

LOCAL POLICY RECOMMENDATION CHART

[TASB UPDATE 119](#)

Policy	Person(s) Responsible	Adm. Recommendation	Notes/Comments/Rationale
AE(LOCAL) EDUCATIONAL PHILOSOPHY	Page: 21 A. Kirchner (Lead) H. Wright		Your district's locally developed provisions on educational equity have been moved to AEA(LOCAL). The Legal Issues in Update 119 memo describes common legal concerns and best practices specific to this policy's topic.
AEA(LOCAL) EDUCATIONAL PHILOSOPHY: EDUCATIONAL EQUITY	Page: 23 A. Kirchner (Lead) H. Wright	See explanatory notes	Your district's locally developed provisions on educational equity have been moved to this code from. AE(LOCAL). ** New Policy Update: (Please note: This policy is new and currently unavailable in the previous UPDATE)
CPC(LOCAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT	Page: 129 S.Adrian (Lead) L.Fisher		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
DMA(LOCAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT	Page: 239 P.Berry (Lead) M.Williams		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

			<p>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.</p> <p>We have retained the district's locally developed text, with light editing for consistency with policy style. We recommend deletion of the provisions addressing professional learning hours and records as this is more appropriately addressed in administrative regulations.</p> <p>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.</p>
<p>EHAA(LOCAL)</p> <p>BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)</p>	<p>Page: 269 N.Keith (Lead)</p>	<p>Adopt policy as written</p>	<p>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.</p> <p>The Regulations Resource Manual includes a sample board resolution for convening the SHAC and a sample parental consent form.</p>
<p>EHB(LOCAL)</p> <p>CURRICULUM DESIGN: SPECIAL</p>	<p>Page: 271 R. Batiste (Lead)</p>	<p>See explanatory notes</p>	<p>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</p>

PROGRAMS			<p>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.</p> <p>** New Policy Update: (Please note: This policy is new and currently unavailable in the previous UPDATE)</p>
<p>EHBAA(LOCAL)</p> <p>SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY</p>	<p>Page: 281 R. Batiste (Lead)</p>		<p>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.</p>
<p>EHBB(LOCAL)</p> <p>SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS</p>	<p>Page: 299 Gillies (Lead) V. Kunschik</p>		<p>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.</p>
<p>EIF(LOCAL)</p> <p>ACADEMIC ACHIEVEMENT: GRADUATION</p>	<p>Page: 361 Duvall (Lead) V. Kunschik</p>		<p>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). Please contact your policy consultant if you have questions or need additional edits to this policy. 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</p>

and best practices specific to this policy topic.

[FFBA\(LOCAL\)](#)

CRISIS INTERVENTION:
TRAUMA-INFORMED CARE

Page: 387
S. Swann
(Lead)

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.

[FFH\(LOCAL\)](#)

STUDENT WELFARE: FREEDOM FROM
DISCRIMINATION,
HARASSMENT, AND RETALIATION

Page: 415
S. Swann
(Lead)

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.