p>
<p>Employees Authorized to Possess Firearms for Emergency Response</p>	<p>The Board has adopted these provisions regarding firearms to address concerns about effective and timely response to emergency situations on District property, including invasion of a school by an armed outsider; a hostage situation; actions of a student or employee who is armed and poses a direct threat of physical harm to himself, herself, or others; and similar circumstances.</p>
<p>Purpose</p>	
<p>Authorization</p>	<p>Pursuant to its authority under state law, the Board may authorize specific District employees to possess certain firearms in schools, at Board meetings, and at school-sponsored or school-related events on District property, to the extent allowed by law. Each authorized employee shall have immunities as provided by law.</p> <p>Each specifically authorized employee shall be approved by action of the Board. The Superintendent shall issue written authorization to each approved employee. The written authorization shall specify the District premises and other property where the employee is authorized to carry a firearm, as well as the means of carrying and storing the firearm.</p> <p>Participation in this safety and security program shall be strictly voluntary and shall not be a requirement of any employee position.</p>
<p>Revocation</p>	<p>The Superintendent, as well as the Board, shall have the authority to revoke at any time a specific employee's authorization to possess a firearm under this policy.</p> <p>HoweverIn addition, 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.</p>
<p>Duties</p>	<p>An authorized employee shall not perform routine law enforcement duties unless the duty is performed in response to an emergency that poses a threat of death or serious bodily injury to a student, employee, or other individual on a District campus.</p> <p>In an emergency an authorized employee shall:</p> <ol style="list-style-type: none">1. Act as necessary to protect the safety and welfare of any person in the jurisdiction of the District; and

2. Carry out all other lawful duties as directed by the Superintendent.

Handgun Licensees	<p>Only a District employee who maintains a current license to carry a handgun in accordance with state law shall be eligible for authorization to possess a firearm on District property under this policy and in accordance with the District's emergency operations plan.</p> <p>A District employee who is a handgun license holder but who has not been specifically authorized by Board action under this policy shall not be permitted to possess a firearm on school property except in accordance with the limited provisions of DH(LOCAL).</p>
Training	<p>The District shall provide to each District employee who is authorized to possess a firearm on District property specialized training in crisis intervention, management of hostage situations, and other topics the Board may determine necessary or appropriate.</p>
Permitted Weapons and Ammunition	<p>Only District-approved firearms and ammunition shall be authorized for possession and use under this policy and the District's emergency operations procedures.</p>
Implementation	<p>The Superintendent shall ensure that procedures to implement this safety and security program are detailed in the District's emergency operations plan.</p>

With this policy, the Board adopts the model health and safety guidelines for the effective integration of digital devices in schools that have been developed by the Texas Education Agency and the Health and Human Services Commission.

The Superintendent shall develop regulations that implement these guidelines.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint
Processes

Employee complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with DGBA after the relevant complaint process:

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with [the DIA series](#).
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with [the DIA series](#).
3. Complaints concerning retaliation relating to discrimination and harassment shall be submitted in accordance with [the DIA series](#).
4. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with [the CKE series](#).
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

Notice to Employees

The District shall inform employees of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages employees to discuss their concerns with their supervisor, principal, or other appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

Direct Communication with Board Members	Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.
Formal Process	<p>An employee may initiate the formal process described below by timely filing a written complaint form.</p> <p>Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.</p> <p>The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.</p>
Freedom from Retaliation	Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.
Whistleblower Complaints	<p>Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level Two. Timelines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint.</p> <p>[See DG]</p>
Complaints Against Supervisors	Complaints alleging a violation of law by a supervisor may be made to the Superintendent or designee. Complaint forms alleging a violation of law by the Superintendent may be submitted directly to the Board or designee.
General Provisions Filing	Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
Scheduling Conferences	The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the employee fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the employee’s absence.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

Response	<p>At Levels One and Two, “response” shall mean a written communication to the employee from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the employee’s email address of record, or sent by U.S. Mail to the employee’s mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.</p>
Days	<p>“Days” shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”</p>
Representative	<p>“Representative” shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent him or her in the complaint process.</p> <p>The employee may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the employee designates a representative with fewer than three days’ notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District’s counsel. The District may be represented by counsel at any level of the process.</p>
Consolidating Complaints	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.</p> <p>When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.</p>
Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p>
Costs Incurred	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>

Complaint and
Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the employee does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refile is within the designated time for filing.

Audio Recording

As provided by law, an employee shall be permitted to make an audio recording of a conference or hearing under this policy at which the substance of the employee's complaint is discussed. The employee shall notify all attendees present that an audio recording is taking place.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the employee within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the employee did not receive the relief requested at Level One or if the time for a response has expired, the employee may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The employee may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the employee at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the employee did not receive the relief requested at Level Two or if the time for a response has expired, the employee may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the employee of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The employee may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the employee notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three

presentation. The Level Three presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

General Education

Consistent with ~~TEA's~~the Texas Education Agency (TEA) *Student Attendance Accounting Handbook (SAAH)*, a student may be eligible for general education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical or psychological reasons specifically documented by a physician licensed to practice in the United States. The weeks of confinement need not be consecutive. The parent's request for services shall be submitted to the principal in accordance with TEA's *SAAH* and administrative procedures.

The principal or designee shall convene a placement committee composed of at least a campus administrator, a teacher of the student, and the parent or guardian of the student to consider the necessity of providing general education homebound instruction to the student. If the committee determines that such instruction is appropriate, the committee shall determine the type and amount of instruction to be provided and, if applicable, the length of the transition period to the school-based setting based on current ~~medical~~ information regarding the medical or psychological condition.

Special Education

Consistent with state rule and the *SAAH*, a student receiving special education services may be eligible for special education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical or psychological reasons specifically documented by a physician licensed to practice in the United States. ~~If a student is chronically ill, the student's admission, review, and dismissal (ARD) committee shall determine whether the~~The weeks of confinement need ~~to not~~ be consecutive.

~~If the ARD~~If a student's admission, review, and dismissal committee determines that homebound instruction is appropriate, the committee shall determine the type and amount of instruction to be provided in accordance with law, and, if applicable, the length of the transition period to the school-based setting based on current ~~medical~~ information regarding the medical or psychological condition.

Documentation of Services

The District shall maintain full documentation about students receiving homebound services, in accordance with administrative procedures, the *SAAH*, and a student's individualized education program ~~(IEP)~~, as applicable.

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.

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- ~~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:~~

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- ~~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.~~

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- ~~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 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.

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, which may include items from the list of resources adopted by the State Board of Education, shall be chosen 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.

**Reconsideration of
Instructional
Materials**

A District employee or a parent or guardian of a District student may request reconsideration of 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 a request for reconsideration 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 Request for
Reconsideration

A complainant shall make any formal request to reconsider an instructional material 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 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 EFA.

The purpose of this policy is to ensure that the District provides 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. This policy also provides standards for collection development and the selection and evaluation of library materials.

**Collection
Development Policy**

In this policy, “library materials” may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library.

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, and online catalogs.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure librarians, professional library staff, and other designated professional staff trained on the proper collection development standards select and acquire library materials in accordance with state law and rules, this collection development policy, and administrative procedures.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law and the District’s collection development purpose and goals.

Collection
Development Goals

In addition to the requirements in state law and rules, the District’s library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.
3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.
5. 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.

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6. Represent diverse viewpoints and cultures appropriate to each campus to ensure the collection embodies the unique background of its student population.

Selection and
Evaluation of
Materials

Library materials shall be selected and acquired in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

When selecting, acquiring, and evaluating library materials, librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the selection of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District community members.
2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.
6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.
7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental
Involvement

Parents and guardians are the primary decision makers regarding their student's access to library material. 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 or guardian. Parents and guardians 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 procedures, parents or guardians may select alternative library materials for their student. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

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

*Access
Procedures*

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Online Catalog

A parent or guardian who wishes to access an online catalog shall submit a written request to the principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

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LIBRARY MATERIALS

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Protection from
Inappropriate
Material

Library materials shall not include “harmful material” as defined by Penal Code 43.24(a)(2); “obscene” material as defined by Penal Code 43.21(a)(1); any library material that is pervasively vulgar or educationally unsuitable as referenced in *Board of Education v. Pico*; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

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

Reconsideration of
Library Material

A District employee or a parent or guardian of a District student may request the reconsideration of a library material maintained in the District's library program.

*Guiding
Principles*

The following principles shall guide the review of a request to reconsider a library material:

1. An individual 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 or guardian'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 student if requested by the student's parent or guardian.

In addition to compliance with state law and this policy, a 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 in the library material or the personal background of the library material's author or the personal background of the characters in the material.

*Informal
Reconsideration*

When the District or a campus receives an objection to the appropriateness of a library material, the appropriate librarian or adminis-

trator 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.

The librarian or administrator shall offer a concerned parent or guardian an alternative library material to be used by the child in place of the material and, if requested, shall restrict the child's access to the material objected to by the parent or guardian.

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

*Formal Request
for
Reconsideration*

The District shall make a form to request reconsideration of library material available in the District's administrative office.

If an employee or a parent or guardian of a District student wishes to request reconsideration of a library material, they shall follow the procedures to complete and submit the request for reconsideration form.

After a request for reconsideration form is submitted, the form shall be provided to the Superintendent. Copies of the form shall be provided to the school librarian, the Board, and any other staff designated in administrative procedures.

*Reconsideration
Committee*

For purposes of this policy, "days" shall mean District business days, unless otherwise noted.

The principal shall appoint a reconsideration committee and notify committee members within 10 days of receiving the request for reconsideration form.

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

Within 10 days of appointment of the committee the District shall provide members of the committee the relevant materials to review. If additional time is required to obtain and distribute the materials for review, all members of the committee shall be informed that a reasonable extension of time is needed.

All members of the committee shall review the challenged library material in its entirety and determine whether the material conforms to this policy and whether the material will continue to be available in the library. The committee shall prepare a written report of its findings.

Absent extenuating circumstances, the written report shall be provided to the administration within 60 days of the District providing the material to the committee members. In calculating timelines under this policy, the day the committee is provided the materials is "day zero." The following business day is "day one."

Extensions of time due to extenuating circumstances shall take into consideration the time necessary to convene the committee members, the amount of material being reviewed, and any other pending reconsideration requests being handled by the committee.

An extension of any deadline shall be promptly communicated to the individual who submitted the request for reconsideration.

The Superintendent, the school librarian, the individual submitting the request for reconsideration, and any other appropriate administrators shall receive a copy of the committee's report.

Appeal

An individual who submitted a request for reconsideration may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the level immediately preceding Board consideration of a complaint. [See DGBA and FNG]

Frequency of Review

After a library material has been reviewed through the reconsideration process, it shall not be reviewed again within two calendar years of the reconsideration committee's final decision.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, 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 C]

Gifts and Donations

The District shall accept gifts and donations of library materials 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]

Policy Review

This policy shall be reviewed at least every three years and revised as necessary.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with [the FFH series](#).
2. Complaints concerning dating violence shall be submitted in accordance with [the FFH series](#).
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with [the FFH series](#).
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.

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STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with [the CKE series](#).
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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- Untimely Filings All time limits shall be strictly followed unless modified by mutual written consent.
- If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.
- Costs Incurred Each party shall pay its own costs incurred in the course of the complaint.
- Complaint and Appeal Forms Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.
- Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.
- A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refile is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The

written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or par-

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

ent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be filed in accordance with the EF series.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be filed in accordance with [the CKE series](#).

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Guiding Principles

Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on

the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the individual fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the individual's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the individual from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the individual's email address of record, or sent by U.S. Mail to the individual's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by an individual to represent the individual in the complaint process.

The individual may designate a representative through written notice to the District at any level of this process. If the individual designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date

of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the individual does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

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1. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other

relevant documents or information the administrator believes will help resolve the complaint.

Level Two

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The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The individual may request a copy of the Level One record.

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The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

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The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the individual of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The individual may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation

from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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JULY 22, 2024

AGENDA ITEM: IX.E

SUBJECT: Staff Development Minutes Waiver

BACKGROUND INFORMATION: The staff development waiver allows the district to train staff on various educational strategies designed to improve student performance in lieu of student instruction during the school year.

Effective with the 2018-2019 school year, the Staff Development Minutes Waiver provides for a maximum of 2,100 total waiver minutes to use for professional development for districts and charter schools that provide operational and instructional minutes.

Each district and open-enrollment charter school may choose how to apply their approved Staff Development Minutes Waiver. For instance, schools may choose to offer early release, late start, all day staff development, or a combination. However, the total waiver minutes for staff development shall not exceed 2,100 minutes per year.

This waiver is for staff development in place of student instruction; therefore, the waiver minutes are only applicable to staff development provided instead of student instruction during the school year. Effective with the 2018-2019 school year, the Staff Development Minutes Waiver may not be used prior to the first day of student instruction or after the last day of student instruction.

On staff development days when students are in attendance part of the day, in order to receive full ADA funding, the district or open-enrollment charter school must provide at least 120 minutes of student instruction. Instructional minutes are defined in the SAAH as the portion of the school day in which instruction takes place along with other exceptions. In addition to the 120 minutes of student instruction, any staff development waiver minutes reported must reflect actual staff development minutes provided.

RECOMMENDED ACTION: to approve the TEA Staff Development Minutes Waiver for the 2024-2025 school year, as presented

ACTION REQUIRED: YES



Waivers

2023-2024 Application for Staff Development Minutes Waiver

Waiver ID: 77639

Application Information

Category: Expedited
Creation Date: 6/24/2024

Creator: Bryan Allen, District Superintendent
Approving Superintendent:

Status: Draft
Assigned To:

LEA Contact

Full Name:
Phone: Ext:
Email:

LEA Information

LEA: CLYDE CISD (030902)
Address: 526 SHALIMAR DR, CLYDE, TX 79510-0479
Phone: (325) 893-4222

Date of LEA Board of Trustees Approval

Date:

Information

Pursuant to Texas Education Code (TEC) §25.081 this waiver allows the district or charter school to train staff on various educational strategies designed to improve student performance in lieu of a maximum of:

- 2,100 minutes of student instruction for districts and charter schools that provide operational and instructional minutes; or
- 5 days of student instruction for charter schools that provide 180 days of operation

Requested Years

LEA Attachments (0)

There are no LEA attachments.

CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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JULY 22, 2024

AGENDA ITEM: IX.F

SUBJECT: Region 14 ESC Contract for Services

BACKGROUND INFORMATION: Board Policy CH(LOCAL) requires that any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

The services from Region 14 are provided at a substantial discount to the open market. A breakdown of the contract for services is attached.

RECOMMENDED ACTION: to approve the Region 14 ESC Contract for Services for the 2024-2025 school year, as presented

ACTION REQUIRED: YES

Contract # 1864 - Contract for Services

Program	Units	\$ Fee	\$ Adjusted fee	\$ Local funding	\$ State funding	\$ Federal funding
Advanced Academic Services		6,500.00	6,500.00	6,500.00	0.00	0.00
Ascender Business Software Support		21,600.00	21,600.00	21,600.00	0.00	0.00
Ascender Student Infrastructure and Hosting Services		32,400.00	32,400.00	32,400.00	0.00	0.00
Bilingual/ESL		500.00	500.00	500.00	0.00	0.00
Building Effective Leaders Academy	4 users	750.00	750.00	750.00	0.00	0.00
Counselor Consortium	4 users	350.00	350.00	350.00	0.00	0.00
Curriculum Consultant	10 days	6,000.00	6,000.00	6,000.00	0.00	0.00
Curriculum Leadership		350.00	350.00	350.00	0.00	0.00
Discovery Education Experience - DEX	1408 students	2,900.48	2,900.48	2,900.48	0.00	0.00
Eduphoria! Suite		9,450.00	9,450.00	9,450.00	0.00	0.00
Safe and Effective Schools	1 days	700.00	700.00	700.00	0.00	0.00
School Health		4,500.00	4,500.00	4,500.00	0.00	0.00
TEKSbank		1,849.00	1,849.00	1,849.00	0.00	0.00
Texas Essential Knowledge and Skills Resource System (TEKS R S)		9,120.00	9,120.00	9,120.00	0.00	0.00
Texas Student Data System (TSDS)		4,200.00	4,200.00	4,200.00	0.00	0.00
West Texas Telecommunications Consortium (WTTC)		36,750.00	36,750.00	36,750.00	0.00	0.00

Program	Units	\$ Fee	\$ Adjusted fee	\$ Local funding	\$ State funding	\$ Federal funding
Totals			\$137,919.48	\$137,919.48	\$0.00	\$0.00

Contract # 1864 - Cooperatives

Program	Participating
Region 14 Employee Benefits Cooperative	Yes
West Texas Food Service Coop	Yes

Contract # 1864 - Shared Service Arrangements

Program	Participating	\$ Funding	\$ Passed to ESC	\$ Flow to ISD
ARP Homeless II	No			
Early Head Start	No			
ESEA Title III Part A	Yes	1,132.00	1,132.00	0.00
Head Start	Yes	0.00	0.00	0.00
Strengthening Career & Technical Education for the 21st Century Act (Perkins V)	No			
Title I, Part C - Migrant Education	Yes	3,367.00	673.00	2,694.00
Title II, Part A	Yes	49,292.00	12,323.00	36,969.00
Title IV	No			
	Totals	\$53,791.00	\$14,128.00	\$39,663.00

G. Consideration and Possible Action to Approve a Resolution of the Board to Name Bryan Allen and Rhonda Neal as Authorized Representatives for the TexSTAR Investment Pool

CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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JULY 22, 2024

AGENDA ITEM: IX.G

SUBJECT: TexSTAR Authorization

BACKGROUND INFORMATION: Board Policy CDA(LOCAL) allows the District to use a variety of strategies to invest the District’s funds, including “public finds investment pools.” Clyde CISD is a member, through interlocal agreement, with TexSTAR Short Term Asset Reserve Fund. The Board will need to approve the investment officers as “authorized representatives” of the district in order to use the pool.

RECOMMENDED ACTION: to approve a resolution of the board to name Bryan Allen and Rhonda Neal as Authorized Representatives for the TexSTAR Public Investment Pool, as presented

ACTION REQUIRED: YES



AMENDING RESOLUTION

WHEREAS, _____

(the "Government Entity") by authority of the Application for Participation in TexSTAR (the "Application") has entered into an Interlocal Agreement (the "Agreement") and has become a participant in the public funds investment pool created there under known as TexSTAR Short Term Asset Reserve Fund ("TexSTAR");

WHEREAS, the Application designated on one or more "Authorized Representatives" within the meaning of the Agreement;

WHEREAS, the Government Entity now wishes to update and designate the following persons as the "Authorized Representatives" within the meaning of the Agreement;

NOW, THEREFORE, BE IT RESOLVED:

SECTION 1. The following officers, officials or employees of the Government Entity specified in this document are hereby designated as "Authorized Representatives" within the meaning of the Agreement, with full power and authority to open accounts, to deposit and withdraw funds, to agree to the terms for use of the website for online transactions, to designate other authorized representatives, and to take all other action required or permitted by Government Entity under the Agreement created by the application, all in the name and on behalf of the Government Entity.

SECTION 2. This document supersedes and replaces the Government Entity's previous designation of officers, officials or employees of the Government Entity as Authorized Representatives under the Agreement

SECTION 3. This resolution will continue in full force and effect until amended or revoked by Government Entity and written notice of the amendment or revocation is delivered to the TEXSTAR Board.

SECTION 4. Terms used in this resolution have the meanings given to them by the Application.

Authorized Representatives. Each of the following Participant officials is designated as Participant's Authorized Representative authorized to give notices and instructions to the Board in accordance with the Agreement, the Bylaws, the Investment Policy, and the Operating Procedures:

- 1. Name: _____ Title: _____
Signature: _____ Phone: _____
Email: _____
- 2. Name: _____ Title: _____
Signature: _____ Phone: _____
Email: _____
- 3. Name: _____ Title: _____
Signature: _____ Phone: _____
Email: _____
- 4. Name: _____ Title: _____
Signature: _____ Phone: _____
Email: _____

{REQUIRED} PRIMARY CONTACT: List the name of the Authorized Representative **listed above** that will be designated as the Primary Contact and will receive all TexSTAR correspondence including transaction confirmations and monthly statements

Name: _____

{OPTIONAL} INQUIRY ONLY CONTACT: In addition, the following additional Participant representative (**not listed above**) is designated as an ***Inquiry Only*** Representative authorized to obtain account information:

Name: _____ Title: _____
Signature: _____ Phone: _____
Email: _____

Participant may designate other authorized representatives by written instrument signed by an existing Participant Authorized Representative or Participant's chief executive officer.

DATED _____



(NAME OF PARTICIPANT)

SIGNED BY: _____
(Signature of official)

(Printed name and title)

ATTESTED BY: _____
(Signature of official)

(Printed name and title)

FOR INTERNAL USE ONLY
APPROVED AND ACCEPTED: TEXAS SHORT TERM ASSET RESERVE FUND
.....
AUTHORIZED SIGNER

10. Closed Session

A. Personnel (Gov't Code 551.074)

B. School Safety and Security Measures (Gov't Code 551.076)

C. Consult with Attorney (Gov't Code 551.071)

11. Open Session: Act Upon Items Discussed in Closed Session as Needed

A. Consider approval of employment as presented

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CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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JULY 22, 2024

AGENDA ITEM: XIA

SUBJECT: Ratification of Newly Hired Employees

BACKGROUND INFORMATION: The Board approved a resolution authorizing the superintendent to offer contracts during the summer months. A list of newly hired employees is attached.

RECOMMENDED ACTION: to ratify the newly hired professional employees under the temporary superintendent hiring authority, as presented

ACTION REQUIRED: YES

CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

526 Shalimar Drive, Clyde, Texas 79510 Telephone: (325) 893-4222

Bryan W. Allen
Superintendent

PERSONNEL REPORT (as of 7/18/24)

Current Job Postings

- Current
 - CIS Classroom Teacher
 - CES Classroom Teacher (2)
 - CJH Classroom Teacher
 - CJH 8th Grade Math/Algebra Teacher
 - CHS Teacher/Coach
- Ongoing
 - Substitutes, Instructional Aide/Paraprofessionals, Maintenance, Transportation, Custodial, and Food Service Positions

Resignations

- Katlyn McCoy, CHS Teacher/Coach
- Paul Munshower, CHS Teacher/Coach
- Ashton Astwood, CJH Teacher
- Laura Erwin, CES Teacher
- Jessica McGuire, CES Teacher
- Maria Hunt, CJH Custodian
- Jeff Huff, CHS Teacher/Coach
- Katlin Burnett, CES Aide
- Teresa Tarpley, CIS Aide

Recent Hires

- Bethany Odom, CHS Counselor
- Josh Alcorn, CHS Teacher/Coach
- Michelle Howard, CHS Teacher
- Duke Womack, CHS Teacher
- Linda Hudson, Food Service
- Darlene Holland, Administrative Assistant to the Superintendent/Board
- Aaliyah Aguirre, Custodian
- Jaci Miller, CIS Teacher
- Sue James, CIS Aide
- Elizabeth Johnson, CJH Aide
- Alexander Jones, CHS Counselor
- Michelle Howard, CHS Teacher
- Chris Valles, CJH Teacher/Coach
- Idas (Glen) Petty, CHS Teacher/Coach
- Barnabas Radke, CJH Teacher

Contract Considerations

Updates

Other Considerations

12. Adjournment

In accordance with the Texas Open Meetings Act (Subchapters D and E of Ch. 551. Tex. Gov't. Code), the Board may enter closed meeting to deliberate any subject authorized by Subchapter D that is listed on the agenda for this meeting. Any final action, decision, or vote on a subject deliberated in closed meeting will be taken in an open meeting held in compliance with the Texas Open Meetings Act.

On this July 18, 2024 at 3:00 p.m., a copy of this notice was posted on the bulletin board at the entrance of the Clyde CISD Administration Building, 526 Shalimar Drive, Texas, and distributed to local media representatives as requested.

Bryan W. Allen, Superintendent