

Agenda of Special Meeting

The Board of Trustees Canutillo ISD

A Special meeting of the Board of Trustees of Canutillo ISD will be held January 9, 2023, beginning at 5:30 PM in the Canutillo ISD Administration Office, 7965 Artcraft, El Paso, TX 79932.

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

1. **GENERAL FUNCTIONS-OTHER**

- A. Call to Order
- B. Roll Call

2. **OPEN FORUM-OTHER**

Any person wishing to address the Board during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL):

Each participant will be limited to **THREE MINUTES** to make comments to the Board. The Board is **NOT** permitted to discuss or act upon any issues that are not posted on the agenda for tonight's meeting.

For further information on those policies, contact the Superintendent's Administrative Assistant.

3. **BOARD OF TRUSTEE BUSINESS**

- A. Introduction of Cabinet Members.
Presenter: Dr. Galaviz
- B. Discussion regarding Board Operating Procedures, New Board Member Orientation and Training information. 3
Presenter: Priscilla Mata
- C. Discussion of Lone Star Governance Constraints. 40
Presenter: Dr. Galaviz
- D. Discussion and recommendation to approve TASB Localized Policy Update 119 - **2nd Reading.** 41
Presenter: Martha Carrasco
- E. Discussion of potential May 2023 Bond.
Presenter: Dr. Galaviz/Gustavo Reveles

4. **EXECUTIVE SESSION**

To Consult with Attorney Under Sections 551.071 and 551.072 of the Texas Government Code:

- A. Discussion regarding the purchase and sale of land.

5. **NEW BUSINESS (continued); OTHER**

- A. Discussion and possible action regarding the purchase and sale of land.

6. **ADJOURNMENT**

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

CANUTILLO A Premier District

BOARD TEAM OPERATING PROCEDURES

Updated August 2022

7965 Artcraft | El Paso, TX 79932
915.877.7400 | www.canutillo-isd.org

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Canutillo ISD Board Team Operating Procedures

I. Introduction

The Canutillo Independent School District Board of Trustees has adopted these Board Team Operating Procedures in the spirit of collaboration and teamwork that guide our work and the work of the Superintendent on behalf of all the students of Canutillo ISD. These procedures are consistent with our Board Members, Creed, Code of Ethics, Mission Statement, and Vision Statement, and with all other laws and policies governing the operation of the Board and the District.

These procedures are especially important in the way that they exemplify our commitment to the District's Core Values (e.g. accountability, commitment, trust, respect, integrity, high expectations, and teamwork) and District Goals. Further, these Board Team Operating Procedures take the extra step beyond adherence to laws and policies. They demonstrate our dedication to holding ourselves accountable as a team to be collaborative, flexible, and inclusive as we strive to achieve our mission to maximize our students' academic, artistic, athletic, and social skills.

II. School Board Members' Creed

I, as a Board member, recognize that my responsibility is to act as a governing body and work as a team with my fellow trustees to see that the district is well-managed through effective policies.

- A. I am a citizen elected to represent the people of the entire School District, not just a specific group of people or those living in a subdivision or area.
- B. I realize that my authority as a member of the Board of Trustees exists only during legally announced meetings and that all other times I am a private citizen.
- C. My work as a member of the Board of Trustees consists of assisting in selecting a competent Superintendent to guide the District, deciding within the provisions of applicable laws what is to be done, setting educational priorities, and appraising the work to see that it is done competently and economically. The administration of the educational program and the conduct of school business shall be left to the Superintendent of schools and his/her staff.
- D. As a member of the Board of Trustees, I deal directly with the Superintendent or through the Board President and do not attempt to handle school business matters with other District employees.
- E. I listen impartially to all persons who come to me with questions, problems, and/or comments on the capabilities of personalities of school employees, and direct them to the appropriate employees of the school District and apprise them of the administrative procedure for all complaints/grievances.
- F. I must make my own decisions. I will not join any faction or group of the Board of Trustees. Each time I cast my vote, it will be because of the facts regarding the individual issues, not because of anyone else's position or voting alignment. I abide by majority decisions of the Board and I publicly support these decisions even though I may have voted with the minority.
- G. I will not seek special privileges for myself, my relatives, or my friends.
- H. I will seek to ensure that our students have a quality education.
- I. I will uphold my personal obligations to the community and the state.
- J. I will to serve the School District with dignity and honor.

III. Code of Ethics

Board of Trustees' Code of Ethics-Related policy BBF(Local Policy)

As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards:

Equity in Attitude

- A. I will be fair, just, and impartial in all my decisions and actions.
- B. I will accord others the respect I wish for myself.
- C. I will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness in Stewardship

- A. I will be accountable to the public by representing District policies, programs, priorities, and progress accurately.
- B. I will strive to involve the community by ensuring that it is fully and accurately informed about our schools and will try to interpret community aspirations to the school staff.
- C. I will work to ensure prudent and accountable use of District resources.
- D. I will recognize that authority rests only with the whole Board assembled in meeting and will make no personal promise to take private action that may compromise my performance or my responsibilities.
- E. I will refer all complaints through the proper 'chain of command' within the system and will act on such complaints at public meetings only when administrative solutions fail.

Honor in Conduct

- A. I will tell the truth.
- B. I will share my views while working for consensus.
- C. I will arrive at conclusions only after discussing all aspects of the issue at hand with my fellow Board members in meetings. I will respect the opinions of others and abide by the principle of majority rule.
- D. I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity of Character

- A. I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- B. I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- C. I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.

Commitment to Service

- A. I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- B. I will diligently prepare for and attend Board meetings. I will notify, in advance, either the Board President or the Superintendent when I am unable to attend a Board meeting.
- C. I will avoid personal involvement in activities the Board has delegated to the Superintendent.
- D. I will seek continuing education that will enhance my ability to fulfill my duties effectively.

Student-centered Focus

- A. I will be continuously guided by what is best for all students of the District.

Related policy:

- › **BBF(Local)**

IV. Procedures

A. Board Member Rules of Conduct-

In keeping with its ethical responsibility to make decisions in terms of the educational welfare of all children in the District, and recognizing that decisions must be made by the Board as a whole, the Board is determined that the following rules of conduct should be followed by each individual Board member in order to maintain the integrity of the Board and protect the Board, the District, and individual Board members from needless liability. These guidelines are not intended to discourage the free expression of opinion by Board members or to restrict the participation of Board members in the political process in any way. Just as the Board may not unlawfully restrict the First Amendment rights of expression of District employees, the Board does not intend, by this policy, to restrict the First Amendment rights of expression of individual Board members, rather, it is the intent of this policy to address issues of governance and to make sure that Board members understand and maintain the proper relationship between the Board, the District, the administration, District employees, students, and the public.

1. Board members shall follow Board policy and will abide by the decisions of the Board as a whole.
2. Board members shall not take individual actions that will compromise the School District, the Board, or the administration. Board members recognize that they are only authorized to take action in an official capacity as a member of the Board as a whole or when delegated authority by the Board as a whole.
3. Board members will not represent to anyone that they as individuals have any authority to act on behalf of the Board, the District, or the administration unless expressly authorized by the Board to do so.
4. Board members shall respect the role of the administration and will not encroach on administrative duties or attempt to micromanage the affairs of the School District.
5. Board members shall refer to the Superintendent any and all complaints received by them from citizens, including students, parents, and employees, where any action by the administration may be required.
6. Board members shall not try to solve complaints or grievances individually, except that they may counsel patrons or employees who inquire as to the correct procedure to be followed for the resolution of complaints and grievances.

7. Board members will not conduct investigations on their own of complaints by citizens, including students, parents, and employees. In the event a Board member receives a complaint or has concerns regarding any employee other than the Superintendent, he/she shall notify the Superintendent and/or the Board President and, if dissatisfied with the response, or if he/she otherwise believes it to be necessary, he/she may bring the matter to the attention of the Board as a whole in executive session at a properly posted meeting. Any decision to conduct an investigation, and the manner in which an investigation is to be conducted, shall rest with the Superintendent or the Board, for matters related to employees other than the Superintendent, and with the Board, for matters relating to the Superintendent. Any recommendations for proposed personnel action shall be dealt with in accordance with Chapter 21 of the Texas Education Code.
8. Board members may not circumvent the Superintendent and communicate with the staff about any matter within the purview of the Superintendent without first informing and attaining the approval of the Board. This does not mean that Board members are not free to communicate with staff members. However, Board members will apprise the Superintendent and the Board of any such communication any time they are requested to do so and any time such communication concerns a problem or complaint regarding the administration of the District on the individual campuses.
9. Board members will not conduct meetings with personnel during their hours of work without notifying the Board, The Superintendent, and the building principal (or supervisor of the facility where the employee is employed) prior to the time such meeting is scheduled.
10. Individual Board members shall not directly communicate with vendors or bidders to the District regarding any school business without the express prior authorization of the Board.
11. Board members will not individually undertake to observe the performance of employees, including classroom teachers, for the purpose of evaluating their performance.
12. Board members will not reprimand staff or provide direction to staff including the Superintendent, outside the confines of a Board meeting.
13. Board members will not attempt to exert pressure or influence the staff in order to coerce them into making particular recommendations or decisions.
14. Board members shall not place themselves in a position that may present a conflict of interest or that may bring into question the impartiality of the Board. In this regard, Board members shall be cognizant of the fact that they may be called upon to sit as final arbiters in connection with grievances filed by employees or patrons, as well as dues process hearings.

15. Board members will not conduct individual interviews with perspective
16. Board members will be honest with other members of the Board concerning all actions taken by them outside the confines of a Board meeting which concern or relate to the business of the School District.
17. Board members will endeavor to inform themselves about the requirements of the Texas Open Meetings Act and will seek to comply with this law at all times. Questions regarding compliance, including questions regarding the posting of matters on Board agendas, will be addressed to the Superintendent or Board President as early as possible.

B. To Maintain relations with other members of the school board, I will:

1. Respect the rights of others to have and express opinions.
2. Recognize that authority rests with the school board in legal session - not with the individual members of the school board except as authorized by law.
3. Make no disparaging remarks, in or out of school board meetings, about other members of the school board or their opinions.
4. Keep an open mind about how I will vote on any proposition until the board has met and fully discussed the issue.
5. Make decisions by voting in school board meetings after all sides of debatable questions have been presented.

Related Policies:

- › **DGBA(Legal Framework) and (Local Policy),**
- › **FNG(Legal Framework) and (Local Policy),**
- › **GF(Local Policy),**
- › **BBF (Local Policy),**
- › **BED (Legal Framework) and (Local Policy)**
- › **BDAA (Local Policy)**

Under normal circumstances, violations of the above guidelines will result in a warning to the individual Board member by the Board as a whole. For repeated violations or for violations which the Board determines to be sufficiently egregious to warrant more severe action, the Board may initiate a complaint with the Texas Education Agency or appropriate law enforcement agency, and in extreme situations, may pursue legal action against the individual Board member in order to protect the District and the Board from unnecessary exposure to legal liability.

Before each Board election in which new Board members are elected, these guidelines will be included in the trustee application packet so that all prospective Board members will be aware of the existence of these guidelines, their duty to follow them, and the potential consequences of their failure to abide by them. After the election, these guidelines will then be brought before the Board for a vote of affirmation.

V. Other Operating Procedures

A. Standing Committees of the Board

1. The functions of committees established by the Board shall be fact-finding, deliberative, and advisory. No committee shall have the power to act.
2. Committees will consist of three trustees appointed by the Board President.
3. Any committee member who misses three meetings in a year may be replaced by the Board President.
4. Committee chairs will approve agendas prior to posting and minutes prior to being placed on a regular board agenda.

B. When a trustee is appointed or recommended by the Board of Trustees to represent or perform in an elected position, a position which must be voted on and approved by the Board, that trustee must be accountable and provide information related to those duties and responsibilities to the Board and community when requested.

Related policies:

- › **BBF(Local Policy),**
- › **BE(Local Policy),**
- › **BE(Legal Framework),**
- › **BEC(Legal Framework),**
- › **BJA(Local Policy),**
- › **BBE(Legal Framework),**
- › **BBE(Local Policy),**
- › **GKA(Local Policy),**
- › **GKA(Legal Framework),**
- › **BDAA(Local Policy)**

C. Communication-

1. Team member communication between Board meetings:
The word communication(s) refers to any message, oral or written, regardless of the medium, including, but not limited to, telephone calls, e-mail messages, faxes, text messages, or face-to-face meetings. Trustees should respect the Superintendent's and other administrator's schedules and exercise courtesy by calling ahead for an appointment. Whenever possible, Board members should submit comments and questions in writing to the Superintendent utilizing the Board Inquiry Request Form. In all respects, the interactions and the relationships between board members and the Superintendent should be civil, respectful, and professional.
 - a. The Superintendent will communicate with each Board member via weekly Board information packets to inform them of significant issues in the district. However, the following information will be communicated on the day of occurrence:
 1. Employee or student arrest occurring on campus.
 2. Employee or student major medical emergencies occurring on campus.
 3. Serious theft or security breaches occurring on campus.
 4. Actual or attempted abduction.
 5. Breaking news on any other important issue.
 - b. The Superintendent will communicate requested information to all Board members in as timely a manner as possible without interfering with the conduct of regular District business.
 - c. The Superintendent will meet with the Board President as needed, or communicate by telephone, fax, and/or e-mail to inform him/her of District issues that may need to come before the Board for information or action.
 - d. The Superintendent will distribute any information requested by the Board President or other Board members to each member of the Board.
 - e. Board members may communicate with other individual members for purposes of asking questions, clarifying information, or socializing under circumstances that do not conflict with or circumvent the Texas Open Meetings Act.
 - f. Board members may not communicate with other individual members for purposes of soliciting votes in support of or opposition to items of business that may come before the Board.

- g. Board members who wish to share information relevant to District business or issues before the Board will relay the information to the Board President and the Superintendent for distribution to all members in the weekly Board information packets.
2. Requests for information not related to meeting agendas
- a. Board members should fill out the Board Inquiry Request Form to request information about the District or Board business.
 - b. The Superintendent at his/her discretion may refer the Board member to a staff person with knowledge about the information requested.
 - c. The Superintendent will determine if the information requested is readily available or if additional time is needed to gather the information or research the topic.
 - d. If the information is available, the Superintendent will provide it to the requesting member and to all other members of the Board. If a written response is provided, a copy will be provided to each Board member.
 - e. If the Superintendent determines that the request is unreasonable and will divert staff time or attention from Board or District priorities, he/she or the requesting Board member may ask the Board President to place the request on a meeting agenda. The requesting member may then ask if a majority of the Board wishes to direct the Superintendent to generate a report with the requested information.
 - f. All printed materials will be tracked along with the cost associated with them.
3. Visiting school campuses and other facilities
- a. Board members may visit schools and other District facilities, in accordance with state and local laws and policies, to gain knowledge and understanding of programs and facilities, observe progress toward the District Mission, and to foster community relations.
 - b. Board members are encouraged to participate in campus activities to which they have been specifically invited, and are encouraged to attend as many school events as their time permits. If a quorum of school board members is present, board members will not engage in any discussions among themselves or with others, regarding school business.

- c. Board members should inform the Superintendent's Office, the campus principal, or supervisor of the facility at least 7 calendar days in advance when they are planning a visit.
- d. Upon entering a school campus or District facility, Board members should register at the office following campus or facility guidelines.
- e. Board members will not enter construction areas or other hazardous areas without proper protective equipment and a knowledgeable escort.
- f. Board members must wear their identification badges at all times when visiting a campus or District facility otherwise, entry into the facility will not be granted, no exceptions.
- g. Trustees should not make presentations on behalf of the Board during campus visits, unless duly authorized by the Board as a whole.
- h. Trustees should not inspect campuses, observe personnel, or engage in other administrative activities unless duly authorized by the Board as a whole.
- i. Board members may interact with staff members or students during free periods, lunch, or recess.
- j. Board members will not enter teachers' classrooms or individual buildings for the purposes of conducting evaluations or investigations.
- k. Board members may not give advice or direction to staff members or students or act in an administrative capacity except when immediate safety or liability is an issue. Requests for administrative information should be submitted to the Superintendent.
- l. Board members will not ask district employees for extraordinary consideration for anyone.
- m. This procedure does not cover Board members who are visiting a campus as a parent. While visiting with teachers of their own children, board members will make it clear that they are acting as parents rather than as members of the Board. Board members will not request nor accept extraordinary consideration for themselves or their children.

4. Responses to citizen requests or complaints

- a. When communicating with the citizen(s), trustees should listen briefly and respectfully while remaining impartial and urge the citizen to follow the school hierarchy/chain of command (e.g. teacher, principal, associate superintendent) to resolve the issue or complaint. Trustees should communicate citizen request or complaints directly to the Superintendent.

5. Responses to employee requests or complaints

- a. Trustees should not discuss District business directly with employees because the effectiveness of the Superintendent or others may be undermined. If an employee wants to discuss District business with the trustee, the trustee should:
 1. advise and encourage the employee to follow appropriate channels within the District's organizational structure;
 2. submit a written or oral summary of the situation to the Superintendent, if the request or complaint involves activity that is serious enough to warrant the Superintendent's purview.
- b. If the employee expresses a complaint, the trustee should advise the employee to follow the chain of command outlined in District policy. (Refer to policy on employee complaints/grievances).

6. Communicating with the media

- a. The Board President or Vice President shall be the official spokesperson for the Board to the media on issues of media attention that require a response from the Board.
- b. The Superintendent or a designated staff member shall be the official spokesperson for the District to the media on issues of media attention that relate to District operations.
- c. Board members retain the right to speak to the media as an individual, but are strongly encouraged to direct media inquiries to the Superintendent.
- d. When speaking as an individual, Board members should:
 1. clarify that he/she is speaking as an individual and not for the Board of Trustees.
 2. remind the media representative(s) of the position or action of the Board of Trustees related to the issue in question.

7. Communicating with the community

- a. Board members are encouraged to participate in community activities as liaisons between the public and the School District. When doing so, Board members are expected to:
 1. relay information about District goals,
 2. interact in a positive manner,
 3. listen politely and respectfully to comments, and
 4. refer questions about specific District activities to the appropriate staff person when they do not know the answers.
- b. The Board of Trustees encourages community input.
- c. Board members should refer all anonymous calls and letters to the Superintendent if they involve the safety or security of students and/or employees.
- d. Signed letters addressed to the Board or a Board member will be forwarded to the Board President or the Superintendent for inclusion in weekly Board information packet.
- e. The Board will communicate to the community collectively through District communication vehicles authorized by the Board in policy or the District communication plan.

8. Board and Superintendent Communications

- a. The Superintendent will communicate with Board Members in a method of his/her choosing on a routine, weekly basis to inform them of significant issues and events within the district.
- b. However, the following information will be reported on the day of occurrence:
 1. Employee or student arrest occurring on campus.
 2. Employee or student major medical emergency occurring on campus.
 3. Serious security breaches or theft occurring on campus.
 4. Actual or attempted abduction.
 5. Breaking news on any other important issue.

9. Board member concerns about board member performance

If a Board member has a concern about Board member behavior that violates any of the board operating procedures, the Board member must:

- a. Discuss the alleged violation with the other Board Member in private prior to taking any other action, unless the nature of the allegation requires immediate escalation to the Board Chair.
- b. If, after the concerned Board Member has privately discussed the alleged violation with the other Board Member, the concerned Board Member remains unsatisfied that the alleged violation has been addressed, the concerned Board Member may submit, in writing, the allegation to the Board Chair (arbiter) along with the referenced violated board operating procedure. If the Board Chair is involved in the allegation, the concerned Board Member may instead submit the allegation, in writing, to the Board Vice-Chair or the next most senior Board Member not involved in the allegation who is then obligated to serve as arbiter instead.
 1. The arbiter will call a meeting with Board Members involved within 7 calendar days to discuss the alleged violation. All parties are strongly encouraged not to allow any further escalation of these procedures and the arbiter's duty is to work to avoid such escalation.
- c. If, after the conference, the concerned Board Member remains unsatisfied that the alleged violation has been addressed, the Board Chair will call a meeting of the Board to discuss the alleged violation. The Board Chair may call upon the District's General Counsel or an external legal advisor to investigate the nature of the allegations. The findings of this investigation will be presented at the meeting of the Board.
- d. If, after the meeting of the Board to discuss the alleged violation, the Board determines that additional consideration of the alleged violation is warranted, the allegation and the investigative findings will be placed on the next regular meeting agenda.
- e. In order for the alleged violation to be considered, one of the following three motions must be made and seconded: a motion to dismiss allegations, a motion to admonish or a motion to censure.
 1. A **motion to dismiss allegations** concludes these procedures and exonerates the accused Board Member. Once a motion to dismiss allegations has passed concerning a given alleged violation, no other motions concerning that alleged violation are in order. A motion to dismiss allegations requires a majority vote to pass.

2. A **motion to admonish** is a one-time punitive action which serves as a penalty imposed for wrongdoing but carries no fine or suspension of the rights of the Board Member as an elected official. A motion to admonish must be presented in writing and must contain the exact language of the alleged violation and the proposed admonition. A copy of the motion to admonish must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to admonish requires a majority vote to pass.
3. A **motion to censure** is an action that is permanent until lifted by the Board via a majority vote of the Board. A censure serves as a penalty imposed for wrongdoing but carries no fine or suspension of the rights of the Board Member as an elected official. A motion to censure does, however, remove privileges that are not rights of Board members but that have been afforded to Board members nevertheless. A motion to censure must be presented in writing and must contain the exact language of the alleged violation and the proposed censure. A copy of the motion to censure must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to censure requires a 2/3 majority vote to pass. A motion to censure can only be lifted by a motion to dismiss allegations that occur at least one (1) meeting after the motion to censure was passed.

Examples of Board member rights include being in meetings, voting, public information requests. Anything that is not a right afforded to elected officials under law is a privilege and is forfeited by the censured Board member until the censure is lifted. Examples of privileges are set agenda items, be on district property, contact staff, meet with superintendent, access to information that does not exist, etc (these are all rights of the board but not of individual board members).

Related policies:

- › **BBF (Local Policy),**
- › **BE(Local Policy),**
- › **BE(Legal Framework),**
- › **BEC(Legal Framework),**
- › **BJA(Local Policy),**
- › **BBE(Legal Framework),**
- › **BBE(Local Policy),**
- › **GKA(Local Policy),**
- › **GKA(Legal Framework),**
- › **BDAA(Local Policy)**

D. Board Meetings and Agendas:

1. Preparation of the Board meeting agenda
 - a. The deadline for submitting items for inclusion on the agenda is noon of the sixth calendar day before regular meetings and noon on the third calendar day before special meetings.
 - b. In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. Any trustee may request that a subject be included on the agenda for a meeting, and the Superintendent shall include on the preliminary agenda of the meeting all trustee requested topics that have been timely submitted.
 - c. Before the official agenda is finalized for any meeting, the Superintendent shall consult with the Board President to ensure that the agenda and the topics included meet with the Board President's approval. In reviewing the preliminary agenda, the Board President shall ensure that any topics the Board or individual trustees have requested to be addressed are either on that agenda or scheduled for deliberation at an appropriate time in the near future. The Board President shall not have authority to remove from the agenda a subject requested by a trustee without that trustee's specific authorization.

- d. Persons other than trustees who wish to place an item on the agenda shall submit in writing to the Superintendent and the Board President the following information:
1. the topic on which the person will speak and the purpose of the presentation,
 2. the spokesperson if representing a group, and
 3. the approximate amount of time requested for the presentation; the Board President may limit the time.
 4. The Superintendent shall present the written request(s) to the Board President who must approve the item before it is placed on the agenda.

e. The items listed below may be included on a consent agenda for action together in a single vote without discussion. Placement of items on the consent agenda will be at the discretion of the Board President and the Superintendent. Any individual Board member may ask questions or discuss an item on the consent agenda by asking the Board President to remove it from the consent agenda for individual consideration. The Board President will allow discussion on any item requested for removal from the agenda by a Board member.

1. minutes of regular and special Board meetings
2. acceptance of financial reports
3. routine bid recommendations in alignment with District policy
4. approval of personnel contracts that comply with District policy
5. requests to use District facilities
6. annual renewals or Region XIX and TEA agreements
7. gifts, donations, and bequests
8. routine, non-controversial items

2. Board members' questions about the agenda

- a. Board members are encouraged to ask for information from the Superintendent before the Board meeting.
Questions about agenda items or requests for additional information will be directed to the Superintendent or the designated contact person for the agenda item. Staff members will promptly inform the Superintendent of questions from Board members. Any information or reports prepared for one Trustee shall be delivered to the remaining Trustees simultaneously.
- b. Board members should make request for information or answers to questions as early as possible to allow the administration time to prepare a response.
- c. The Superintendent will determine if the information requested is readily available or will require additional time to gather or research. If additional time is needed to provide the information, the Superintendent and Board member will agree on an appropriate time in which to provide the information.
- d. If a written summary or report is requested, the Superintendent will provide such information to each Board member prior to the Board meeting. Directives to the Superintendent or other staff members regarding the generation of new reports should be made by Board action.
- e. Even when information about agenda items is provided in advance or Board members receive answers to specific questions prior to the meeting, they are not prohibited from discussing the information at the meeting. Board members may ask additional questions about agenda items during the Board meeting.

3. Board member preparation for meetings

- a. The administration will insure that all information needed for informed decision-making is supplied to each Board member electronically at least four days before the Board meeting.
- b. Each Board member will prepare for Board meetings by studying agenda packet materials, asking clarifying questions of the Superintendent, or contact person listed for a given agenda item, or requesting additional information needed for decision-making in advance of the meeting.
- c. Board members will ask agenda-related questions of the Superintendent at least one day before Board meetings if at all possible.

- d. All printed materials will be tracked along with the cost associated with them.

4. Board meeting protocol

- a. All Board meetings will be conducted in accordance with Roberts Rules of Order Newly Revised.
- b. Board members will follow the Board approved Code of Ethics in and out of the Board meetings.
- c. Board members will comply with all legal and local policy regarding the execution of Board meetings.
- d. Board members will maintain professional and courteous behavior throughout the meeting even during emotionally charged discussions over complex issues.
- e. Board members will demonstrate respect to fellow Board members and public participants through the following behavior:
 - 1. Address each other, staff, and the public by title and last name;
 - 2. Speak only after acknowledgment from the Board President;
 - 3. Support hearing the comments of all Board members on each agenda item that is being discussed and refrain from dominating the conversations;
 - 4. Call ahead to staff regarding simple “clarifying” needs for agenda items and focus dialogue on critical agenda items;
 - 5. Refrain from condescending or critical comments to members of the staff, public, or Board;
 - 6. Focus on issues, not people or personalities;
 - 7. Courteously accept other viewpoints and Board votes;
 - 8. Seek solutions and reasonable compromises or consensus when there are differences of opinions;
 - 9. Make decisions in the context of what is best for all students in the District;
 - 10. Avoid immediate decisions and votes and possible short-term solutions when the issue calls for more discussion, understanding, and a more in-depth approach or solutions (except in emergency situations);

11. Be willing to publicly apologize to staff, patrons, or Board members if behavior is inappropriate or disruptive to the progress of the meeting; and
12. Attempt to have dialogue (multiple perspectives) rather than simple discussions (yes or no decisions).
13. Time limits on discussion:
Each member will be allowed to discuss an item for three minutes. If necessary, a second round of discussion for another three minutes can be called. No yielding of time will be allowed.
 - a. If a member feels that the item requires additional time, the member may move that the Board extend the number of discussion rounds. Such a motion requires a second and a majority vote.
14. Trustees and the Superintendent should switch all electronic devices to silent mode during a public meeting. If the Trustee needs to take a call they shall leave the meeting room. Trustees and the Superintendent should not communicate with one another, third parties, or members of the district staff, or the public via electronic means during a public meeting. The Superintendent may communicate with the above listed parties if a matter is urgent.

5. Presentations at Board meetings

- a. In general, administrative presentations should be limited to approximately 10 minutes. This time limit may be suspended for lengthy reports such as the Annual Performance (AEIS) Report.
- b. Board members may make reports to the Board during regular board meetings, for items such as Board committee meetings and travel reports, not to exceed 3-5 minutes.

6. Reasonable and appropriate time for consideration of an issue

- a. The Board should consider and vote, as appropriate, on agenda items and items about which the information has been provided prior to the meeting, thus allowing the Board to consider each issue and agenda item in a manner consistent with good decision making. In cases in which information is brought to trustees without adequate time for consideration, trustees should not be coerced into taking action on any issue until adequate time has been allotted to review all information provided. In all cases, the Board should avoid pressure votes.

7. Board deliberations

- a. After a motion is made and seconded, it is appropriate to state concisely why a trustee should or should not support the motion. Trustees should refrain from debating with one another during deliberation. Statements should be made based on facts presented, rather than in response to comments made by other trustees. The operating principle during deliberations shall be “individual choice-mutual respect.”
- b. Trustees should be encouraged to vote on all issues except in cases where there is a potential conflict of interest.

8. Team member participation during public forums

- a. Citizens may address the Board at meetings according to District policy which defines the following:
 1. Time limits for individual speakers;
 2. Limits on the number of speakers addressing the same, issue and provisions for appointing a designated spokesperson;
 3. Limits on the number of times a single speaker can address the Board within a given time period before other speakers have an opportunity to be heard; and
 4. The Board President directs community input. The President should inform those presenting to the Board to act in a civil, respectful manner in all cases. In instances of abusive or inappropriate behavior, the President may call for a recess, suspend the presentations, or otherwise restore order to the session.
- b. Board members will listen to comments but will not respond.
- c. The Board President or Superintendent will be the designated spokesperson for the Board should any response to the speaker be required. The spokesperson will be limited to:
 1. Correcting misstatements of facts presented by the speaker;
 2. Referring the speaker to applicable Board policy, or
 3. Placing the item on a future Board agenda for discussion if not listed on the current Board Agenda.
- d. The Board may direct the Superintendent to investigate issues brought forward by the public at this time and report to the Board at a later meeting.

- e. The Board will not entertain negative comments about individual students or personnel during public comments.
- f. The Board President or Superintendent will inform individuals with administrative complaints of policies that outline procedures for resolving complaints, including the process to follow before bringing complaints to the Board on appeal.

9. Executive sessions

- a. An executive session is a conference of the Board in private and is governed by state law and District policy.
- b. Before going into executive session, a quorum of the Board must convene in an open meeting for which proper notice has been given.
- c. The President of the Board must publicly announce that the Board is going into executive session and identify the section of the Open Meetings Act that authorizes the action. Only those topics exempted from public discussion under the Open Meetings Act may be discussed during executive session.
- d. The Board can only discuss those items listed on the executive session agenda and as limited by law. Chapter 551 of the Texas Government Code specifies topics that can be discussed in an executive session as follows:

- 551.71** To consult privately with the Board’s attorney
- 551.72** To discuss the purchase, exchange, lease, or value of real property
- 551.73** To discuss negotiated contracts for perspective gifts or donations
- 551.74** To discuss personnel or to hear complaints against personnel
- 551.75** To confer with employees of the School district to receive information or to ask questions
- 551.76** To consider the deployment, specific occasions for, or implementation of security personnel or devices.
- 551.82** To consider discipline of a public school child or complaints or charges against personnel
- 551.83** To consider the standards, guidelines, terms or conditions the Board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups.
- 551.84** To exclude witnesses from a hearing.

- e. Board members will not reveal the content of executive session discussion. In matters concerning legal issues or principles, trustees should refrain from commenting on active cases or hypothetical situations.

Related policies:

- › **BE(Legal Framework),**
- › **BE(Local Policy),**
- › **BEC(Legal Framework),**
- › **BED(LEGAL, BED(Local Policy),**
- › **BJA(Local Policy),**
- › **BBF(Local Policy),**
- › **BDAA(Local Policy),**
- › **DGBA(Legal Framework),**
- › **DGBA(Local Policy),**
- › **FNG(Legal Framework),**
- › **FNG(Local Policy),**
- › **GF(Local Policy).**

10. Team Operating Procedures Agreement

- a. These procedures are a voluntary agreement among the Board of Trustees and the Superintendent on how one should conduct oneself.
- b. In the event statements in this document conflict with federal law, state law, or local Board policy, those laws and policies take precedence.
- c. The team operating procedures should be reviewed annually in September. During the annual review process, any Board member may add, change, or modify anything in these procedures subject to Board approval. Should trustees propose changes at any other time of the year, a unanimous agreement for the change is necessary.

E. Conflict of Interest Procedures

PROCEDURE INTENTION

These procedures are intended to prevent placing a Board member in a position where the Board member's interest in the District and external interests might conflict, and to avoid the appearance of a conflict of interest, whether or not such a conflict exists. This provides protection for the Board member, the District, and the community. It is not the intent of this procedure to prevent the District from contracting with corporations or businesses because a Board member has an interest.

PROCEDURES FOR IDENTIFYING, DISCLOSING AND/OR AVOIDING CONFLICTS OF INTEREST

- 1. Identifying Conflicts:** A conflict or the appearance of a conflict exists whenever there is an intersection between a Board member's duty to the District and the Board's member's other duties. Examples of behaviors that are considered conflicts of interest and/or unethical behaviors that all Board members are forbidden from engaging in include, but are not limited to:
 - a. A Board member, or individual related within the second degree by affinity or within the third degree by consanguinity, being party to a contract or having a financial interest in a transaction with the District. Financial interest, as used in this procedure, means having a 5% partnership interest or owning 5% or more of the outstanding shares of any class of stock in an entity contracting or entering into an agreement for services with the District, and/or receiving annual compensation or value equal to or exceeding \$1 from an entity.
 - b. A Board Member, or individual related within the second degree by affinity or within the third degree by consanguinity, being a trustee, director, board member, associate, employee, consultant or advisor of an entity engaged with the District in a contract or transaction for goods or services.
 - c. A Board Member, or individual related within the second degree by affinity or within the third degree by consanguinity, being engaged in some capacity or having a financial interest in a business or enterprise that competes or partners with the District.
 - d. A Board Member voting to employ or appoint any person who is related within the second degree by affinity or within the third degree by consanguinity to the Board Member or Board Member's spouse. By extension, it is a conflict for a Board member to provide applicants to District positions with letters of references or be listed as a reference on an application.

- e. A Board Member voting for or against any measure if they have received or have been promised any gift or payment of any item or value on condition of vote.
- f. A Board member voting for or against any measure shall not have directly or indirectly been paid, offered, promised to pay, contributed, or promised to contribute any money or thing of value, or promised any public office or employment for the giving or withholding of a vote at the election at which the Board member was elected or as a reward to secure his or her appointment or confirmation, whichever the case may be.
- g. A Board member using their office to obtain anything of substantial value for the Board member or their immediate family. By extension, no Board member may solicit or accept anything of value if it could reasonably be considered a reward for any official action, take any official action affecting a matter in which the Board member or the Board member's immediate family has a substantial financial interest, use their office to produce a substantial direct or indirect benefit for themselves or for members of their immediate family.

2. Disclosing Conflicts: When a conflict or the appearance of a conflict exists, the Board will take the following steps to ensure that the public is made aware of the real, perceived, or potential conflict:

- a. The Board Member will submit a Statement of Conflict to the Board President and Secretary prior to the Board Meeting at which the Board Item relating to the potential conflict is to be discussed.
- b. Before the Board Item relating to the potential conflict is discussed during the board meeting, the Board member will announce that there is a potential conflict.
- c. A Board Member who discloses a conflict of interest will leave the dais during the period of time when the item in conflict is discussed. Board member will abstain from voting and recuse him/herself from all discussions on the matter. Upon abstaining, the Board Member shall state the conflict and their reasoning for abstaining prior to leaving the dais. Furthermore, Board Members will be prohibited from influencing the matter outside of the Board's decision making process. All Board Members will be required to report inappropriate influence or pressure to the Board Chair as prohibited by this procedure.
- d. All actions, disclosures, and discussions regarding conflicts of interest will be recorded in Board meeting minutes and posted on the District's website.

3. Avoiding Conflicts: To avoid either a conflict of interest or the appearance of a conflict of interest, the Board will:

- a. Not allow the District to employ Board Members for compensation even on a substitute or part-time basis. Board Members may volunteer in the District.
- b. Not enter into a contract or financial transaction where a conflict of interest, as defined by this procedure, exists unless the conflict has been properly disclosed as described above.
- c. Ensure that all Board Members submit to the Board Chair and Secretary an annual Conflict Disclosure Form identifying any relationships, positions, or circumstances in which they are involved that contributes to a conflict of Interest or the appearance of a conflict of interest as defined by this procedure.
- d. Ensure that all conflicts, potential conflicts, and disclosures are submitted to the Board Chair and Secretary prior to the Board Meeting at which the Board Item relating to the potential conflict is to be discussed.
- e. Not allow Board members to sell, lease, or provide personal property or real estate to the District. Personal property or real estate may be donated to the District by a Board Member.

4. Procedures for Defining a Conflict of Interest Violation

- a. **Defining Violations:** Because the lists above are not intended to be exhaustive, there are many ways that a Board member could intentionally or unintentionally violate these procedures. Common examples of potential violations include, but are not limited to:
 1. Failure to Disclose: The Board member did not disclose a conflict of interest prior to a Board discussion or action on the Board Item or issue.
 2. Failure to Comply with Inquiries: The Board member did not cooperate with inquiries made by the Board into potential conflicts of Interest.
 3. Inappropriately Influencing the Decision Making Process: The Board member engaged in pressuring or influencing fellow Board Members to discuss or vote a certain way on a decision involving a conflict of interest including, but not

limited to, asking, suggesting, manipulating, pressuring, or threatening a Board Member to vote a certain way.

- b. Failure to Report Suspected Conflicts of Interest: A Board Member knowingly failed to report a conflict regarding a fellow Board Member to the Board Chair and Secretary.
- c. Use of Confidential Information: A Board Member used confidential information obtained in the course of a Board Member's official capacity in any manner with the intent to result in financial or political gain for him/ herself, any other person, or any entity.

VI. Policy

A. Duties of the Board of Trustees- Related policies: BAA(Legal Framework) and BBD (Legal Framework and Exhibit)

The Board of Trustees has the legal power to:

1. Hire the Superintendent.
2. Govern and oversee the management of public schools in the District.
3. Adopt rules and bylaws.
4. Adopt a policy to establish a District and campus level planning and decision-making process.
5. Levy and collect taxes and issue bonds.
6. Employ and compensate a tax assessor or collector, as the Board considers appropriate.
7. Adopt and file a budget for the next succeeding fiscal year.
8. Have District fiscal accounts audited at District expense by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy following the close of each fiscal year.
9. Appraise the Superintendent annually using either the Commissioner's recommended appraisal process or a process and criteria developed by the District.
10. Publish an annual report describing the District's educational performance including campus performance objectives and the progress of each campus toward those objectives.
11. Receive bequests and donations or other moneys or funds coming legally into its hands in the name of the District.
12. Select a depository for District funds.
13. Canvass election results as required by law.
14. Acquire and hold real and personal property in the name of the District.
15. Execute, perform, and make payments under contracts, which may include leases, leases with option(s) to purchase, or installment purchases, with any person or the use, acquisition, or purchases of any personal property, or the financing thereof. The contracts shall be on terms and conditions that are deemed appropriate by the Board in accordance with state law.
16. Exercise the right of eminent domain to acquire property.
17. Hold all rights and titles to the school property of the District, whether real or personal.

18. Authorize the sale of any property, other than mineral, held in trust for free school purposes.
19. Sell minerals in land belonging to the District.
20. Employ, retain contract with, or compensate a licensed real estate broker or salesperson for assistance in the acquisition or sale of real property.
21. Adopt a policy providing for the employment and duties of District personnel.
22. Limit redundant requests for information and the number and length of written reports that a classroom teacher is required to prepare.
23. Review paperwork requirements imposed on classroom teachers and transfer to existing non-instructional staff a reporting task that can reasonably be accomplished by that staff.
24. Request the assistance of the attorney general on any legal matter. The District must pay any costs associated with the assistance.
25. Sue and be sued in the name of the District.

Board members shall not interfere with the executive and administrative duties of the Superintendent in managing the District. Specifically, Board members shall not interfere with the Superintendent's responsibility of deciding how to achieve goals set by the Board.

Related policies:

- › **BAA(Legal Framework)**
- › **BBD (Legal Framework and Exhibit)**

B. Statutory Duties of the Superintendent

1. Assume administrative responsibility and leadership for planning, operation, supervision, and evaluation of the education programs, services, and facilities of the District and for the annual performance appraisal of the District's staff.
2. Assume administrative authority and responsibility for the assignment and evaluation of all personnel of the District other than the Superintendent.
3. Make recommendations regarding the selection of personnel of the District.
4. Initiate the termination or suspension of an employee or the non renewal of an employee's term contract.
5. Manage the day-to-day operations of the District as its administrative manager.
6. Prepare and submit to the Board of Trustees a proposed budget as provided by TEC 44.002.

7. Prepare recommendations for policies to be adopted by the Board of Trustees and oversee the implementation of adopted policies.
8. Develop or cause to be developed appropriate administrative regulations to implement policies established by the Board of Trustees.
9. Provide leadership for the attainment of student performance in the District on the indicators adopted by the State Board of Education or the District's Board of Trustees.
10. Organize the District's central administration.
11. Perform any other duties assigned by action of the Board of Trustees.

Related policy:

› **BJA(Legal Framework)**

C. Duties of the Superintendent as Specified in Board Policy

In addition to performing statutory duties, the Superintendent shall:

1. Provide leadership and direction for the development of an educational system that is based on the needs of students, on standards of excellence and equity, and on community goals. Toward that end, the Superintendent shall:
 - a. Establish effective mechanisms for communication to and from staff in instructional evaluation, planning, and decision making.
 - b. Oversee annual planning for instructional improvement and monitor for effectiveness.
 - c. Ensure that goals and objectives form the basis of curricular decision making and instruction and communicate expectations for high achievement.
 - d. Ensure that appropriate data are used in developing recommendations and making decisions regarding the instructional program and resources.
 - e. Oversee a system for regular evaluation of instructional programs, including identifying areas for improvement, to attain desired student achievement.
 - f. Oversee student services, including health and safety services, counseling services, and extracurricular programs, and monitor for effectiveness.

- g. Oversee a discipline management program and monitor for equity and effectiveness.
 - h. Encourage, oversee, and participate in activities for recognition of student efforts and accomplishments.
 - i. Oversee a program of staff development and monitor staff development for effectiveness in improving district performance.
 - j. Stay abreast of developments in educational leadership and administration.
2. Demonstrate effective planning and management of District administration, finances, operations, and personnel. To accomplish this, the Superintendent shall:
- a. Implement and oversee a planning process that results in goals, targets, or priorities for all major areas of District operations, including facilities maintenance and operations, transportation, and food services.
 - b. Monitor effectiveness of District operations against appropriate benchmarks.
 - c. Oversee procedures to ensure effective and timely compliance with all legal obligations, reporting requirements, and policies.
 - d. Ensure that key planning activities within the District are coordinated and are consistent with Board policy and applicable law and that goals and results are communicated to staff, students, and the public as appropriate.
 - e. Oversee a budget development process that results in recommendations based on District priorities, available resources, and anticipated changes to district finances.
 - f. Oversee budget implementation to ensure appropriate expenditure of budgeted funds, to provide for clear and timely budget reports, and to monitor for effectiveness of the process.
 - g. Ensure that District investment strategies, risk management activities, and purchasing practices are sound, cost-effective, and consistent with District policy and law.
 - h. Maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the District.
 - i. Ensure that the system for recruiting and selection results in personnel recommendations based on defined needs, goals, and priorities.

- j. Organize District staff in a manner consistent with District priorities and resources and monitor administrative organization at all levels for effectiveness and efficiency.
 - k. Oversee a performance appraisal process for all staff that reinforces a standard of excellence and assesses deficiencies; ensure that results are used in planning for improvement.
 - l. Administer a compensation and benefits plan for employees based on clearly defined goals and priorities.
 - m. Encourage, oversee, and participate in staff recognition and support activities.
 - n. Oversee a program for staff retention and monitor for effectiveness.
 - o. Maintain positive and professional working relationships with the Board and the community. The responsibilities in this regard shall encompass the following:
 - p. Keep the Board informed of significant issues as they arise, using agreed upon criteria and procedures for information dissemination.
 - q. Respond in a timely and complete manner to Board requests for information that are consistent with Board policy and established procedures.
 - r. Provide recommendations and appropriate supporting materials to the Board on matters for Board decision.
 - s. Articulate and support Board policy and decisions to staff and community.
 - t. Direct a proactive program of internal and external communication at all levels designed to improve staff and community understanding and support of the District.
 - u. Establish mechanisms for community and business involvement in the schools and encourage participation.
 - v. Work with other governmental entities and community organizations to meet the needs of students and the community in a coordinated way.
- D. To the extent permitted by law, the Superintendent may delegate responsibilities to other employees of the District but shall remain accountable to the Board for the performance of all duties, delegated or otherwise.
- E. Perform related duties assigned by action of the Board.

F. Fulfill the responsibilities of the public information coordinator and shall receive, on behalf of Board members, the training specified by Government Code 552.012.

Related policies:

- › **BJA (Local)**
- › **BBD (Local)**

Superintendent Constraints

SC 1: Do not allow a rating of Proficient or above on a Principal's or Teacher's Evaluation if expected growth at campus/ classroom is not evident.

SC 2: Do not allow campus budget equity to create obvious disparity.

Board Constraints

BC 1: Board members may not remove items from the consent agenda if they have not discussed the items with the superintendent or his/ her designee during the previous 7 days.

BC 2: Board members may not add items to the board agenda without approval of the board chair or 3 trustees.

BC 3: The board may not invest less than 50% of its board authorized public meeting minutes per month monitoring progress toward student outcome goals.

Board of Trustees

Meeting Date December 2022

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Discussion and recommendation to approve TASBB Localized Policy Update 119

Justification Statement:

To update local policies Online through Update 119 - 2nd Reading

1st Reading on Dec 2022 RBM

Purpose of Agenda Item:

Information Discussion Action

Item Type:

Curriculum & Instruction HumanResources Business Services

Staff Responsible:

Martha Carrasco, Chief Human Resources Officer.

Signature of Requester(s)

Martha Carrasco, Chief Human Resources Officer.

Signature of Presenter(s)

Business Services Approval (Initials)

Date DD December 2022

Agenda Summary:

Policy Update 119

Local policies affected: CPC, DMA, EHAA, EHB, EHBAA, EHBB, EIF, FFBA, FFH

RECOMMENDATION: That Update 119 goes through 1st and 2nd reading, respectively.

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S): N/A

ACCOUNT

NO(S): N/A

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid): N/A

REQUESTING DEPARTMENT:

HUMAN RESOURCES DIVISION

CONSEQUENCES OF NON-APPROVAL:

Online Policy will not be current

IMPLEMENTATION TIMELINE:

Immediately; 1st and 2nd Readings required

ATTACHMENT(S): Policy List, Policy Comparison Packet, Explanatory Notes.



(LOCAL) Policy Action List

CANUTILLO ISD(071907) - Update / LDU 119

As described in the cover letter to the update, TASB attorneys recommend that posting board consideration of and action on policies be specific enough to advise staff and members of the public of the changes.

The (LOCAL) policy changes—each addition, deletion, or replacement—should be listed in alphabetical order by policy code, title, and subtitle. The following document is our compilation of that list, which may be copied and pasted into your meeting notice, staff communications of board action, and board meeting minutes.

(LOCAL) Policy Action List

CANUTILLO ISD(071907) - Update / LDU 119

CPC(LOCAL): OFFICE MANAGEMENT - RECORDS MANAGEMENT

DMA(LOCAL): PROFESSIONAL DEVELOPMENT - REQUIRED STAFF DEVELOPMENT

EHAA(LOCAL): BASIC INSTRUCTIONAL PROGRAM - REQUIRED INSTRUCTION (ALL LEVELS)

EHB(LOCAL): CURRICULUM DESIGN - SPECIAL PROGRAMS

EHBAA(LOCAL): SPECIAL EDUCATION - IDENTIFICATION, EVALUATION, AND ELIGIBILITY

EHBB(LOCAL): SPECIAL PROGRAMS - GIFTED AND TALENTED STUDENTS

EIF(LOCAL): ACADEMIC ACHIEVEMENT - GRADUATION

FFBA(LOCAL): CRISIS INTERVENTION - TRAUMA-INFORMED CARE

FFH(LOCAL): STUDENT WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION



(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 makes 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 512.467.0222	800.580.1488 512.467.3689

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

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

Local Government Records Act

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

“Local Government Record”

Records Management Officer

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

Notification

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

Electronic Records

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

The procedures shall:

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

Records Control Schedules

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

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

Website Postings

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

Records Destruction Practices

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

Training

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

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

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

**Food Service
Training and
Certification**

The District shall offer a monetary incentive for food service employees who take courses taught in the District that lead to seven different levels of state certification in food service. The amount of the incentive shall be established by the Board during the budget development process.

**Human Sexuality
Instruction**

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

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

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

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

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

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

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

Referral	Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.
Screening and Identification Process	<p>The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.</p> <p>The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services for the program prior to beginning the screening and identification process.</p>
Parental Consent	The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.
Identification Criteria	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
Assessments	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
Selection	A selection committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.
Notification	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

Reassessment	If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.
Transfer Students	When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.
Interdistrict	[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]
Intradistrict	A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.
Furloughs	The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student. In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.
Exit Provisions	The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.
Appeals	A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.
Program Evaluation	The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members,

administrators, teachers, school counselors, students in the gifted and talented program, and the community.

Funding

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.

~~The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's gifted and talented program. The District shall annually certify to TEA:~~

- ~~1. The establishment of a gifted and talented program by the District; and~~
- ~~2. That the District's program is consistent with the state plan for gifted and talented students.~~

Community Awareness

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

Course Requirements	To graduate, a student must complete the courses required by the District in addition to those mandated by the state.
Foundation Program	The courses that satisfy District requirements under the foundation program, including courses for the distinguished level of achievement and courses for endorsements offered by the District, shall be listed in appropriate District publications.
Without an Endorsement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program without an endorsement. Graduation under the foundation program without an endorsement shall be permitted only as authorized under state law and rules.
With an Endorsement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with an endorsement.
Distinguished Level of Achievement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with the distinguished level of achievement.
No Fine Arts Substitutions	The District shall not award state graduation credit in fine arts for participation in a community-based fine arts program.
Physical Education Substitutions	To the extent permitted by state rules, the District shall award state graduation credit in physical education for participation in approved activities and elective courses.
Activities and Courses	
No Private or Commercial Programs	The District shall not award state graduation credit in physical education for private or commercially sponsored physical activity programs conducted either on or off campus. [See also EHAC]
Financial Aid Application Confirmation	As confirmation of a student's completion and submission of a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA), the District shall accept the following: <ol style="list-style-type: none">1. A screenshot that includes the processed date field in ApplyTexas Counselor Suite FAFSA data;2. Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;3. A copy or screenshot of the FAFSA acknowledgment page;4. A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);

5. An acknowledgment receipt from an institution of higher education (IHE); or
6. A copy of a financial aid award letter from an IHE.

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

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

**Trauma-Informed
Care Program**

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law [and the Board-approved District professional development plan](#). The District improvement plan shall specify required training for any other District employees as applicable.

Annual Report

~~The District shall provide an annual report to the Texas Education Agency on the number of employees who have participated in trauma-informed care training.~~

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

**Statement of
Nondiscrimination**

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

Discrimination

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

Prohibited Conduct

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

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

**Prohibited
Harassment
Prohibited
harassment**
**Statement
of
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment

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

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

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

Examples

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

**Title IX Sexual
Based Harassment**

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

**Other Sexual
Harassment**

By an Employee

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

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

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

By Others

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

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

Examples

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

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

Gender-Based Harassment

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

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

Examples	Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.
Dating Violence	Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: <ol style="list-style-type: none">1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or3. Otherwise adversely affects the student's educational opportunities.
Examples	Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.
Reporting Procedures	Any student who believes that he or she has experienced prohibited conduct and any person who believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.
Student Report	
Employee Report	Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Definition of District Officials	For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.
<i>Title IX Coordinator</i>	Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]
<i>ADA / Section 504 Coordinator</i>	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]
<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
Alternative Reporting Procedures	<p>An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
Timely Reporting	To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.
Notice to Parents	<p>The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p> <p>When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.</p>
Investigation of Reports Other Than Title IX	The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment — Title IX .

	<p>The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.</p>
Initial Assessment	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.</p> <p>If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
Interim Action	<p>If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.</p>
District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
Concluding the Investigation	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p>

	<p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<i>Notification of Outcome</i>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
District Action <i>Prohibited Conduct</i>	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
Corrective Action	<p>Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, and harassment, and retaliation.</p>
<i>Bullying</i>	<p>If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.</p>
<i>Improper Conduct</i>	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.</p>
Appeal	<p>A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.</p>

**Response to Title IX
Sexual Harassment–
Title IX**

General Response

For purposes of the District’s response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

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

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

If a formal complaint is not filed [or dismissed](#), the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. [The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.](#)

Title IX Formal
Complaint Process

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

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

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;

3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence

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

Retaliation

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

who refuses to participate in any manner in an investigation under Title IX. [In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.](#)

Examples

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

False Claim

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

Records Retention

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

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

Access to Policy and Procedures

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

Explanatory Notes

TASB Localized Policy Manual Update 119

Canutillo ISD

ATTN(NOTE) GENERAL INFORMATION ABOUT THIS UPDATE

Please note: Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 87th Legislature Regular and Special Sessions.

AIB(LLEGAL) ACCOUNTABILITY: PERFORMANCE REPORTING

Quality of learning indicators for remote instruction performance reporting have been added from SB 15 (Second Called Session). (See page 6.)

BBB(LLEGAL) BOARD MEMBERS: ELECTIONS

Provisions have been added to this legally referenced policy on elections for a more complete presentation of applicable legal content.

BBBA(LLEGAL) ELECTIONS: CONDUCTING ELECTIONS

Upon the board's receipt of certification that a candidate is unopposed in an election, SB 1 (Second Called Session) requires the board to cancel the election and declare each unopposed candidate elected to office.

SB 1 also changed the definition for *eligible county polling place*. Other revisions are to better match legal sources.

BBE(LLEGAL) BOARD MEMBERS: AUTHORITY

Provisions on board authority that are addressed at other codes have been removed to eliminate duplication.

BBG(LLEGAL) BOARD MEMBERS: COMPENSATION AND EXPENSES

A revision clarifies that an officer *or employee* may participate in the comptroller's contract for travel services when traveling for official business. The comptroller can no longer charge fees for these services.

BBI(LLEGAL) BOARD MEMBERS: TECHNOLOGY RESOURCES AND ELECTRONIC COMMUNICATIONS

Revisions are to update citations and better reflect legal sources.

BDAA(LLEGAL) OFFICERS AND OFFICIALS: DUTIES AND REQUIREMENTS OF BOARD OFFICERS

Revisions are to better reflect legal sources.

BDB(LLEGAL) BOARD INTERNAL ORGANIZATION: INTERNAL COMMITTEES

Provisions on board committees have been revised based on current legal authority.

BE(LLEGAL) BOARD MEETINGS

This legally referenced policy on board meetings has been revised to reorder and add some existing legal provisions, delete nonessential provisions, and better reflect legal sources.

BQ(LLEGAL) PLANNING AND DECISION-MAKING PROCESS

Revised Administrative Code rules resulted in changes to shared services arrangements for DAEP services.

Explanatory Notes

TASB Localized Policy Manual Update 119

Canutillo ISD

CCGA(LLEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

As provided by SB 611 (Regular Session) and Senate Joint Resolution 35 and approved by voters in November 2021, the surviving spouse of a member of the U.S. armed forces who is fatally injured in the line of duty is entitled to the residence homestead property tax exemption as long as the surviving spouse remains unmarried. (See page 5.)

CDB(LLEGAL) OTHER REVENUES: SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY

Revisions are to better reflect statutory sources.

CDC(LLEGAL) OTHER REVENUES: GIFTS AND SOLICITATIONS

SB 3 (Second Called Session) revised the provisions on prohibited use of private funding for certain curriculum and professional development purposes.

CH(LLEGAL) PURCHASING AND ACQUISITION

We have added a reference on page 12 to amended rules from the Texas Department of Information Resources on purchasing information technology commodity items.

CI(LLEGAL) SCHOOL PROPERTIES DISPOSAL

Revisions are to better reflect statutory sources.

CPC(LLEGAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

Revisions to this legally referenced policy are based on revised Administrative Code rules from the Texas State Library and Archives Commission (TSLAC) published in [Bulletin B: Electronic Records Standards and Procedures](#). An [overview of Bulletin B](#) is available on the TSLAC website.

CPC(LOCAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

Recent updates by the Texas State Library and Archives Commission (TSLAC) to [Bulletin B: Electronic Records Standards and Procedures](#) prompted recommended revisions to this local policy on records management. The new rules add local policy requirements for district management of electronic records.

To meet these requirements, new policy provisions delegate to the records management officer the responsibility to develop procedures for the management of electronic records that comply with the district's records control schedules and meet minimum components required by law.

The [Regulations Resource Manual](#) includes updated sample procedures on this topic, and the [Legal Issues in Update 119](#) memo describes common legal concerns and best practices specific to [this policy topic](#).

CQA(LLEGAL) TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

Based on HB 1525 (Regular Session) and SB 9 (Second Called Session), we have added the requirement to post curriculum materials on human sexuality instruction and instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking to the extent the materials are in the public domain. (See item 42.)

Explanatory Notes

TASB Localized Policy Manual Update 119

Canutillo ISD

CRD(LLEGAL) INSURANCE AND ANNUITIES MANAGEMENT: HEALTH AND LIFE INSURANCE

Revisions to TRS-ActiveCare provisions are based on amended Administrative Code rules. New text addresses prohibitions on offering alternative group health coverage (see page 2) and highlights the information that must be submitted with written elections to participate in TRS-ActiveCare (see page 3).

CS(LLEGAL) FACILITY STANDARDS

Changes throughout this legally referenced policy on facility standards are from new Administrative Code rules that add extensive standards for capital improvement projects on or after November 1, 2021, and revised Administrative Code rules on the standards applicable to these projects before November 1, 2021.

CV(LLEGAL) FACILITIES CONSTRUCTION

Changes to this legally referenced policy on facilities construction are from new Administrative Code rules that add extensive facility standards for construction of capital improvement projects on or after November 1, 2021.

An existing provision has been added on page 3 regarding the board's notice of delegation.

DC(LLEGAL) EMPLOYMENT PRACTICES

We have added on page 4 new Administrative Code rules addressing the monthly certified statement of employment the district must submit to TRS for retirees employed by the district.

DEAA(LLEGAL) COMPENSATION PLAN: INCENTIVES AND STIPENDS

Changes reflect revised Administrative Code rules on the local optional teacher designation system and mentor teacher programs.

DECB(LLEGAL) LEAVES AND ABSENCES: MILITARY LEAVE

This legally referenced policy on military leave has been updated based on revisions to the Uniformed Services Employment and Reemployment Rights Act (USERRA).

DFE(LLEGAL) TERMINATION OF EMPLOYMENT: RESIGNATION

Provisions on contract abandonment are revised based on amended rules from the State Board for Educator Certification. The reasons an educator may abandon a contract for good cause now include the educator's reasonable belief that the educator had written permission from the district to resign. Several new mitigating factors have also been added.

DG(LLEGAL) EMPLOYEE RIGHTS AND PRIVILEGES

SB 3 (Second Called Session) broadened a provision from HB 3979 (Regular Session) so that a teacher may not be compelled to discuss a widely debated and controversial issue of public policy or social affairs for any course or subject. The provision is no longer limited to social studies courses in the required curriculum. (See page 5.)

DHC(LLEGAL) EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY

Amended Administrative Code rules revise terminology from *solicitation of sexual conduct* to *solicitation of sexual contact* to better align with statute.

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DMA(LEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

Revisions are to update citations and better reflect statutory wording.

DMA(LOCAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

SB 1267 (Regular Session) requires the board to annually review the State Board for Educator Certification (SBEC) clearinghouse regarding best practices and industry recommendations for professional development and adopt a professional development policy based on the training recommendations in the clearinghouse.

To meet the policy requirements, the recommended local policy text reflects that the board shall annually approve the district's professional development plan, which must be guided by the clearinghouse; note any differences from the clearinghouse recommendations; and include a schedule of required professional development.

We have retained the district's locally developed text dating from 2000 regarding training and certification for food service workers. If this no longer reflects district practice, please contact your policy consultant for appropriate revisions.

Please note: SB 1267 requires SBEC to publish the clearinghouse by June 1, 2022, and districts to adopt a professional development policy by August 1, 2022. TASB Policy and Legal Services recommend that the board adopt DMA(LOCAL) and approve the district professional development plan by August 1, or as soon as possible thereafter, to ensure compliance with the bill.

DP(LEGAL) PERSONNEL POSITIONS

Provisions on school psychological services have been updated based on revised Administrative Code rules.

E(LEGAL) INSTRUCTION

The E section table of contents has been updated to add the new code EHDF, which includes provisions on local remote learning programs, and to update the subtitle for EFB, Library Materials.

EF(LEGAL) INSTRUCTIONAL RESOURCES

SB 3 (Second Called Session) requires a district to provide login credentials to parents to access learning management or online learning portals used for student instructional materials.

EHAA(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

Effective with the 2022–23 school year, SB 9 (Second Called Session) provides that the SHAC must recommend the appropriate grade levels and curriculum for instruction on child abuse, family violence, dating violence, and sex trafficking.

The bill also imposes several requirements regarding curriculum materials on those topics, including:

- Revised parental notification and new parental consent provisions;
- Posting of proposed and adopted curriculum materials and options for a parent to purchase copyrighted materials from the publisher; and
- New board policy on adopting curriculum materials [see EHAA(LOCAL), below].

The [Regulations Resource Manual](#) includes a sample board resolution for convening the SHAC and a sample parental consent form.

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EHAA(LOCAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

New provisions are recommended based on SB 9 (Second Called Session), which imposes several requirements for instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, including a board policy on adopting curriculum materials. The policy follows the steps required by law, including board adoption of a resolution to convene the school health advisory council (SHAC) to hold meetings and make recommendations to the board at a public meeting, as well as board confirmation that the recommendations meet the requirements in law before taking action by a record vote.

The [Regulations Resource Manual](#) includes a sample board resolution for convening the SHAC and a sample parental consent form.

EHB(LOCAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

This policy requiring the district to provide regular training opportunities for teachers of students with dyslexia is recommended to meet TEA policy requirements for the ongoing TEA special education [cyclical monitoring reviews](#).

Please note: This policy will need to be adopted by the board and linked to the [Legal Framework](#) by the August 31, 2022, deadline. See TEA's FAQ on [Special Education Operating Procedures](#).

EBBAA(LEGAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

Amended Administrative Code rules now refer to a student with an *auditory impairment* as a student who is *deaf or hard of hearing* to match statute. (See page 5.)

EBBAA(LOCAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

This policy requiring the district to ensure that a student who is transitioning from early childhood intervention (ECI) has an individualized education program (IEP) developed and implemented by the child's third birthday is recommended to meet TEA policy requirements for the ongoing TEA special education [cyclical monitoring reviews](#).

Please note: This policy will need to be adopted by the board and linked to the [Legal Framework](#) by the August 31, 2022, deadline. See TEA's FAQ on [Special Education Operating Procedures](#).

EBBAB(LEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

Amended Administrative Code rules revise the list of individuals who must be included in ARD committee meetings for students with deaf-blindness and revise terminology addressing students who are deaf or hard of hearing. Participating special education teachers or providers must be appropriately certified or licensed as required by federal law. The rules also address, as reflected on page 5, IEP implementation for students who enroll in a new district during the summer.

A new Administrative Code rule prohibits consideration of eligibility for supplemental special education services when developing or revising a student's IEP, determining the appropriate educational setting, or in the provision of a free appropriate public education. (See page 8.)

EBBAC(LEGAL) SPECIAL EDUCATION: STUDENTS IN NONDISTRICT PLACEMENT

We have removed a repealed Administrative Code provision on out-of-state placement.

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EHBB(LOCAL) SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

HB 1525 (Regular Session) removed the statutory requirement for a district to annually certify to the commissioner of education that the district's gifted and talented program is consistent with the Texas State Plan for the Education of Gifted/Talented Students. We recommend deletion of the corresponding local policy provision.

EHBC(LEGAL) SPECIAL PROGRAMS: COMPENSATORY/ACCELERATED SERVICES

Reporting provisions on expenditure of the state compensatory education allotment have been added from the Administrative Code.

EHDE(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: DISTANCE LEARNING

A new provision from SB 15 (Second Called Session) explains how off-campus electronic courses or programs are counted for purposes of average daily attendance. (See page 12.)

EHDF(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: LOCAL REMOTE LEARNING PROGRAM

Provisions on local remote learning programs from SB 15 (Second Called Session) are reflected in this new legally referenced policy. All provisions in the bill expire on September 1, 2023.

EIF(LEGAL) ACADEMIC ACHIEVEMENT: GRADUATION

Revised Administrative Code rules provide additional detail on the requirement for a student to complete a financial aid application to meet graduation requirements. The rules, beginning on page 3 of this policy, require the board to adopt the TEA-provided form a student may submit to opt out of the financial aid application requirement and require adoption of a board policy to address the methods by which a student can confirm submission of a financial aid application. See EIF(LOCAL), below.

EIF(LOCAL) ACADEMIC ACHIEVEMENT: GRADUATION

This local policy on graduation ensures students and parents are aware of district expectations and ensures consistent application of requirements of the foundation program based on information the district provided to Policy Service.

Revised Administrative Code rules require a board policy to address the methods by which a student can confirm completion and submission of a financial aid application to meet graduation requirements. The recommended text aligns with TEA guidance and addresses methods for both the free application for federal financial aid (FAFSA) and the Texas application for state financial aid (TASFA).

Additional [TEA guidance](#) on this topic is available.

The [Regulations Resource Manual](#) includes sample procedures on this topic, and the *Legal Issues in Update 119* memo describes common legal concerns and best practices specific to [this policy topic](#).

Please note: Be sure to review and update the district's student handbook to ensure the information regarding credit requirements for graduation aligns with this new policy.

EKB(LEGAL) TESTING PROGRAMS: STATE ASSESSMENT

HB 3261 (Regular Session) allows a district to administer a state assessment instrument on the first instructional day of the week upon authorization by the commissioner of education.

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EMB(LEGAL)

MISCELLANEOUS INSTRUCTIONAL POLICIES: TEACHING ABOUT CONTROVERSIAL ISSUES

SB 3 (Second Called Session) revised provisions on instructional requirements and prohibitions, including prohibited concepts and activities.

FEC(LEGAL)

ATTENDANCE: ATTENDANCE FOR CREDIT

From SB 15 (Second Called Session) we have added a provision permitting a district to exempt students from the 90 percent attendance requirement for courses that are offered under a local remote learning program.

FFBA(LOCAL)

CRISIS INTERVENTION: TRAUMA-INFORMED CARE

SB 1267 (Regular Session) requires training in trauma-informed care to be provided in accordance with the board's professional development policy. Therefore, at Training, a reference has been added to the district's professional development plan. See DMA(LOCAL), above, for more information.

SB 1267 also repealed the requirement for a district to annually report to TEA the number of employees who participated in trauma-informed care training. We recommend deleting the local policy provision.

FFG(LEGAL)

STUDENT WELFARE: CHILD ABUSE AND NEGLECT

Revisions are to update citations and better reflect legal sources.

FFH(LEGAL)

STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

From SB 9 (Second Called Session) we have added the following on page 2:

- New policy requirements on dating violence, including parental notification upon a report of dating violence [see FFH(LOCAL), below]; and
- A provision requiring districts to make available to students age-appropriate materials on the dangers of dating violence and resources for students seeking help.

Other revisions are to better reflect legal sources.

FFH(LOCAL)

STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

To meet new board policy requirements from SB 9 (Second Called Session), we recommend text at Notice to Parents, which requires the district, upon receipt of a report of dating violence, to immediately notify the parent of the student identified as the alleged victim or perpetrator.

District policy must also include reporting procedures and guidelines for students who are victims of dating violence and include a clear statement that dating violence is not tolerated at school. No changes to your district's policy are recommended regarding these elements based on the district's existing policy provisions, which include reporting procedures and a statement of nondiscrimination that specifically prohibits dating violence.

Additional revisions are recommended to clarify the definition of prohibited conduct and the district's response to such conduct.

FM(LEGAL)

STUDENT ACTIVITIES

Provisions from HB 25 (Third Called Session) address transgender students in athletic activities sponsored or authorized by a district and prohibit a student from participating in an athletic competition that is

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designated for a biological sex that differs from the biological sex stated on the student's official birth certificate. (See page 8.)

FNA(LLEGAL) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT EXPRESSION

We have added the recent U.S. Supreme Court case on student speech, *Mahanoy Area School District v B.L.* The case holds that public schools may have a special interest in regulating some off-campus student speech where the district's interest is sufficient to overcome the student's interest in free expression, such as in situations of serious or severe bullying or harassment, threats, or breaches of school security devices.

FOC(LLEGAL) STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

Revisions are to better reflect legal sources.

FOCA(LLEGAL) PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING: DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

Amended Administrative Code rules resulted in revisions to shared services arrangements for DAEP services and to provisions regarding transitions for students in DAEP.

FOF(LLEGAL) STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES

From HB 785 (Regular Session) we have added a provision requiring the commissioner of education to adopt rules regarding the use of restraint and time-out with a student who is receiving special education services. (See page 8.)

GKA(LLEGAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

An existing statutory provision has been added to clarify the effect of failing to post signs at each entrance to the premises or other property indicating that firearms and other weapons are prohibited. (See page 8.)

GKD(LLEGAL) COMMUNITY RELATIONS: NONSCHOOL USE OF SCHOOL FACILITIES

We have added existing statutory provisions regarding the use of district facilities by places of worship.

GKG(LLEGAL) COMMUNITY RELATIONS: SCHOOL VOLUNTEER PROGRAM

We have updated for clarification the provisions on obtaining criminal history record information.