

## Classical Social & Emotional Learning (CSEL) Policy

### SECTION 1. INSTRUCTIONAL RESOURCES

SECTION 1.1. The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although professional staff members may select instructional resources for their use in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

SECTION 1.2. In this Policy, "instructional resources" may include textbooks, library acquisitions, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to implement, enrich, and support the District's educational program.

SECTION 1.3. In the selection of instructional resources, the District's professional staff, Trustees, and teachers, as the case may be, shall ensure that the resources:

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.
2. Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
3. Are appropriate for the subject area and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.
4. Are designed to help students gain an awareness of our pluralistic society.
5. Are designed to provide information that will motivate students and staff to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; and to make informed choices in their daily lives.
6. For library selections, are integral to the instructional program, are appropriate for the reading levels and understanding of students, reflect the interests and needs of the students and faculty, are included because of their literary or artistic value and merit, and present information with the greatest degree of accuracy and clarity.
7. Are designed to develop each student's civil knowledge, including (a) an understanding of (i) the fundamental moral, political, and intellectual foundations of the American experiment in self-government; (ii) the history, qualities, traditions, and features of civic engagement in the United States; (iii) the structure, function, and processes of government institutions at the federal, state, and local levels; and (iv) the founding documents of the United States; (b) the ability to (i) analyze and determine the reliability of information sources; (ii) formulate and articulate reasoned positions; (iii) understand

the manner in which local, state, and federal government works and operates through the use of simulations and models of governmental and democratic processes; (iv) actively listen and engage in civil discourse, including discourse with those with different viewpoints; and (v) participate as a citizen in a constitutional democracy by voting ; and (c) an appreciation of (i) the importance and responsibility of participating in civic life; (ii) a commitment to the United States and its form of government; and (iii) a commitment to free speech and civil discourse.

8. For providing instruction regarding the founding documents of the United States, include the entirety of the Declaration of Independence; the entirety of the United States Constitution; the Federalist Papers, including the entirety of Essays 10 and 51; excerpts from Alexis de Tocqueville's Democracy in America; the transcript of the first Lincoln-Douglas debate; the writings of the founding fathers of the United States; the entirety of Frederick Douglass's speeches "The Meaning of July Fourth for the Negro" and "What the Black Man Wants"; and the entirety of Martin Luther King Jr.'s speech "I Have a Dream."

SECTION 1.4. The District shall address controversial topics in an impartial and objective manner. Teachers shall not use the classroom to transmit personal beliefs regarding political or sectarian issues. Students and educators shall ensure that, to the extent possible, discussions are conducted fairly and courteously. Teachers shall not be compelled to discuss widely debated and currently controversial issues of public policy or social affairs. However, in the event a teacher chooses to discuss a topic described above, the teacher must explore that topic objectively and in a manner free from political bias. In guiding classroom discussion of controversial issues, teachers shall comply with the instructional requirements and prohibitions imposed under Texas law and by the District.

SECTION 1.5. A teacher shall not require, make part of a course, or award a grade or course credit (including extra credit) for a student's:

1. work for, affiliation with, or service learning in association with an organization engaged in (a) lobbying for legislation at any level of government if the student's duties involve attempting to influence social or public policy or the outcome of legislation, or (b) social policy or public policy advocacy;
2. political activism, lobbying, or efforts to persuade members of the legislative or executive branch at any level of government to take specific actions by direct communications; or
3. participation in any internship, practicum, or similar activity involving social policy or public policy advocacy.

However, these limitations do not apply to a student's participation in: (1) community charitable projects; (2) an internship or practicum for which the student receives course credit under a career and technology education program or under the P-TECH program; and that does not involve the student directly engaging in lobbying, social policy advocacy, or public policy advocacy; or (3) a program that prepares the student for participation and leadership in this



country's democratic process at the federal, state, or local level through the simulation of a governmental process, including the development of public policy.

## **SECTION 2. CRITICAL RACE THEORY AND OTHER SYSTEMIC DISCRIMINATION IDEOLOGIES**

SECTION 2.1. The District, including its teachers and administrators, shall not:

1. require, make part of a course or training, or otherwise instruct teachers, administrators, contract workers, employees or students that: (a) one race or sex is inherently superior to another race or sex; (b) an individual, by virtue of the individual's race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously; (c) an individual should be discriminated against or receive adverse treatment solely or partly because of the individual's race or sex; (d) an individual's moral character, standing, or worth is necessarily determined by the individual's race or sex; (e) an individual, by virtue of the individual's race or sex, bears responsibility, blame, or guilt for actions committed by other members of the same race or sex; (f) meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race or group to oppress members of another race or group; (g) the delivery of slaves and the advent of slavery in the territory that is now the United States constituted the true founding of the United States; or (h) with respect to their relationship to American values, slavery and racism are anything other than deviations from, betrayals of, or failures to live up to the authentic founding principles of the United States, which include liberty and equality;
2. teach, instruct, or train any administrator, teacher, staff member, employee, contractor, staff member, supervisor, assistant, full or part-time employee, parent volunteer, or any other individual or group, to adopt a concept listed under clause 1 above or otherwise allow such concept to be introduced or discussed; or
3. teach, instruct, train or require an understanding of The 1619 Project, which began as a compilation of essays, poems, and other works originally published in *The New York Times Magazine* in August 2019 but has become the impetus for the development of resources, programs, and curricula for educators (clauses 1-3 above, collectively, "Critical Race Theory or Systemic Discrimination Ideologies" or "CRT/SDI").

SECTION 2.2. No course of instruction, unit of study, materials, or any other curricular or extracurricular offerings adopting, supporting, or promoting CRT/SDI shall be used or introduced in any District school or otherwise. For the avoidance of doubt, this prohibition will also include any such materials that a teacher or administrator might seek to provide to any student, including any situation in which a teacher or administrator would allow a student to "borrow" such materials from the teacher's or administrator's private collection. Any materials adopting, supporting or promoting CRT/SDI shall be removed from any District premises generally accessible to the student population, including but not limited to any library or classroom setting, and shall be kept solely and exclusively in an isolated and safeguarded section of the District's primary library facilities (hereinafter referred to as the "Parental Consent Area"). Prior to providing any student access to the Parental Consent Area, a student must submit evidence of written consent from his or her parent or legal guardian, which consent shall include the date



range of the allowed access (which may not exceed 6 months from the date of such consent) and must be independently verified by the District through an in-person meeting or direct telephone communication. Students shall also be prohibited from distributing any materials, flyers or other communications or materials promoting the concepts restricted by this Section while on District premises.

SECTION 2.3. A trustee, officer, employee, teacher, administrator, contractor, or agent of the District may not use, or permit others to use, any District funds, property, or personnel to adopt, support, or promote CRT/SDI. Furthermore, any and all offices, titles, programs or functions of the District that adopt, support or promote CRT/SDI will be immediately disbanded and any such positions will be terminated from the District's budget and payroll. For any District positions or offices that are terminated as a result of this Section 2.3, the District will take all necessary measures to ensure that any contractual arrangements associated with such position or officer are not renewed and any impacted personnel will be transferred to another position with different duties within the District for the duration of such person's contract. For the avoidance of doubt, this Section is not intended to prohibit students from forming student-led groups or otherwise discussing such issues in private forums, subject to other restrictions set forth in this Policy.

SECTION 2.4. Most traditional social and emotional learning (SEL) teachings are consistent with the District's general education goals, particularly concepts relating to the development of self-awareness, individualism, self-reliance, self-motivation, communication, conflict resolution, and interpersonal skills that are vital for academic, professional, and life success. However, some SEL concepts can be potentially divisive, conflict with District policy, and be inconsistent with the District's education goals. As such, the District, including its teachers and administrators, shall not teach, instruct, train or otherwise require any employee (full or part-time), student, administrator, volunteer, parent, contractor or any individual or group, to adopt, support, or otherwise promote SEL concepts that are divisive, conflict with District policy, or are inconsistent with the District's education goals. Furthermore, any instructional resources that adopt, support or promote the subject matter described in the immediately preceding sentence shall be removed from the District premises that are generally accessible to District students, and shall be kept solely and exclusively in the Parental Consent Area. For the avoidance of doubt, the District will continue to support and promote the following ideologies and concepts, which are generally consistent the positive components of SEL and with the general educational goals of the state and District: individualism; a rejection of victimhood mentality; conflict resolution techniques; aspiration to serve as entrepreneurs and spiritual and community leaders; financial self-sufficiency; importance of the nuclear family and the primary involvement of both mothers and fathers in the lives of their children; liberty, hard work and perseverance as the basis for a successful society; and the virtues of self-discipline, forgiveness, patience, kindness, determination, hope, thankfulness, reliability, honesty, industry and responsibility.

### **SECTION 3. GENDER FLUIDITY AND GENDER THEORY**



SECTION 3.1. The District, including its trustees, officers, teachers and administrators, shall not teach, instruct, train or otherwise require any employee (full or part-time), student, administrator, volunteer, parent, contractor, or any individual or group, to adopt, support or otherwise promote Gender Fluidity (as defined herein).

SECTION 3.2. For purposes of this policy, "Gender Fluidity" means any belief, theory or ideology that (1) espouses the view that gender is merely a social construct; (2) espouses the view that it is possible for a person to be any gender or none (i.e., non-binary) based on that person's feelings or preferences; and (3) supports hormone therapy or other medical treatments or procedures to temporarily or permanently alter a person's body so that it "matches" a self-believed gender different from that person's biological sex.

SECTION 3.3. No course of instruction, unit of study, materials, or any other curricular or extracurricular offerings adopting, supporting, or promoting Gender Fluidity shall be used or introduced in any District school or otherwise. For the avoidance of doubt, this prohibition will also include any such materials that a teacher or administrator might seek to provide to any student, including any situation in which a teacher or administrator would allow a student to "borrow" such materials from the teacher's or administrator's private collection. Any materials adopting, supporting or promoting Gender Fluidity shall be removed from any District premises generally accessible to the student population, including but not limited to any library or classroom setting, and shall be kept solely and exclusively in the Parental Consent Area. Prior to providing any student access to the Parental Consent Area, a student must submit evidence of written consent from his or her parent or legal guardian, which consent shall include the date range of the allowed access (which may not exceed 6 months from the date of such consent) and must be independently verified by the District through an in-person meeting or direct telephone communication.

SECTION 3.4. A trustee, officer, employee, teacher, administrator, contractor, or agent of the District may not use, or permit others to use, any District funds, property, or personnel to adopt, support, or promote Gender Fluidity as defined herein. Furthermore, any and all offices, titles, persons, programs or functions of the District that adopt, support or promote Gender Fluidity will be immediately disbanded and any such positions will be terminated from the District's budget and payroll. For any District positions or offices that are terminated as a result of this Section 3.4, the District will take all necessary measures to ensure that any contractual arrangements associated with such position or officer are not renewed and any impacted personnel will be transferred to another position with different duties within the District for the duration of such person's contract. For the avoidance of doubt, this Section is not intended to prohibit students from forming student-led groups or otherwise discussing such issues in private forums, subject to other restrictions set forth in this Policy.

SECTION 3.5. The District will formulate, interpret and apply its rules concerning the use of rest rooms, locker rooms, changing facilities and participation in all extracurricular activities including sports competition in a manner consistent with the biological sex of each student. Except as provided below, an interscholastic athletic team sponsored or authorized by the District may not



allow a student to compete in an interscholastic athletic competition sponsored or authorized by the District that is designated for the biological sex opposite to the student's biological sex as correctly stated on: (1) the student's official birth certificate; or (2) if the student's official birth certificate is unobtainable, another government-issued record. An interscholastic athletic team sponsored or authorized by the District may allow a female student to compete in an interscholastic athletic competition that is designated for male students if a corresponding interscholastic athletic competition designated for female students is not offered or available. For purposes of this section, a statement of a student's biological sex on the student's official birth certificate is considered to have correctly stated the student's biological sex only if the statement was: (1) entered at or near the time of the student's birth; or (2) modified to correct any type of scrivener or clerical error in the student's biological sex.

SECTION 3.6. The District will not promote, require or encourage the use of pronoun identifiers for students, teachers or any other persons in any manner that is inconsistent with the biological sex of such person as listed on the student's birth certificate or, if not available, in a similarly used legal document. However, to the extent a student (with the written consent of such student's parent or legal guardian), parent or legal guardian has specifically requested or directed the use of a specific pronoun for that particular student, a teacher or administrator interacting with the student may comply with such request.

#### **SECTION 4. PORNOGRAPHIC MATERIAL**

SECTION 4.1. For purposes of this Policy, "*Potentially Pornographic Material*" means all media, writings, drawings, graphs, charts, photographs, pictures, films, tapes, sound recordings, images, data, and data compilations of every kind that addresses or contains the following topics: (1) human sexuality; (2) sexually transmitted diseases; (3) sexually explicit acts; and (4) graphic presentations of sexual behavior.

SECTION 4.2. No later than one year from the date of adoption of this Policy, the District shall identify all Potentially Pornographic Material available, utilized, or assigned in the District. All Potentially Pornographic Material that has been identified by the District as well as any future Potentially Pornographic Material desired to be utilized in the District in any manner shall be presented annually to the Board of Trustees at a public meeting for consideration, at which public meeting the District shall inform parents, guardians, and the Board of Trustees about the educational value of, and reasoning behind, the use and selection of each item of Potentially Pornographic Material. Such public meeting shall be fully subject to the Texas Open Meetings Act and Texas Public Information Act without restriction. The Board of Trustees shall then vote in public, with each Trustee's individual vote being discernible, to include or exclude on an individual basis each item of Potentially Pornographic Material in the District's available materials.

SECTION 4.3. The District shall develop, maintain, and make publicly available a single, searchable website database on the District's website that allows the public at no cost to review all the details concerning Potentially Pornographic Material which has been included or excluded in the



District's materials by the Board of Trustees. The District's website database shall identify the Potentially Pornographic Material and state the District's position regarding the educational value of, and reasoning behind, the use and selection of each item of Potentially Pornographic Material. The website will also clearly identify how the Potentially Pornographic Material is being utilized by the District and at which campuses and in which classrooms the Potentially Pornographic Material has been made available to students. The vote of each individual Trustee as well as the vote of the full Board of Trustees shall be made clearly visible in this same location on the District's website.

SECTION 4.4. The District shall not teach, instruct, or train any employee, contractor, staff member, administrator, supervisor, assistant, part-time employee, parent volunteer, or any other individual or group, to adopt, support, or promote Potentially Pornographic Material that the Board of Trustees has not voted to include in the District's instructional materials, nor shall the District allow any such Potentially Pornographic Material to be introduced or otherwise discussed. For the avoidance of doubt, this prohibition will also include any such materials that a teacher or administrator might seek to provide to any student, including any situation in which a teacher or administrator would allow a student to "borrow" such materials from the teacher's or administrator's private collection.

SECTION 4.5. No course of instruction, unit of study, materials, or any other curricular or extracurricular offerings adopting, supporting, or promoting Potentially Pornographic Material that the Board of Trustees has not voted to include in the District's instructional materials shall be used or introduced in any District school or otherwise. Any materials adopting, supporting or promoting Potentially Pornographic Material that has not been specifically approved by the Board of Trustees to be included in the District's instructional materials shall be removed from any District premises generally accessible to the student population, including but not limited to any library or classroom setting, and shall be kept solely and exclusively in the Parental Consent Area. Prior to providing any student access to the Parental Consent Area, a student must submit evidence of written consent from his or her parent or legal guardian, which consent shall include the date range of the allowed access (which may not exceed 6 months from the date of such consent) and must be independently verified by the District through an in-person meeting or direct telephone communication.

## **SECTION 5. IMPLEMENTATION**

SECTION 5.1. All provisions of this Policy (as may be amended, supplemented or otherwise modified from time to time, this "Policy") shall be implemented fully by the Board of Trustees and the Superintendent within one year of its adoption.

SECTION 5.2. Each contract involving a Subject Person shall include a provision requiring the Subject Person to abide by all terms of this Policy. In this Policy, "Subject Person" shall mean each employee, officer, administrator, trustee, board director, teacher, vendor, contract worker, or agent of the District.



SECTION 5.3. A Subject Person shall cooperate fully with the implementation of the provisions of this Policy. No Subject person may, directly or indirectly, induce, encourage, or aid anyone to violate any provision of this Policy. Any Subject Person who learns that another Subject Person has violated this Policy is required to immediately report any violation of this Policy to the Board of Trustees. A failure to report a known violation of this Policy is itself a violation of this Policy.

SECTION 5.4. The District shall withhold any payment to a Subject Person if the Subject Person is found by the District to be in violation of this Policy until such violation is cured.

SECTION 5.5. The District shall impose the maximum penalty or consequence available under a Subject Person's contract or for an at will employee who is not under contract, the maximum penalty or consequence available under applicable law, up to and including suspension or termination, for an intentional or willful violation of this Policy.

SECTION 5.6. If the District, including any trustee, officer, administrator, employee, teacher or agent of the District, fails to comply with the terms of this Policy, any citizen who is a resident or taxpayer of the District or a parent or legal guardian of any student that attends a District school, may file a complaint alleging such failure with the Board of Trustees. The Board of Trustees shall investigate any such complaint as promptly as possible, shall report on its investigation's process no less than monthly to the complainant and shall take appropriate action, in each case no more than 90 days after the filing or submission of the complaint and shall report the details of such promptly to the complainant.

SECTION 5.7. To the extent of any conflict between this Policy and any other Board of Trustees policy or regulation, this Policy shall prevail.

SECTION 5.8. The Board of Trustees shall, within two (2) months of the date of adoption of this Policy by the Board Trustees, designate specific individual, publicly named administrators responsible for ensuring full compliance with this Policy.

SECTION 5.9. In the event that (a) this Policy has not been fully implemented by the Board of Trustees and the Superintendent within one year of its adoption pursuant to the requirements of Section 5.1 of this Policy, or (b) the Board of Trustees and/or the Superintendent waver or otherwise fail to begin implementing this Policy within ten (10) days of its adoption by the Board of Trustees, then the Board of Trustees will establish an Implementation Committee made up of three individuals appointed by the Board of Trustees. To be qualified to serve as a member of the Implementation Committee, each individual shall be a resident of the District. The Implementation Committee shall ensure that each provision of this Policy is implemented in a timely fashion, and shall be tasked with identifying cost savings sufficient to offset any alleged additional costs incurred to implement this Policy and shall recommend such cost-saving measures to the Board of Trustees for consideration in order to ensure that implementation of the Policy does not create any additional net costs to the District. The Implementation Committee shall not identify cost-saving measures that negatively affect the education of the students including teacher salaries or benefits or reduction in teacher headcount. The Board of Trustees



and the Superintendent shall take all necessary steps to ensure that the Implementation Committee has unfettered and unlimited access to all of the District's resources that are reasonably related to the implementation, maintenance and enforcement of this Policy.

SECTION 5.10. None of the terms or provisions of this Policy can be changed, altered or otherwise amended without first providing written notification to all citizen stakeholders in the District, which all include but not be limited to the parents and/or legal guardians of each student, all residents of the District and all taxpayers of the District. Such written notice must be provided to all such persons in the form of a postal mailer delivered no later than 60 days in advance of the proposed meeting of the Board of Trustees at which such proposed modification or amendment will be considered.

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