

AGENDA OF REGULAR MEETING

BOARD OF TRUSTEES

SANGER INDEPENDENT SCHOOL DISTRICT

July 13, 2020

6:00 PM

Notice is hereby given that a Regular Meeting of the Board of Trustees of the Sanger Independent School District will be held July 13, 2020 beginning at 6:00 PM, Denton County Special Education Cooperative Building, 601 Elm St, Sanger, TX 76266-9635.

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 same order as shown on the meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **INVOCATION**
4. **RECOGNITION**
5. **PUBLIC COMMENT**
6. **REPORTS**
 - A. Financials
 1. Financials
 2. Budget Workshop Update
 - B. Teaching & Learning
 1. State of Teaching & Learning 2020
 - C. Operations
 1. July Operations Report
 2. Utility Data
7. **COMMUNITY INPUT: ACTION AGENDA ITEM**
8. **ACTION**
 - A. Consent Agenda
 1. Minutes of meeting held June 2020
 2. Amendments to current budget
 - B. Employee Sheet July 2020
 - C. Discuss & Consider Approval of 2020-2021 Compensation Plan for Sanger ISD
 - D. Discuss & Consider Approval of 2020-2021 Bus Driver Pay Scale
 - E. Discuss & Consider Approval of 2020-2021 Extra Duty Stipends
 - F. Discuss & Consider 2020-2021 Student Nutrition Meal Increase

- G. Discuss & Consider Approval for COVID-19 Payment Plan
- H. Discuss & Consider Approval of 2020-2021 Sanger ISD Student Handbook
- I. Discuss & Consider Approval of Sanger ISD Student Code of Conduct 2020-2021
- J. Discuss & Consider Approval for Sanger ISD Food Truck Renovations
- K. Discuss & Consider Approval of Pre-K Tuition Based Handbook
- L. Discuss & Consider Walsh Gallegos Legal Services Retainer Agreement for Sanger ISD
- M. Discuss & Consider Approval of Amended School Calendar for 2020-2021.

9. SUPERINTENDENT'S UPDATE

- A. Update on TEA Waivers

10. **EXECUTIVE SESSION** may be called for the purposes permitted in accordance with the Texas Open Meetings Act, Texas 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 session.

11. RECONVENE TO OPEN SESSION

12. BOARD MEMBER COMMENTS, REPORTS, AND DISCUSSION

- A. Board Members: Debrief from TASB Summer Leadership Institute 2020, The Virtual Online Experience

13. 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, Texas Government Code Chapter 551, subchapters D and E or Texas Government Code Section 418.183 (f). Before any closed meeting is convened, the presiding officer will publicly identify the section of the Act authorizing the closed meeting. All final votes, actions, or decisions, will be taken in open meeting.

This notice was posted in compliance with the Texas Open Meetings Act on July 9, 2020 at 4:00 p.m.



Dr. Tommy Hunter, Superintendent



CALL TO ORDER



PLEDGE OF ALLEGIANCE



INVOCATION



**AWARDS,
ACHIEVEMENTS,
AND
RECOGNITIONS**



PUBLIC COMMENT



REPORTS



FINANCIAL REPORTS

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - REVENUES					
5700 - REVENUE-LOCAL AND INTERMEDIATE					
5710 - LOCAL REAL/PERS PROPERTY TAXES	12,859,988.00	-83,059.27	-12,174,034.35	685,953.65	94.67%
5730 - TUITION AND FEES	285,000.00	-538.00	-53,900.46	231,099.54	18.91%
5740 - OTHER REVENUES LOCAL SOURCES	275,000.00	94,453.92	-146,663.57	128,336.43	53.33%
5750 - REVENUES-COCURRIC/ENTERPRISING	50,000.00	.00	-63,325.01	-13,325.01	126.65%
5760 - REVENUES FROM INTERMED SOURCES	55,000.00	1,524.80	-269,690.42	-214,690.42	490.35%
Total REVENUE-LOCAL AND INTERMEDIATE	13,524,988.00	12,381.45	-12,707,613.81	817,374.19	93.96%
5800 - STATE PROGRAM REVENUES					
5810 - PER CAPITA/FOUNDATION REVENUES	14,139,521.00	-1,185,264.49	-9,134,905.49	5,004,615.51	64.61%
5830 - REV/STATE AGENCIES (NOT TEA)	.00	-108,020.07	-971,074.85	-971,074.85	.00%
Total STATE PROGRAM REVENUES	14,139,521.00	-1,293,284.56	-10,105,980.34	4,033,540.66	71.47%
5900 - FEDERAL PROGRAM REVENUES					
5930 - FED REV DIST BY STATE(NOT TEA)	240,600.00	.00	-240,599.00	1.00	100.00%
Total FEDERAL PROGRAM REVENUES	240,600.00	.00	-240,599.00	1.00	100.00%
Total Revenue Local-State-Federal	27,905,109.00	-1,280,903.11	-23,054,193.15	4,850,915.85	82.62%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES/EXPENSES						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-14,578,573.43	.00	11,306,381.82	77,104.13	-3,272,191.61	77.55%
6200 - PROFESSIONAL & CONTRACTED SVS	-173,430.00	.00	173,945.22	6,165.10	515.22	100.30%
6300 - SUPPLIES AND MATERIALS	-492,667.57	28,953.00	252,851.60	53,129.00	-210,862.97	51.32%
6400 - OTHER OPERATING COSTS	-8,240.00	.00	1,240.00	545.00	-7,000.00	15.05%
Total Function11 INSTRUCTION	-15,252,911.00	28,953.00	11,734,418.64	136,943.23	-3,489,539.36	76.93%
12 - INSTRUCTIONAL RESOURCES/MEDIA						
6100 - PAYROLL COSTS	-177,864.00	.00	153,283.75	1,902.56	-24,580.25	86.18%
6200 - PROFESSIONAL & CONTRACTED SVS	-17,250.00	.00	17,250.00	.00	.00	100.00%
6300 - SUPPLIES AND MATERIALS	-52,568.00	397.28	52,097.73	5,706.54	-72.99	99.11%
6400 - OTHER OPERATING COSTS	-200.00	.00	.00	.00	-200.00	-0.00%
Total Function12 INSTRUCTIONAL	-247,882.00	397.28	222,631.48	7,609.10	-24,853.24	89.81%
13 - CURRICULUM & STAFF DEVELOPMENT						
6100 - PAYROLL COSTS	-26,743.00	.00	24,515.56	1,039.43	-2,227.44	91.67%
6200 - PROFESSIONAL & CONTRACTED SVS	-73,000.00	.00	47,070.94	750.00	-25,929.06	64.48%
6300 - SUPPLIES AND MATERIALS	-25,900.00	5,131.50	17,553.72	96.46	-3,214.78	67.77%
6400 - OTHER OPERATING COSTS	-50,359.00	294.00	17,519.85	-937.40	-32,545.15	34.79%
Total Function13 CURRICULUM & STAFF	-176,002.00	5,425.50	106,660.07	948.49	-63,916.43	60.60%
21 - INSTRUCTIONAL LEADERSHIP						
6100 - PAYROLL COSTS	-330,494.00	.00	300,803.86	30,292.46	-29,690.14	91.02%
Total Function21 INSTRUCTIONAL	-330,494.00	.00	300,803.86	30,292.46	-29,690.14	91.02%
23 - SCHOOL LEADERSHIP						
6100 - PAYROLL COSTS	-1,670,397.00	.00	1,481,616.44	123,623.00	-188,780.56	88.70%
6200 - PROFESSIONAL & CONTRACTED SVS	-4,857.00	.00	599.00	.00	-4,258.00	12.33%
6300 - SUPPLIES AND MATERIALS	-29,306.00	131.16	21,668.01	3,303.76	-7,506.83	73.94%
6400 - OTHER OPERATING COSTS	-18,477.00	950.00	6,426.06	-145.00	-11,100.94	34.78%
Total Function23 SCHOOL LEADERSHIP	-1,723,037.00	1,081.16	1,510,309.51	126,781.76	-211,646.33	87.65%
31 - GUIDANCE AND COUNSELING SVS						
6100 - PAYROLL COSTS	-641,787.00	.00	573,459.69	37,765.28	-68,327.31	89.35%
6300 - SUPPLIES AND MATERIALS	-77,533.00	.00	22,626.83	10,675.00	-54,906.17	29.18%
6400 - OTHER OPERATING COSTS	-2,133.00	.00	440.08	.00	-1,692.92	20.63%
Total Function31 GUIDANCE AND	-721,453.00	.00	596,526.60	48,440.28	-124,926.40	82.68%
33 - HEALTH SERVICES						
6100 - PAYROLL COSTS	-286,813.00	.00	269,141.20	3,983.87	-17,671.80	93.84%
6200 - PROFESSIONAL & CONTRACTED SVS	-660.00	.00	676.00	.00	16.00	102.42%
6300 - SUPPLIES AND MATERIALS	-14,362.00	.00	10,219.44	.00	-4,142.56	71.16%
6400 - OTHER OPERATING COSTS	-2,565.00	.00	2,252.15	.00	-312.85	87.80%
Total Function33 HEALTH SERVICES	-304,400.00	.00	282,288.79	3,983.87	-22,111.21	92.74%
34 - STUDENT TRANSPORTATION						
6100 - PAYROLL COSTS	-619,474.00	.00	643,108.23	19,819.71	23,634.23	103.82%
6200 - PROFESSIONAL & CONTRACTED SVS	-60,800.00	1,487.32	37,394.20	669.00	-21,918.48	61.50%
6300 - SUPPLIES AND MATERIALS	-150,150.00	16,026.60	110,532.96	1,674.72	-23,590.44	73.62%
6400 - OTHER OPERATING COSTS	-51,500.00	.00	55,909.84	286.50	4,409.84	108.56%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-375,000.00	66,278.00	293,200.19	.00	-15,521.81	78.19%
Total Function34 STUDENT TRANSPORTATION	-1,256,924.00	83,791.92	1,140,145.42	22,449.93	-32,986.66	90.71%
36 - CO-CURRICULAR ACTIVITIES						
6100 - PAYROLL COSTS	-917,077.00	11 .00	868,975.85	31,299.07	-48,101.15	94.75%
6200 - PROFESSIONAL & CONTRACTED SVS	-93,108.00	5,000.00	90,284.56	4,660.00	2,176.56	96.97%
6300 - SUPPLIES AND MATERIALS	-171,948.20	25,467.97	128,521.94	17,251.09	-17,958.29	74.74%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES/EXPENSES						
36 - CO-CURRICULAR ACTIVITIES						
6400 - OTHER OPERATING COSTS	-135,253.80	3,193.21	79,942.66	5,250.08	-52,117.93	59.11%
Total Function36 CO-CURRICULAR ACTIVITIES	-1,317,387.00	33,661.18	1,167,725.01	58,460.24	-116,000.81	88.64%
41 - GENERAL ADMINISTRATION						
6100 - PAYROLL COSTS	-793,792.00	.00	778,285.17	63,101.45	-15,506.83	98.05%
6200 - PROFESSIONAL & CONTRACTED SVS	-156,108.00	300.00	147,838.88	2,774.50	-7,969.12	94.70%
6300 - SUPPLIES AND MATERIALS	-58,296.00	.00	41,860.23	9,524.59	-16,435.77	71.81%
6400 - OTHER OPERATING COSTS	-62,726.00	.00	51,969.88	10,116.85	-10,756.12	82.85%
Total Function41 GENERAL ADMINISTRATION	-1,070,922.00	300.00	1,019,954.16	85,517.39	-50,667.84	95.24%
51 - PLANT MAINTENANCE & OPERATION						
6100 - PAYROLL COSTS	-1,150,718.00	.00	1,100,809.36	102,978.06	-49,908.64	95.66%
6200 - PROFESSIONAL & CONTRACTED SVS	-1,351,350.00	54,034.90	875,439.24	38,910.77	-421,875.86	64.78%
6300 - SUPPLIES AND MATERIALS	-352,700.00	30,444.27	207,703.67	17,713.49	-114,552.06	58.89%
6400 - OTHER OPERATING COSTS	-168,000.00	.00	186,125.06	8,290.87	18,125.06	110.79%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-192,050.00	138,309.00	123,259.00	123,259.00	69,518.00	64.18%
Total Function51 PLANT MAINTENANCE &	-3,214,818.00	222,788.17	2,493,336.33	291,152.19	-498,693.50	77.56%
52 - SECURITY & MONITORING SERVICES						
6200 - PROFESSIONAL & CONTRACTED SVS	-77,500.00	.00	77,500.00	4,809.56	.00	100.00%
Total Function52 SECURITY & MONITORING	-77,500.00	.00	77,500.00	4,809.56	.00	100.00%
53 - DATA PROCESSING SERVICES						
6100 - PAYROLL COSTS	-299,997.00	.00	220,930.19	20,776.55	-79,066.81	73.64%
6200 - PROFESSIONAL & CONTRACTED SVS	-176,000.00	5,706.80	88,744.89	1,350.00	-81,548.31	50.42%
6300 - SUPPLIES AND MATERIALS	-74,925.00	672.00	59,242.32	13,757.60	-15,010.68	79.07%
6400 - OTHER OPERATING COSTS	-4,500.00	.00	4,381.79	.00	-118.21	97.37%
Total Function53 DATA PROCESSING	-555,422.00	6,378.80	373,299.19	35,884.15	-175,744.01	67.21%
61 - COMMUNITY SERVICES						
6100 - PAYROLL COSTS	-156,997.00	.00	156,190.31	5,891.98	-806.69	99.49%
6300 - SUPPLIES AND MATERIALS	-19,500.00	.00	4,408.48	.00	-15,091.52	22.61%
6400 - OTHER OPERATING COSTS	-4,000.00	.00	508.00	75.00	-3,492.00	12.70%
Total Function61 COMMUNITY SERVICES	-180,497.00	.00	161,106.79	5,966.98	-19,390.21	89.26%
71 - DEBT SERVICE						
6500 - DEBT SERVICE	-383,171.00	.00	295,381.59	.00	-87,789.41	77.09%
Total Function71 DEBT SERVICE	-383,171.00	.00	295,381.59	.00	-87,789.41	77.09%
93 - PAYMENTS-SHARED SERVICES						
6400 - OTHER OPERATING COSTS	-800,000.00	.00	829,506.22	424,239.07	29,506.22	103.69%
Total Function93 PAYMENTS-SHARED	-800,000.00	.00	829,506.22	424,239.07	29,506.22	103.69%
95 - PAYMENTS TO JUV JUSTICE ALTERN						
6200 - PROFESSIONAL & CONTRACTED SVS	-8,500.00	.00	.00	.00	-8,500.00	-.00%
Total Function95 PAYMENTS TO JUV JUSTICE	-8,500.00	.00	.00	.00	-8,500.00	-.00%
99 - TAX APPRAISAL						
6200 - PROFESSIONAL & CONTRACTED SVS	-100,000.00	.00	94,382.63	23,973.29	-5,617.37	94.38%
Total Function99 TAX APPRAISAL	-100,000.00	.00	94,382.63	23,973.29	-5,617.37	94.38%
Total Expenditures	-27,721,320.00	382,777.01	22,405,976.29	1,307,451.99	-4,932,566.70	80.83%

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - REVENUES					
5700 - REVENUE-LOCAL AND INTERMEDIATE					
5740 - OTHER REVENUES LOCAL SOURCES	700.00	.00	.00	700.00	.00%
5750 - REVENUES-COCURRIC/ENTERPRISING	641,396.00	-9,325.33	-352,709.33	288,686.67	54.99%
5760 - REVENUES FROM INTERMED SOURCES	3,000.00	.00	-291.30	2,708.70	9.71%
Total REVENUE-LOCAL AND INTERMEDIATE	645,096.00	-9,325.33	-353,000.63	292,095.37	54.72%
5800 - STATE PROGRAM REVENUES					
5820 - STATE REV DISTRIBUTED BY TEA	5,600.00	.00	-5,234.84	365.16	93.48%
5830 - REV/STATE AGENCIES (NOT TEA)	.00	-3,468.93	-31,537.24	-31,537.24	.00%
Total STATE PROGRAM REVENUES	5,600.00	-3,468.93	-36,772.08	-31,172.08	656.64%
5900 - FEDERAL PROGRAM REVENUES					
5920 - FED REV DISTRIBUTED BY TEA	719,000.00	.00	-568,418.59	150,581.41	79.06%
Total FEDERAL PROGRAM REVENUES	719,000.00	.00	-568,418.59	150,581.41	79.06%
Total Revenue Local-State-Federal	1,369,696.00	-12,794.26	-958,191.30	411,504.70	69.96%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES/EXPENSES						
35 - FOOD SERVICES						
6100 - PAYROLL COSTS	-635,496.00	.00	534,157.81	15,039.73	-101,338.19	84.05%
6200 - PROFESSIONAL & CONTRACTED SVS	-70,000.00	.00	25,290.18	691.00	-44,709.82	36.13%
6300 - SUPPLIES AND MATERIALS	-663,000.00	.00	428,883.55	2,589.00	-234,116.45	64.69%
6400 - OTHER OPERATING COSTS	-1,200.00	.00	.00	.00	-1,200.00	-.00%
Total Function35 FOOD SERVICES	-1,369,696.00	.00	988,331.54	18,319.73	-381,364.46	72.16%
Total Expenditures	-1,369,696.00	.00	988,331.54	18,319.73	-381,364.46	72.16%

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - REVENUES					
5700 - REVENUE-LOCAL AND INTERMEDIATE					
5710 - LOCAL REAL/PERS PROPERTY TAXES	2,886,838.00	-18,050.45	-2,728,246.01	158,591.99	94.51%
5740 - OTHER REVENUES LOCAL SOURCES	11,000.00	-136.15	-7,449.85	3,550.15	67.73%
Total REVENUE-LOCAL AND INTERMEDIATE	2,897,838.00	-18,186.60	-2,735,695.86	162,142.14	94.40%
5800 - STATE PROGRAM REVENUES					
5820 - STATE REV DISTRIBUTED BY TEA	.00	-12,589.00	-80,876.00	-80,876.00	.00%
Total STATE PROGRAM REVENUES	.00	-12,589.00	-80,876.00	-80,876.00	.00%
Total Revenue Local-State-Federal	2,897,838.00	-30,775.60	-2,816,571.86	81,266.14	97.20%

Board Report
Comparison of Expenditures and Encumbrances to Budget
SANGER ISD
As of June

Fund 511 / 0 DEBT SERVICE FUNDS-LOC DEFINED

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES/EXPENSES						
71 - DEBT SERVICE						
6500 - DEBT SERVICE	-2,853,050.00	.00	1,980,865.00	.00	-872,185.00	69.43%
Total Function71 DEBT SERVICE	-2,853,050.00	.00	1,980,865.00	.00	-872,185.00	69.43%
Total Expenditures	-2,853,050.00	.00	1,980,865.00	.00	-872,185.00	69.43%

**SANGER INDEPENDENT SCHOOL DISTRICT
MONTHLY CASH AND INVESTMENT REPORT
FOR THE MONTH JUNE 2020**

Account	Market Value 31-May-20	Interest Earnings	Deposits and Transfers In	Checks and Transfers Out	Market Value 30-Jun-20	Average rate of return
LONE STAR INVESTMENTS:						
General Fund	\$9,860,469.66	\$2,366.50	\$1,832,314.69	\$2,500,000.00	\$9,195,150.85	0.1923%
Worker's Comp Fund	\$4,673.65	\$0.74	\$0.00	\$0.00	\$4,674.39	0.1923%
Interest and Sinking Fund	\$853,435.55	\$171.24	\$18,015.36		\$871,622.15	0.1923%
SANGER BANK:						
Clearing Account Gen Operating	\$685,128.14	\$106.38	\$2,543,304.56	\$2,781,223.29	\$447,315.79	0.1500%
Activity Account	\$195,083.83	\$26.04	\$10,620.15	\$7,903.72	\$197,826.30	0.1500%
Workers Compensation Fund	\$79,771.01	\$9.14	\$0.00	\$15,525.00	\$64,255.15	0.1500%
Certificates of Deposit	\$1,788,344.32	\$0.00	\$0.00		\$1,788,344.32	0.3090%
FNC CERTIFICATES OF DEPOSIT						
	\$1,821,588.17	\$1,481.29	\$0.00	\$0.00	\$1,823,069.46	
TEXAS CLASS INVESTMENT POOL						
	\$1,003,607.92	\$485.34		\$0.00	\$1,004,093.26	0.3100%
	<u>\$15,288,494.33</u>	<u>\$4,646.67</u>	<u>\$4,404,254.76</u>	<u>\$5,304,652.01</u>	<u>\$15,396,351.67</u>	

The investment activities are in compliance with the District investment policies and House Bill 2459.

INVESTMENT OFFICERS:

Dr. Tommy Hunter

Monica Miller, CFO/HR



2020 - 2021
BUDGET WORKSHOP
SANGER ISD

PROPOSED TAX RATE AND TAXABLE VALUES

	2019-2020 Fiscal Year	2020-2021 Fiscal Year
TAX RATE		
M & O Tax Rate	\$ 1.06835	\$.9630 to 1.0547 *
I & S Tax Rate	\$ 0.24	\$.24
Total Tax Rate	\$ 1.30835	\$ 1.203
TAXABLE VALUES		
Taxable Values	\$ 1,200,355,128	\$ 1,440,103,454

* TEA WILL NOT RELEASE OUR ALLOWED
TAX RATE UNTIL THE END OF JULY. THIS IS
SUBJECT TO CHANGE

BUDGET COMPARISON - REVENUE

Local Revenue	2019-2020: Adopted	2020-2021: Proposed
Local Taxes	\$12,697,988	\$14,167,738
Taxes Prior Year	\$87,000	\$87,000
Penalties and Interest	\$65,000	\$65,000
Rendition Penalties	\$10,000	\$10,000
Misc. Other Revenue	\$55,000	\$55,000
Interest Earned	\$210,000	\$110,000
Building Rental	\$50,000	\$50,000
Insurance Recovery	\$15,000	\$15,000
Tuition & Fees	\$285,000	\$85,000
Athletic Revenue	\$50,000	\$50,000
Total Local Rev	\$13,524,988	\$14,694,738

BUDGET COMPARISON - REVENUE

State Revenue	2019-2020: Adopted	2020-2021: Proposed
Foundation School	\$13,502,232	\$10,802,610
Per Capita Apportion	\$637,232	\$980,541
TRS on Behalf	\$0*	\$1,332,875
	*budget amendment done at end of year	
TOTAL State Rev.	\$14,139,521	\$13,116,026

BUDGET COMPARISON - EXPENDITURES

11 – Instruction	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6100 – Payroll Costs	\$14,578,573	\$14,887,087	2.12%
6200 – Contracted Services	\$173,430	\$460,265	165.39%
6300 – Supplies and Materials	\$492,668	\$450,189	-8.62%
6400 – Other Operating Expenses	\$8,240	\$7,150	-13.23%
Total	\$15,252,911	\$15,804,691	3.62%

BUDGET COMPARISON - EXPENDITURES

12 – Media Service	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6100 – Payroll Costs	\$177,864	\$176,499	-0.77%
6200 – Contracted Services	\$17,250	\$17,250	0.0%
6300 – Supplies and Materials	\$52,568	\$52,568	0.0%
6400 – Other Operating Expenses	\$200	\$200	0.0%
Total	\$247,882	\$246,517	-.55%

BUDGET COMPARISON - EXPENDITURES

13 – Curriculum and Instruction	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6100 – Payroll Costs	\$26,743	\$28,364	6.06%
6200 – Contracted Services	\$73,000	\$47,500	-34.93%
6300 – Supplies and Materials	\$25,900	\$20,200	-22.01%
6400 – Other Operating Expenses	\$50,359	\$46,361	-7.94%
Total	\$176,002	\$142,425	-19.08%

BUDGET COMPARISON - EXPENDITURES

21 – Instructional Leadership	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6100 – Payroll Costs	\$330,494	\$371,873	12.52%
Total	\$330,494	\$371,873	12.52%

BUDGET COMPARISON - EXPENDITURES

23-Administration	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6100 – Payroll Costs	\$1,670,397	\$1,843,520	10.36%
6200 – Contracted Services	\$4,857	\$4,857	0.0%
6300 – Supplies and Materials	\$29,306	\$29,306	0.0%
6400 – Other Operating Expenses	\$18,477	\$18,477	0.0%
Total	\$1,723,037	\$1,896,160	10.05%

BUDGET COMPARISON - EXPENDITURES

31 – Counselor Services	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6100 – Payroll Costs	\$641,787	\$697,720	8.72%
6200 – Purchase and Contracted Materials	\$77,533	\$66,258	-14.54%
6300 – Supplies and Materials	\$2,133	\$2,133	0.0%
6400 – Other Operating Expenses	\$0	\$0	0.0%
Total	\$721,453	\$766,111	6.19%

BUDGET COMPARISON - EXPENDITURES

33 – Health Services	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6100 – Payroll Costs	\$286,813	\$343,339	19.71%
6200 – Contracted Services	\$660	\$660	0.0%
6300 – Supplies and Materials	\$14,362	\$14,362	0.0%
6400 – Other Operating Expenses	\$2,565	\$2,565	0.0%
Total	\$304,400	\$360,926	18.57%

BUDGET COMPARISON - EXPENDITURES

34 - Transportation	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6100 – Payroll Costs	\$619,474	\$631,183	1.89%
6200 – Contracted Services	\$60,800	\$60,800	0.00%
6300 – Supplies and Materials	\$150,150	\$164,150	9.32%
6400 – Other Operating Expenses	\$51,500	\$51,500	0.00%
6600-Capital Outlay	\$375,000	\$15,000	-96.00
Total	\$1,256,924	\$922,633	-26.60%

BUDGET COMPARISON - EXPENDITURES

36 -Co-Curricular	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6100 – Payroll Costs	\$917,077	\$873,033	-4.80%
6200 – Purchase and Contracted Materials	\$93,108	\$106,358	14.23%
6300 – Supplies and Materials	\$171,948	\$168,073	-2.25%
6400 – Other Operating Expenses & Capital Outlay	\$135,254	\$136,479	0.91%
Total	\$1,317,387	\$1,283,943	-2.54%

BUDGET COMPARISON - EXPENDITURES

41- General Administration	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6100 – Payroll Costs	\$793,792	\$772,038	-2.74%
6200 – Purchase and Contracted Materials	\$156,108	\$146,840	-5.94%
6300 – Supplies and Materials	\$58,296	\$35,800	-38.59%
6400 – Other Operating Expenses	\$62,726	\$97,240	55.02%
Total	\$1,070,922	\$1,051,918	-1.77%

BUDGET COMPARISON - EXPENDITURES

51 – Maintenance & Operations	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6100 – Payroll Costs	\$1,150,718	\$1,288,308	11.96%
6200 – Contracted Services	\$1,376,400	\$1,366,400	-.73%
6300 – Supplies and Materials	\$352,700	\$318,700	-9.64%
6400 – Other Operating Expenses	\$168,000	\$195,000	16.07%
6600-Capital Outlay	\$167,000	\$0	-100.0%
Total	\$3,214,818	\$3,168,408	-1.44%

BUDGET COMPARISON - EXPENDITURES

52 - Security	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6200 – Contracted Services	\$77,500	\$72,500	-6.45%
6300 – Supplies and Materials	\$0	\$0	0.0%
Total	\$77,500	\$72,500	-6.45%

BUDGET COMPARISON - EXPENDITURES

53 – Data Processing	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6100 – Payroll Costs	\$299,997	\$270,161	-9.95%
6200 – Purchase and Contracted Materials	\$176,000	\$176,000	0.0%
6300 – Supplies and Materials	\$74,925	\$74,925	0.0%
6400 – Other Operating Expenses	\$4,500	\$4,500	0.0%
Total	\$555,422	\$525,586	-5.37%

BUDGET COMPARISON - EXPENDITURES

61 – Community Services	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6100 – Payroll Costs	\$156,997	\$169,662	8.07%
6200 – Purchase and Contracted Materials	\$19,500	\$19,500	0.0%
6300 – Supplies and Materials	\$4,000	\$4,000	0.0%
6400 – Other Operating Expenses	\$0	\$0	0.0%
Total	\$180,497	\$193,162	4.38%

BUDGET COMPARISON - EXPENDITURES

71 – Debt Service -Leases	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6500 – Leases	\$383,171	\$295,382	-22.91%
Total	\$383,171	\$295,382	-22.91%

BUDGET COMPARISON - EXPENDITURES

93 –Shared Services Agreement	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6500 – Leases	\$800,000	\$800,000	0.00%
Total	\$800,000	\$800,000	0.00%

BUDGET COMPARISON - EXPENDITURES

95 – JJAEP	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6200 – Purchase and Contracted Services	\$8,500	\$8,500	0.0%
Total	\$8,500	\$8,5000	0.0%

BUDGET COMPARISON - EXPENDITURES

99 – Tax Appraisal Fees	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6200 – Purchase and Contracted Services	\$90,000	\$100,000	11.11%
Total	\$90,000	\$100,000	11.11%

BUDGET 2020-2021 GENERAL FUND 199

- ▶ Total Expenditures: **\$28.1 million**
 - ▶ Salaries: **\$21.7 million**
 - ▶ Non Salary Expenditures: **\$6.4 million**
-
- ▶ The proposed budget reflects a tax rate of .9630

BUDGET COMPARISON – CAFETERIA FUND 240 REVENUE

Fund 240	2019-2020: Adopted	2020-2021: Proposed
Local Revenues	\$645,096	\$645,096
State Matching	\$8,600	\$52,122
National School Breakfast & Lunch	\$639,000	\$639,000
Total	\$1,289,696	\$1,333,218

BUDGET COMPARISON – CAFETERIA FUND 240 EXPENDITURES

Fund 240	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6100 – Payroll Costs	\$635,496	\$654,561	3.00%
6200 – Purchase and Contracted Materials	\$70,000	\$70,000	0.0%
6300 – Supplies and Materials	\$663,000	\$663,000	0.0%
6400 – Other Operating Expenses & Capital Outlay	\$1,200	\$1,200	0.0%
Total	\$1,369,696	\$1,388,761	1.39%

BUDGET COMPARISON – FUND 599

INTEREST & SINKING

Fund 599	2019-2020: Adopted	2020-2021: Proposed
5711 – Taxes Current Year	\$2,897,838	\$3,456,248
5712 – Taxes Prior Years	\$15,000	\$15,000
5719 – Taxes P & I	\$20,000	\$20,000
Interest	\$11,000	\$6,000
Totals	\$ 2,943,838⁴³	\$3,497,248

BUDGET COMPARISON - EXPENDITURES

71 – Debt Service	2019-2020: Adopted	2020-2021: Proposed	Percentage (+ or -)
6500 – Debt Service	\$2,853,050	\$2,867,750	0.52%
Total	\$2,853,050	\$2,867,750	0.52%

QUESTIONS?



Teaching & Learning

Balanced Literacy Instructional Coach

It is with great excitement that we welcome Christina Yant to the Sanger ISD family as our new Balanced Literacy Instructional Coach.

Mrs. Yant has served as a PK-5 Instructional Coach in Lake Dallas ISD for the past six years. She has also served as a fourth grade teacher, third grade teacher, Reading Specialist and Dyslexia teacher in Whitesboro ISD. Mrs. Yant has earned her Master's degree in Curriculum and Instruction with an emphasis in Literacy Development. She has served as a 2nd grade Reading Achievement Academy Facilitator for Region XI. She is a certified Reading Specialist and Legacy Master Reading Teacher with Principal and ESL certifications. Mrs. Yant and her husband Chad reside in Tioga with their two teenage sons and their dog, Sadie. During her spare time, she loves to attend her sons' sporting events as well as spend time fishing and exploring the woods with her family. She also loves reading, participating in Twitter Chats and shopping! Mrs. Yant has a passion for literacy and prides herself on being a lifelong learner.

"It is an honor and a privilege to be given the opportunity to serve as the Balanced Literacy Instructional Coach for Sanger ISD. I look forward to supporting the work and continued excellence of the amazing staff!"- Christina Yant.

This guidance document is being provided based on the public health situation as we understand it today and takes effect immediately, both for summer school instruction ending the 2019-2020 school year and to help support school systems in planning for the 2020-2021 school year. Changes to the public health situation over the course of the summer may necessitate changes to this guidance.

This guidance addresses:

- On campus and virtual instruction
- Administrative activities by teachers, staff, or students that occur on school campuses or virtually
- Non-UIL extracurricular sports and activities
- Any other activities that teachers, staff, or students must complete that cannot be accomplished virtually
- Visits by parents and the general public

It is recommended that after-school providers and other programs that operate in conjunction with campuses follow this guidance in coordination with the campus(es) they serve.

Public Health Considerations

The virus that causes COVID-19 can infect people of all ages, and school system leaders should do everything feasible to keep students, teachers, staff, and our communities safe. That said, research from the Centers for Disease Control (CDC), among others, has found that while children do get infected by COVID-19 and some severe outcomes have been reported in children, relatively few children with COVID-19 are hospitalized or have severe symptoms. Furthermore, the American Academy of Pediatrics notes that COVID-19 risks must be balanced with the need for children to attend school in person, given that lack of physical access to school leads to a number of negative consequences, placing “children and adolescents at considerable risk of morbidity, and in some case, mortality.”ⁱ

While it is not possible to eliminate all risk of furthering the spread of COVID-19, the current science suggests there are many steps schools can take to reduce the risks to students, teachers, staff, and their families significantly. This guidance document contains information on four sets of practices that minimize the likelihood of viral spread, including some that are requirements for all schools and others that are recommendations:ⁱⁱ

- PROVIDE NOTICE: Requirements for parental and public notices
- PREVENT: Required practices to prevent the virus from entering the school
- RESPOND: Required practices to respond to a lab-confirmed case in the school
- MITIGATE: Recommended and required practices to reduce likely spread inside the school

The prevention and mitigation practices outlined in this document are designed to significantly reduce the likelihood that a coronavirus outbreak occurs on campus. Some practices are required for all school systems, some are required in areas with high levels of community spread, and some are recommendations. Consistently implementing recommendations to the extent feasible is the best way to reduce the potential negative impact of infection on students' educational experiences. Additionally, systems should consider stringently applying recommended practices to adults on campuses, even when it might not be feasible to do so for students, to more fully protect adult teachers and staff who are generally at greater risk from COVID-19 than students.

There will almost certainly be situations that necessitate temporary school closure due to positive COVID-19 cases in schools. Parents, educators, and school administrators should be prepared for this in the event that it occurs, while actively working to prevent it through prevention and mitigation practices.

PROVIDE NOTICE: Parental and Public Notices

Developing a Plan for On-Campus Activities and Instruction

School systems must post for parents and the general public, one week prior to the start of on-campus activities and instruction, a summary of the plan they will follow to mitigate COVID-19 spread in their schools based on the requirements and recommendations outlined here. This summary document can follow any format the school system deems appropriate to communicate the information, should broadly address the major points in this guidance, and must be posted on the school system homepage or another easily found area on the system website. Neither this summary document nor any local school systems' reopening plans are subject to approval by any government entity.

It is recommended that, within this summary, school systems designate a staff person or group that is responsible for responding to COVID-19 concerns and clearly communicate for all school staff and families who this person or group is and how to contact them.

Attendance and Enrollment

1. Per Texas Education Code (TEC), §25.092, students must attend 90% of the days a course is offered (with some exceptions) in order to be awarded credit for the course and/or to be promoted to the next grade. This requirement remains in force during the 2020-21 school year.
2. Given the public health situation, student attendance may be earned through the delivery of virtual instruction.
3. Any parent may request that their student be offered virtual instruction from any school system that offers such instruction. If a parent who chooses virtual instruction wants their child to switch to an on-campus instructional setting, they can do so, but school systems are permitted to limit these transitions to occur only at the end of a grading period, if it will be beneficial to the student's instructional quality. If a parent requests virtual instruction and the

school does not offer it, the parent may enroll in another school that does offer it for transfer students.

4. School systems must provide daily on-campus attendance for students otherwise entitled to attend school who follow this document's required public health procedures and whose parents wish them to attend on campus each day, subject to school closure and the exceptions listed in this document.
5. During the first three weeks of school, to facilitate an effective back-to-school transition process, school systems may temporarily limit access to on-campus instruction. As a result, some parents opting for their student(s) to attend on campus may be required to start with remote instruction temporarily, although any family who does not have Internet access and/or devices for distance learning at home is still entitled to have their student receive on-campus instruction each day during this transition period, as they are during the rest of the year. School systems must clearly describe this transition process in their posted summary of their plans to operate campuses safely, as required above.
6. School systems are required to provide parents a notice of their public education enrollment and attendance rights and responsibilities during the COVID-19 pandemic using a document published by TEA.

PREVENT: Practices to Prevent the Virus from Entering the School

Screening Questions for COVID-19 Before Campus Access

1. School systems must require teachers and staff to self-screen for COVID-19 symptoms before coming onto campus each day. Symptoms are listed at the end of this document. The self-screening should include teachers and staff taking their own temperature. Teachers and staff must report to the school system if they themselves have COVID-19 symptoms or are lab-confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry as noted below. Additionally, they must report to the school system if they have had close contact with an individual who is lab-confirmed with COVID-19, as defined at the end of this document, and, if so, must remain off campus until the 14-day incubation period has passed.
2. Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms (as listed in this document) or is lab-confirmed with COVID-19, and instead should opt to receive remote instruction until the below conditions for re-entry are met. Parents may also opt to have their students receive remote instruction if their child has had close contact with an individual who is lab-confirmed with COVID-19 until the 14-day incubation period has passed. School systems may consider screening students for COVID-19 as well. Screening is accomplished by asking questions by phone or other electronic methods and/or in person. The screening questions should also be asked of a student's parent if that parent will be dropping off or picking up their child from inside the school. Regularly performing a forehead temperature check of otherwise asymptomatic students in school is not recommended, but the practice is also not prohibited by this guidance.
3. Excluding parental drop-off and pick-up as discussed above, before visitors are allowed onto campuses, school systems must screen all visitors to determine if the visitors have COVID-19 symptoms (as listed in this document) or are lab-confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry as noted below.

Additionally, school systems must screen to determine if visitors have had close contact with an individual who is lab-confirmed with COVID-19, and, if so, they must remain off campus until the 14-day incubation period has passed. When practical, screening questions could be supplemented with temperature checks of adults.

Individuals Confirmed or Suspected with COVID-19

1. Any individuals who **themselves** either: (a) are lab-confirmed to have COVID-19; or (b) experience the symptoms of COVID-19 (listed below) must stay at home throughout the infection period, and cannot return to campus until the school system screens the individual to determine any of the below conditions for campus re-entry have been met:
 - In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met:
 - i. at least three days (72 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications);
 - ii. the individual has improvement in symptoms (e.g., cough, shortness of breath); and
 - iii. at least ten days have passed since symptoms first appeared.
 - In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to the campus until the individual has completed the same three-step set of criteria listed above.
 - If the individual has symptoms that could be COVID-19 and wants to return to school before completing the above stay at home period, the individual must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis or (b) receive two separate confirmations at least 24 hours apart that they are free of COVID via acute infection tests at an approved COVID-19 testing location found at <https://tdem.texas.gov/covid-19/>.

Identifying Possible COVID-19 Cases on Campus

- Schools must immediately separate any student who shows COVID-19 symptoms while at school until the student can be picked up by a parent or guardian.
- Schools should clean the areas used by the individual who shows COVID-19 symptoms while at school (student, teacher, or staff) as soon as is feasible.
- Students who report feeling feverish should be given an immediate temperature check to determine if they are symptomatic for COVID-19.

RESPOND: Practices to Respond to a Lab-Confirmed Case in the School

Required Actions if Individuals with Lab-Confirmed Cases Have Been in a School

1. If an individual who has been in a school is lab-confirmed to have COVID-19, the school must notify its [local health department](#), in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the [Americans with Disabilities Act \(ADA\)](#) and Family Educational Rights and Privacy Act (FERPA).

2. Schools must close off areas that are heavily used by the individual with the lab-confirmed case (student, teacher, or staff) until the non-porous surfaces in those areas can be disinfected, unless more than 3 days have already passed since that person was on campus.
3. Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, schools must notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers or staff who participate on any on campus activities.

MITIGATE: Practices to Mitigate the Likelihood of COVID-19 Spread Inside the School

Operational Considerations:

Health and Hygiene Practices: General

1. Schools should attempt to have hand sanitizer and/or hand washing stations with soap and water at each entrance. They should also attempt to provide hand sanitizer and/or hand washing stations with soap and water in every classroom.
2. Students, teachers, staff, and campus visitors should be encouraged to sanitize and/or wash hands frequently.
 - School systems are encouraged to have students engage in supervised handwashing for at least 20 seconds at least two times each day, in addition to being encouraged to wash hands after using the restroom and before eating.
 - School systems are encouraged to teach students good handwashing techniques.
 - Students, teachers, staff, and campus visitors should be encouraged to cover coughs and sneezes with a tissue, and if not available, covered in their elbows. Used tissues should be thrown in the trash, hands should be washed immediately with soap and water for at least 20 seconds, or hand sanitizer should be used.
3. Campuses should institute more frequent cleaning practices, including additional cleaning by janitorial staff, as well as provide the opportunity for children to clean their own spaces before and after they are used, in ways that are safe and developmentally appropriate.
 - Schools should arrange for additional cleaning and disinfecting of surfaces that are touched in common throughout the day. This would include objects such as door handles, common tables/desks, shared supplies such as art supplies, and high touch devices such as shared laptops or tablets.
 - Schools should arrange for cleaning of commonly-touched surfaces in classrooms between different class groups, if the same room will be used by multiple class groups.
 - The CDC has provided [guidance on cleaning community buildings](#) to prevent COVID-19 spread.
 - Schools should ensure these products are stored safely, including storing harmful products where children cannot access them, and ensuring that harmful cleaning products are not used near children.
4. Whenever possible, schools should open windows or otherwise work to improve air flow by allowing outside air to circulate in the building.
5. If a building has remained dormant for an extended period, we recommend you review [CDC guidance on maintaining water system safety](#) when buildings are unused for extended periods of time, and apply this guidance as appropriate.

6. The CDC provides a range of [printed resources](#) such as posters that promote protective measures and can serve as helpful reminders of best practices. Schools may use these or may create their own reminders.
7. On the first day a student attends school on campus, school systems must provide instruction to students on appropriate hygiene practices and other mitigation practices adopted in the local school system.

Health and Hygiene Practices: Masks

1. For the purposes of this document, masks include non-medical grade disposable face masks, cloth face coverings (over the nose and mouth), or full-face shields to protect eyes, nose, and mouth. Face shields may be superior to cloth face coverings in many circumstances, given improved ability to see mouth movements and improved air circulation.
2. Schools are required to comply with the governor's executive order regarding the wearing of masks.
3. In addition to the executive order, school systems may require the use of masks or face shields for adults or students for whom it is developmentally appropriate.
4. It may be impractical for students to wear masks or face shields while participating in some non-UIL athletic or other extracurricular activities. When it is impractical for students to wear masks or face shields during those activities, schools must require students, teachers, staff, and visitors to wear masks or face shields when entering and exiting facilities and practice areas and when not actively engaging in those activities. Schools may, for example, allow students who are actively exercising to remove masks or face shields, as long as they maintain at least six feet of distance from other students, teachers, and staff who are not wearing masks or face shields. However, schools must require students, teachers, and staff to wear masks or face shields as they arrange themselves in positions that will allow them to maintain safe distancing.

Student-Teacher Groupings

Where feasible without disrupting the educational experience, encourage students to practice social distancing.

1. In classroom spaces that allow it, consider placing student desks a minimum of six feet apart when possible.
2. In classrooms where students are regularly within six feet of one another, schools should plan for more frequent hand washing and/or hand sanitizing and should consider whether increased airflow from the outdoors is possible.

Use of Non-Classroom Spaces

1. When feasible and appropriate (for example, in physical education classes as weather permits), it is preferable for students to gather outside, rather than inside, because of likely reduced risk of virus spread outdoors.
2. Schools may continue to offer extracurricular activities, at their discretion and consistent with the guidance in this document, for non-UIL extracurricular activities and with the guidance found on the UIL website for all UIL activities.

3. As is the case in typical years, school systems with policies that allow it may open facilities to the public. Operation of the facilities should be done consistent with the governor's executive orders for similar activities.
4. Campuses must plan for entry, exit, and transition procedures that reduce large group gatherings (of students and/or adults) in close proximity. Consider staggering school start and end times, assigning students to entries to ensure even distribution of students entering/exiting at each door, providing guidance to students to enter one at a time and wait six feet apart outside the entrance, and, where appropriate, encouraging parents to remain outside during drop-off and pick-up.
5. Depending upon local conditions, school systems should consider eliminating assemblies and other activities that bring large groupings of students and/or teachers and staff together.
6. Consider adding dividers between bathroom sinks, especially when students cannot be at least six feet apart while using the sinks.
7. School systems should consider practices that reduce the likelihood that students meet the close contact definition (defined below) at lunch. This could include having students eat lunch at their desks. It could include the use of seats that are spaced at least 6 feet apart. It could include the use of dividers on cafeteria tables if they can serve the purpose of shielding the students from respiratory droplets with which they might otherwise come into contact. For meal service itself, consider individually plated meals with disposable food service items for students who do not bring their own lunch.

Transportation Recommendations

1. School systems should consider requiring students and staff to use hand sanitizer upon boarding the bus.
2. When possible, schools should open windows to allow outside air to circulate in the bus.
3. School systems should encourage families to drop students off, carpool, or walk with their student to school to reduce possible virus exposure on buses.
4. Buses should be thoroughly cleaned after each bus trip, focusing on high-touch surfaces such as bus seats, steering wheels, knobs, and door handles. During cleaning, open windows to allow for additional ventilation and air flow.

Visits to Schools

- Parents and other adults can visit schools, as permitted by local school system policies. During these visits, parents and other visitors must follow virus prevention and mitigation requirements of the school.
- Schools systems should restrict visits in schools to only those essential to school operations.

Staffing

1. Employees of school systems, like employees of any organization, must continue to meet the work expectations set by their employers, subject to any applicable employment contract terms.
2. School teachers and staff should be trained specifically on the protocols outlined in this document and the practices adopted by their school system. Additionally, while not developed with this exact guidance in mind, Texas Agri-Life Extension offers a free online course on [Special Considerations for Infection Control During COVID-19](#) (2hrs). This course is

intended for frontline childcare workers, but the principles of the course apply equally to those working in school settings.

3. School systems should attempt to reduce in-person staff meetings or other opportunities for adults to congregate in close settings. When those meetings are necessary and cannot be done via electronic means, everyone must follow the mask protocols in this guidance, remain at least 6 feet apart where feasible, consider the use of dividers, and consider whether increased airflow from the outdoors is possible in those settings.

COVID-19 Symptoms

In evaluating whether an individual has symptoms consistent with COVID-19, consider the following questions:

Have they recently begun experiencing any of the following in a way that is not normal for them?

- Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
- Loss of taste or smell
- Cough
- Difficulty breathing
- Shortness of breath
- Headache
- Chills
- Sore throat
- Shaking or exaggerated shivering
- Significant muscle pain or ache
- Diarrhea

Close Contact

This document refers to “close contact” with an individual who is lab-confirmed to have COVID-19. Close contact is determined by an appropriate public health agency. For clarity, close contact is defined as:

- a. being directly exposed to infectious secretions (e.g., being coughed on while not wearing a mask or face shield); or
- b. being within 6 feet for a cumulative duration of 15 minutes, while not wearing a mask or face shield;

if either occurred at any time in the last 14 days at the same time the infected individual was infectious.

Individuals are presumed infectious at least two days prior to symptom onset or, in the case of asymptomatic individuals who are lab-confirmed with COVID-19, two days prior to the confirming lab test.

Screening Questionnaire Information

1. When asking individuals if they have symptoms for COVID-19, school systems must only require the individual to provide a “Yes” or “No” to the overall statement that they are symptomatic for COVID-19, as opposed to asking the individual for specific symptom confirmation. School systems are not entitled to collect information during screening on the specific health information of an individual beyond that they are symptomatic.
2. Once it is determined that individuals who responded “Yes” to either of these questions have met the criteria for re-entry, school systems must destroy those individuals’ responses.

ⁱ <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

ⁱⁱ Within sections that primarily contain requirements, there are some recommended practices (indicated with “should”). Likewise, within sections that primarily contain recommendations, there are some required practices (indicated with “must”).

SANGER ISD RETURN TO LEARNING

On August 24, 2020, SISD plans on reopening with two options for families to consider. In the event of sporadic closures, we will have a plan in place to pivot to online learning. A survey will be sent mid-July for parents to indicate their preference between in-person and online learning.



IN-PERSON LEARNING

- *On Campus, Traditional Instruction*
- *Heightened Cleaning Procedures*
- *Daily Screening of Staff and Students*
- *Social Distancing Procedures*
- *Limit Outside Visitors*
- *Transportation Provided If Allowed*
- *Recommended For Students Who Participate In Co-Curricular Activities*

ONLINE LEARNING

- *Robust Curriculum With High Expectations*
- *Daily Attendance Check*
- *Daily Minutes Required*
- *Grading Expectations Are Same As In-Person Learning*
- *Instructional Support In Online Learning*



STAKEHOLDER RESPONSIBILITY

- *Parents and Teachers Monitor Daily Work*
- *Maintain Communication Between Staff, Parents and Students*
- *Attend Required Orientation For Online Learning*
- *Support Each Other In Our New Normal*

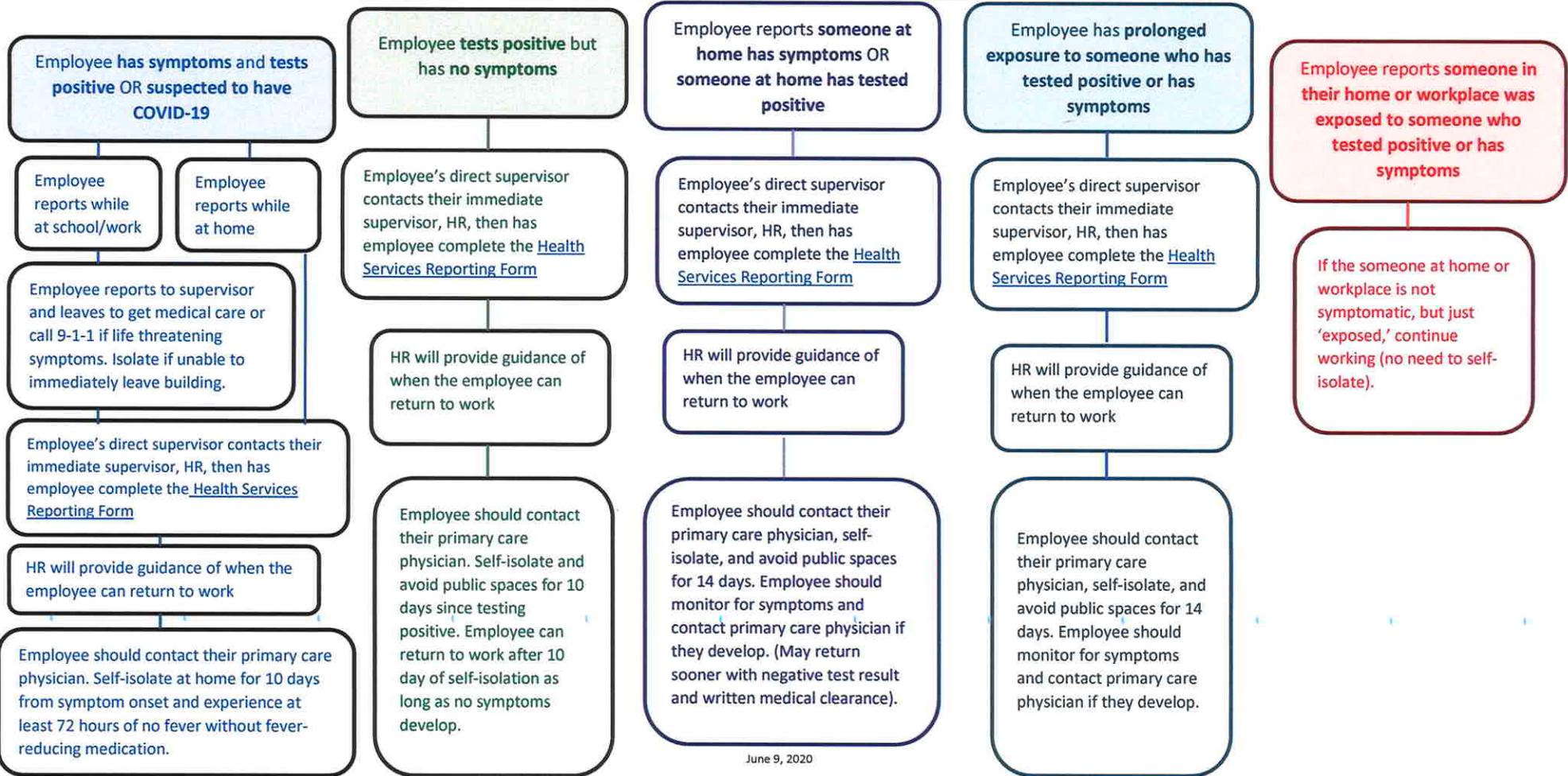
SPORADIC CLOSURE INFORMATION

In the event of a school closure, Sanger ISD will use a one day pivot to switch to 100% online learning. A comprehensive pivot plan is in development to streamline the issuance of devices to identified students. The online learning will be a robust, high-quality curriculum on par with in class instruction.

Visit the Sanger ISD Website at <https://bit.ly/sisdreturn2learn> for details

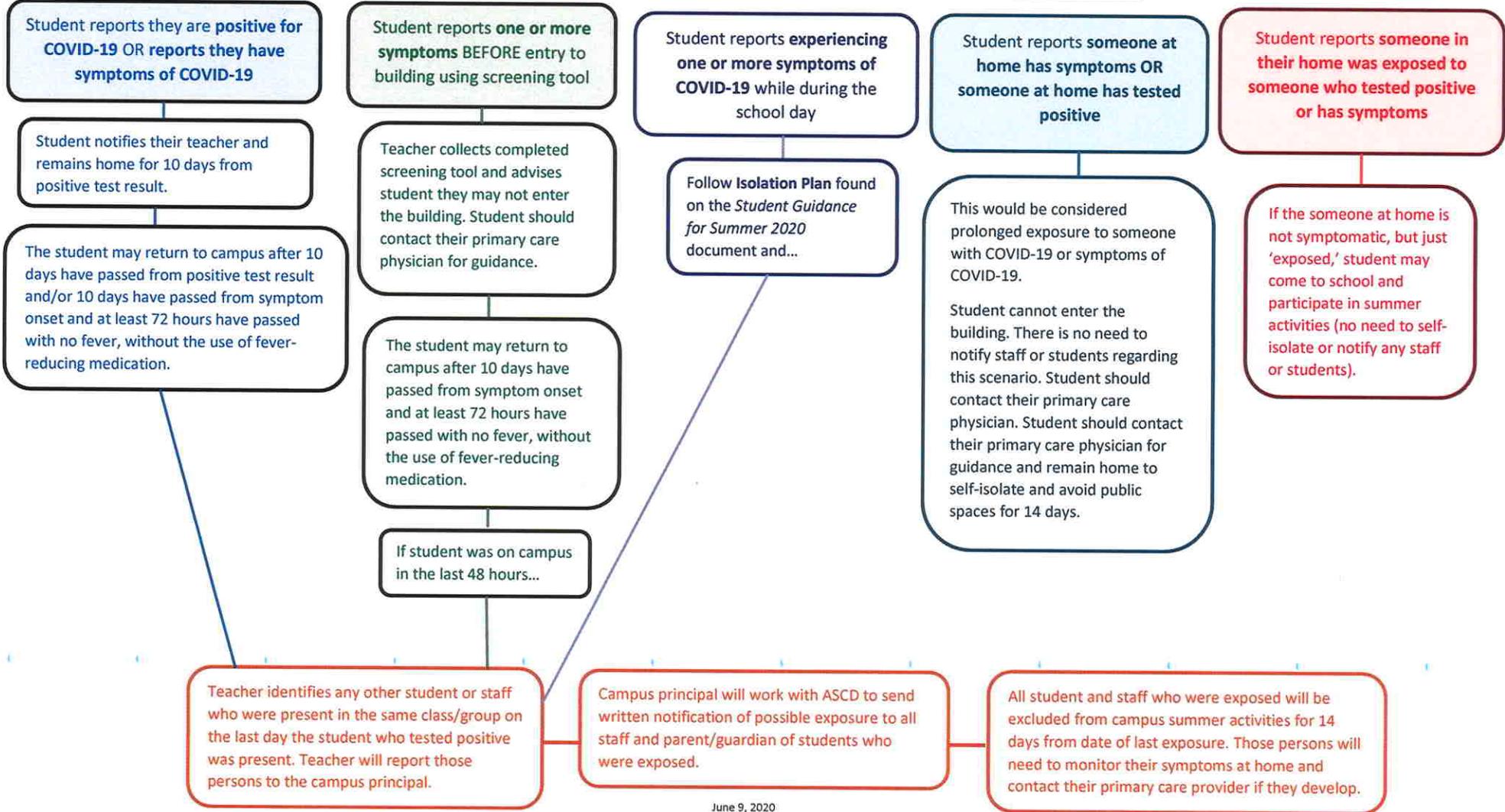
To be considered exposed to COVID-19, you need to have prolonged close contact with a person who has the virus. Close contact includes living in the same household, caring for a sick person with the virus, being within 6 feet of a sick person with the virus for at least 15 continuous minutes without the use of a face covering, or being in direct contact with secretions from the sick person.

Employee/Workplace Process Map for COVID-19



June 9, 2020

Student Process Map for COVID-19 (Summer 2020)



June 9, 2020



DEPARTMENT OF OPERATIONS



Sanger Independent School District

Operations Report- Summer Work 2020

July 2020

- SHS Portable- The portable has been delivered and set-up. ADA ramps have been installed. The exterior has been painted. Skirting has been installed with vents. Electrical work is scheduled to begin the week of July 6th. Once electricity is supplied, fire and data work will be initiated. We are also in the process of inventorying furniture that we currently have in storage to see what is needed to complete the classrooms.



- LTHS Roof- The roof replacement has been scheduled for the week of July 20th. The entire project is expected to take 6-7 days to complete.



Sanger Independent School District

- SHS- Gymnasium Roof Drain- Roof drain work began July 3rd. The four drains in the gym ceiling have been rerouted onto the lower roof which covers the athletic area as planned. An additional drain has been added and scuppers are the process of being enlarged on the lower roof per the engineers recommendations.



- Baseball/Softball Field Infield Renovation- Renovations on both fields were scheduled to begin on July 6th, however, it was canceled due to weather. Once weather cooperates work will commence as planned.
- A leak was found on the athletic fields at Sanger Middle School. This is likely the cause of the elevated water bill that was discussed at June's board meeting. The water was turned off to the entire complex. We are in the process of having the city remove the meters that service these fields as they are not in use and there are no plans to put them back in operation.
- Our new Type A school bus should be delivering the week of July 13th. This will complete the bus purchases for the 2019-2020 school year.
- Below is an updated list of the progress of summer cleaning in preparation of the upcoming school year:
 - Butterfield – All rooms clean, carpets shampooed, floors waxed - complete
 - Middle School – All rooms clean, carpets shampooed, floors waxed – complete
 - Indian Gym – Cleaned, competition gym floor to be scrubbed and recoated by Ponder floor July 13th – 17th , Front lobby area wax not complete.
 - Athletic Facility – Clean, in use for conditioning camp. Will be cleaned again after conditioning camp.



Sanger Independent School District

- Linda Tutt – All rooms cleaned, floors need to be scrubbed with auto scrubber, and cafeteria needs buffing.
- Sixth Grade Center – All rooms cleaned, carpets will be shampooed and floors waxed (July 6 – 10)
- Chisholm Trail – All rooms clean, waxing floors (July 6 – 15)
- Clear Creek – All rooms clean, floor waxing should be complete by July 10.
- High School – All rooms clean, Athletic area cleaning is in process, front hall needs to be dusted for cob webs, floor waxing will begin hopefully July 8 th and will be completed by July 24 th .
- Daycare – Complete

John Knowles
Executive Director for Operations

Sanger ISD Utility Report

Paid: 6/2020

Month 10

	2019/2020 Budget	September	October	November	December	January	February	March	April	May	June	July	August	YTD	YTD % of Budget
Electric															
Sanger High School	\$ 198,000.00	\$ 24,723.31	\$ 23,081.55	\$ 13,184.08	\$ 12,373.68	\$ 12,550.97	\$ 12,589.60	\$ 11,912.54	\$ 9,471.10	\$ 10,310.59	\$ 14,034.33			\$ 144,231.75	73%
Linda Tutt High School	\$ 26,500.00	\$ 2,757.52	\$ 3,197.20	\$ 2,386.36	\$ 1,585.84	\$ 1,276.84	\$ 1,250.56	\$ 1,893.52	\$ 1,337.48	\$ 580.72	\$ 690.50			\$ 16,956.54	64%
Sanger Middle School	\$ 126,500.00	\$ 14,397.36	\$ 17,383.68	\$ 13,384.23	\$ 9,537.36	\$ 9,033.56	\$ 8,528.16	\$ 11,397.48	\$ 8,848.60	\$ 3,251.88	\$ 3,874.92			\$ 99,637.23	79%
Clear Creek Intermediate	\$ 58,500.00	\$ 6,811.67	\$ 5,981.93	\$ 4,606.53	\$ 4,335.68	\$ 5,186.02	\$ 5,453.71	\$ 3,825.15	\$ 2,210.36	\$ 2,535.29	\$ 3,953.44			\$ 44,899.78	77%
Chisholm Trail Elementary	\$ 53,500.00	\$ 5,921.08	\$ 6,746.80	\$ 4,855.48	\$ 3,809.56	\$ 3,578.80	\$ 3,415.84	\$ 4,578.04	\$ 3,177.00	\$ 1,388.92	\$ 1,841.80			\$ 39,313.32	73%
Butterfield Elementary School	\$ 67,500.00	\$ 8,396.55	\$ 7,464.86	\$ 4,525.45	\$ 3,849.63	\$ 3,985.73	\$ 4,119.77	\$ 3,543.05	\$ 2,301.84	\$ 2,805.26	\$ 4,321.73			\$ 45,313.87	67%
Sanger Sixth Grade	\$ 36,000.00	\$ 4,204.32	\$ 5,308.44	\$ 3,727.68	\$ 2,191.08	\$ 1,770.84	\$ 1,532.88	\$ 2,071.32	\$ 1,872.00	\$ 738.96	\$ 1,304.76			\$ 24,722.28	69%
	\$ 566,500.00	\$ 67,211.81	\$ 69,164.46	\$ 46,669.81	\$ 37,682.83	\$ 37,382.76	\$ 36,890.52	\$ 39,221.10	\$ 29,218.38	\$ 21,611.62	\$ 30,021.48			\$ 415,074.77	73%
Water/Sewer															
Sanger High School	\$ 106,000.00	\$ 4,708.05	\$ 5,496.70	\$ 4,690.11	\$ 3,049.53	\$ 3,204.91	\$ 2,222.10	\$ 3,675.26	\$ 2,997.00	\$ 2,173.60	\$ 2,471.24			\$ 34,688.50	33%
Linda Tutt High School	\$ 7,400.00	\$ 563.35	\$ 593.71	\$ 541.66	\$ 530.52	\$ 533.55	\$ 467.56	\$ 611.05	\$ 506.00	\$ 457.40	\$ 545.73			\$ 5,350.53	72%
Sanger Middle School	\$ 45,000.00	\$ 3,775.64	\$ 3,960.74	\$ 4,371.78	\$ 4,614.22	\$ 3,614.59	\$ 4,179.98	\$ 4,827.91	\$ 4,218.68	\$ 4,891.34	\$ 5,191.76			\$ 43,646.64	97%
Clear Creek Intermediate	\$ 13,000.00	\$ 1,476.13	\$ 1,512.97	\$ 1,377.89	\$ 1,414.73	\$ 1,328.77	\$ 1,086.66	\$ 1,672.61	\$ 1,162.00	\$ 1,022.92	\$ 1,068.58			\$ 13,123.26	101%
Chisholm Trail Elementary	\$ 20,000.00	\$ 1,446.19	\$ 1,930.01	\$ 1,824.41	\$ 1,641.44	\$ 1,541.97	\$ 1,247.25	\$ 2,033.77	\$ 1,322.00	\$ 981.32	\$ 1,410.60			\$ 15,378.96	77%
Butterfield Elementary School	\$ 40,000.00	\$ 4,324.21	\$ 7,762.61	\$ 7,885.41	\$ 6,043.41	\$ 1,519.41	\$ 1,220.39	\$ 1,912.64	\$ 1,290.00	\$ 1,144.31	\$ 1,162.79			\$ 34,265.18	86%
Sanger Sixth Grade	\$ 20,000.00	\$ 1,083.98	\$ 1,452.43	\$ 1,285.18	\$ 1,236.85	\$ 1,155.14	\$ 1,085.11	\$ 1,627.27	\$ 1,265.00	\$ 1,085.69	\$ 1,047.92			\$ 12,324.57	62%
	\$ 251,400.00	\$ 17,377.55	\$ 22,709.17	\$ 21,976.44	\$ 18,530.70	\$ 12,898.34	\$ 11,509.05	\$ 16,360.51	\$ 12,760.68	\$ 11,756.58	\$ 12,898.62			\$ 158,777.64	63%
Telephone															
Sanger High School	\$ 11,500.00	\$ 1,134.53	\$ 1,135.93	\$ 1,145.37	\$ 1,080.50	\$ 920.27	\$ 867.43	\$ 929.65	\$ 921.32	\$ 921.41	\$ 921.41			\$ 9,977.82	87%
Linda Tutt High School	\$ 2,500.00	\$ 225.20	\$ 225.60	\$ 227.36	\$ 152.46	\$ 54.26	\$ 117.84	\$ 108.74	\$ 108.24	\$ 108.34	\$ 108.34			\$ 1,436.38	57%
Sanger Middle School	\$ 12,000.00	\$ 665.02	\$ 665.72	\$ 671.60	\$ 615.64	\$ 497.46	\$ 517.10	\$ 507.70	\$ 512.59	\$ 512.74	\$ 512.74			\$ 5,678.31	47%
Clear Creek Intermediate	\$ 3,500.00	\$ 266.30	\$ 266.48	\$ 268.76	\$ 268.76	\$ 267.74	\$ 267.85	\$ 267.85	\$ 267.40	\$ 267.45	\$ 267.45			\$ 2,676.04	76%
Chisholm Trail Elementary	\$ 12,500.00	\$ 433.40	\$ 433.80	\$ 449.40	\$ 385.86	\$ 326.61	\$ 326.72	\$ 326.72	\$ 326.22	\$ 326.27	\$ 326.27			\$ 3,661.27	29%
Butterfield Elementary School	\$ 6,300.00	\$ 266.30	\$ 266.48	\$ 268.76	\$ 268.76	\$ 267.74	\$ 267.85	\$ 267.85	\$ 267.40	\$ 267.45	\$ 267.45			\$ 2,676.04	42%
Sanger Sixth Grade/ADMIN	\$ 21,000.00	\$ 657.91	\$ 658.33	\$ 699.89	\$ 773.60	\$ 536.55	\$ 536.88	\$ 536.88	\$ 547.04	\$ 547.19	\$ 547.19			\$ 6,041.46	29%
	\$ 69,300.00	\$ 3,648.66	\$ 3,652.34	\$ 3,731.14	\$ 3,545.58	\$ 2,870.63	\$ 2,901.67	\$ 2,945.39	\$ 2,950.21	\$ 2,950.85	\$ 2,950.85			\$ 32,147.32	46%
NATURAL GAS															
Sanger High School	\$ 20,000.00	\$ 55.81	\$ 31.94	\$ 901.81	\$ 2,316.44	\$ 3,174.01	\$ 3,022.21	\$ 2,427.67	\$ 1,012.48	\$ 808.28	\$ (539.71)			\$ 13,210.94	66%
Linda Tutt High School	\$ 2,500.00	\$ 45.90	\$ 57.87	\$ 121.96	\$ 295.11	\$ 442.99	\$ 470.11	\$ 438.80	\$ 160.70	\$ 65.16	\$ 56.41			\$ 2,155.01	86%
Sanger Middle School	\$ 15,000.00	\$ 210.60	\$ 250.74	\$ 1,034.49	\$ 2,116.03	\$ 2,385.16	\$ 2,474.80	\$ 2,467.65	\$ 1,048.94	\$ 636.96	\$ 223.63			\$ 12,849.00	86%
Clear Creek Intermediate	\$ 2,500.00	\$ 76.69	\$ 102.06	\$ 165.55	\$ 272.62	\$ 446.23	\$ 409.90	\$ 334.71	\$ 154.62	\$ 175.19	\$ (51.94)			\$ 2,085.63	83%
Chisholm Trail Elementary	\$ 4,500.00	\$ 79.77	\$ 103.73	\$ 222.97	\$ 378.93	\$ 543.03	\$ 470.75	\$ 441.08	\$ 227.48	\$ 216.65	\$ 13.49			\$ 2,697.68	60%
Butterfield Elementary School	\$ 5,200.00	\$ 91.23	\$ 128.04	\$ 301.54	\$ 468.26	\$ 579.77	\$ 623.73	\$ 539.44	\$ 194.52	\$ 19.19	\$ (367.87)			\$ 3,078.85	59%
Sanger Sixth Grade/ADMIN	\$ 9,000.00	\$ 139.36	\$ 156.74	\$ 279.69	\$ 953.61	\$ 1,231.90	\$ 1,248.17	\$ 1,039.47	\$ 348.57	\$ 207.07	\$ 208.04			\$ 5,858.62	65%
	\$ 58,700.00	\$ 699.36	\$ 831.12	\$ 3,028.01	\$ 6,801.00	\$ 8,803.09	\$ 8,719.67	\$ 7,688.82	\$ 3,147.31	\$ 2,675.30	\$ (457.95)			\$ 41,935.73	71%
Fuel (Propane/Gas/Diesel)															
	\$ 108,150.00	\$ 1,465.27	\$ 10,102.12	\$ 26,221.00	\$ 14,630.00	\$ 10,912.06	\$ 5,985.00	\$ 1,111.35	\$ 13,929.94	\$ -	\$ -			\$ 84,356.44	78%
Copiers (XEROX)															
	\$ 85,553.00	\$ 1,545.04	\$ 4,786.35	\$ 8,000.71	\$ 8,766.69	\$ 7,664.62	\$ 7,299.15	\$ 9,661.44	\$ 3,300.49	\$ 6,128.13	\$ 6,165.10			\$ 67,317.72	79%

Utility usage costs are paid after each billing cycle, therefore, creating a month lag.

Due to COVID-19 meter readings were estimated.



Sanger Independent School District

601 Elm St., Sanger, Texas 76266

PUBLIC OPEN FORUM/COMMUNITY INPUT FORM

This form is used to register one's desire to speak before the Sanger ISD Board of Trustees at a Regular Called Board Meeting. Please complete and submit this form to the Board Secretary prior to the beginning of the meeting.

You may address the Board:

- During Community Input for Issues NOT on the Posted Agenda
- During any Posted Action Agenda Item
- During any Public Hearing (this form is not necessary for Public Hearings)

All comments must be made to the Board as a whole, not to individuals. Comments will be limited to five (5) minutes, and each speaker will be allowed one opportunity to speak for each item requested. Your comments must be related to the issue when speaking during Action Agenda Items.

You may have your position recorded without speaking by checking and filling in the appropriate boxes below. If the information you have to present will exceed five (5) minutes, the Board recommends it to be submitted in writing to the Board Secretary for distribution to the Board.

Date: _____

Name: _____

Address: _____

Phone: _____ E-mail: _____

Community Input – Topic: _____

Action Agenda Item: #(s) _____

Comments: (Additional Comments Attached)



ACTION



CONSENT AGENDA

Minutes of Regular Meeting
June 8, 2020
The Board of Trustees
Sanger Independent School District

A Regular Meeting of the Board of Trustees of Sanger Independent School District was held Monday, June 8, 2020; beginning at 6:00 PM. Board members were present in the boardroom at 601 Elm Street and provided public access to the meeting via Zoom Communication Systems.

1. CALL TO ORDER

Presenter: Board

President Ken Scribner called the meeting to Order at 6:00 p.m. noting a quorum was present.

Members present: Ken Scribner, Jimmy Howard, Ann Marie Afflerbach, Sarah York, Lisa Cody, Mitch Hammonds, Zach Thompson

2. PLEDGE OF ALLEGIANCE

Presenter: Board

3. INVOCATION

Presenter: By Jimmy Howard

4. RECOGNITION

Presenter: Leann Loyless

Announcement of Elementary and Secondary Teacher of the Year:
Elementary – Tabatha McCuiston, Chisholm Trail Elementary
Secondary – Joe Price, Linda Tutt High School

5. PUBLIC COMMENT

Presenter: Board - None

6. REPORTS

A. Financials

Presenter: Monica Miller

1. Financials

Presenter: Monica Miller

Mrs. Miller presented financials as presented in boardbook.

2. Budget Workshop

Presenter: Monica Miller, Dr. Tommy Hunter

Ms. Miller reviewed preliminary budget numbers as presented in boardbook.

B. Teaching & Learning

Presenter: Leann Loyless

1. Teaching & Learning Update

Mrs. Loyless reviewed information as presented in boardbook.

2. Annual SHAC Update

Presenter: Leann Loyless

Mrs. Loyless reviewed information as presented in boardbook.

3. Update on Pre-K Grant

Presenter: Tammy Austin

Mrs. Austin reviewed information as presented in boardbook.

C. Operations

Presenter: John Knowles

1. Operations Update

Presenter: John Knowles

Mr. Knowles reviewed information as presented in boardbook.

2. Utility Data

Presenter: John Knowles

Mr. Knowles reviewed information as presented in boardbook.

7. **COMMUNITY INPUT: ACTION AGENDA ITEM**

Presenter: Board - None

8. **ACTION**

A. **CONSENT AGENDA**

Presenter: Dr. Tommy Hunter

1. Minutes of Board Meeting

Presenter: Dr. Tommy Hunter

2. Amendments to Current Budget

Presenter: Monica Miller

3. 3rd Quarter Investment Report

Presenter: Monica Miller

Motion to approve the Consent Agenda items as presented by Jimmy Howard and Seconded by Sarah York.

Vote: 7:0

B. Employee Sheet for June 2020

Presenter: Monica Miller

Motion to approve Employee Sheet for June 2020 as presented by Mitch Hammonds and Seconded by Ann Marie Afflerbach.

Vote: 7:0

C. Contract Authorization for Education Staffing Solutions (ESS) - Substitute Management System

Presenter: Leann Loyless

Motion to enter into the Substitute Staff Placement Agreement Contract #170705 with Education Staffing Solutions (ESS) Management System for the 2020-2021 school year as presented by Jimmy Howard and Seconded by Mitch Howard.

Vote: 7:0

- D. Discuss & Consider the Purchase of Renaissance Learning for 2020-2021 School Year

Presenter: Leann Loyless

Motion to approve the quote and purchase of Renaissance Learning as presented by Sarah York and Seconded by Ann Marie Afflerbach.

Vote: 7:0

- E. Memorandum of Understanding - Career & Technical Education

Presenter: Leann Loyless

Motion to approve the Memorandum of Understanding for Career & Technical Education as presented by Lisa Cody and Seconded by Sarah York.

Vote: 7:0

- F. Discuss & Consider Linda Tutt High School Roof Replacement

Presenter: John Knowles

Motion to approve the Roof Quote of \$166,518 from Parsons Roofing to replace the roof at Linda Tutt High School by Mitch Hammonds and Seconded by Jimmy Howard.

Vote: 7:0

- G. Discuss & Consider FDA (LOCAL) Transfer Fees

Presenter: Dr. Tommy Hunter

Motion to eliminate our current \$500 per student out of district transfer fee and we do not charge a transfer fee by Jimmy Howard and Seconded by Sarah York.

Vote: 7:0

- H. Discuss & Consider Resolution of the Board of Trustees of the Sanger Independent School District Regarding Delegation of Authority During the COVID-19 Emergency

Presenter: Board

Motion to approve the Resolution regarding delegation of authority to Dr. Hunter for the next 60 days by Sarah York and Seconded by Ann Marie Afflerbach.

Vote: 7:0

- I. Certification of Local Governments - House Bill 3834: Cybersecurity Training Program for Sanger Independent School District
Presenter: Dr. Tommy Hunter

Motion to Certify Sanger ISD Cybersecurity Training as presented by Ann Marie Afflerbach and Seconded by Sarah York.

Vote: 7:0

- J. 2020-2021 School Board Meeting Dates
Presenter: Board

Motion to approve the school board meeting dates for 2020-2021 as presented by Zach Thompson and Seconded by Jimmy Howard.

Vote: 7:0

- K. Update Board Operating Procedures
Presenter: Board

Motion to approve the Board Operating Procedures as presented by Jimmy Howard and Seconded by Mitch Hammonds.

Vote: 7:0

9. SUPERINTENDENT REPORT

Presenter: Dr. Tommy Hunter

- A. COVID-19 UPDATE – Dr. Hunter reviewed Cares Act and Care Relief Fund
- B. 2020-2021 School Year at a Glance – Dr. Hunter reviewed current guidelines for district re-opening in the fall.
- C. Virtual SLI Seminar - June 24-26, 2020 – Dr. Hunter updated the board on Summer Leadership Institute.
- D. Waivers – Dr. Hunter reviewed the TEA waivers submitted on behalf of the district during COVID-19. Missed School Day Instruction, Teacher/Principal/Administrator Appraisals, and Instructional Materials Inventory.

10. EXECUTIVE SESSION NONE

11. RECONVENE TO OPEN SESSION

Presenter: Board

12. BOARD MEMBER COMMENTS, REPORTS, AND DISCUSSION

Presenter: Board

Board members thanked everyone for all their hard work during this time.

13. ADJOURNMENT

Presenter: Board

With no further action to be taken, meeting adjourned at 8:00 p.m.

Board President

Board Secretary

Date: 6/8/2020

July

SANGER INDEPENDENT SCHOOL DISTRICT
BUDGET AMENDMENT 20-07
2019-2020

GENERAL OPERATING	INCREASE	DECREASE	NOTATION
199-51-6649	\$70,000.00		PORTABLE BLDG HS
199-51-6629	\$30,000.00		PORTABLE BLDG IMPROVMENTS
199-51-6255	\$25,000.00		PORTABLE BLDG IMPROVMENTS
199-93-6492	\$30,000.00		SSA FEE-COOP
199-11-6117		\$30,000.00	DIST SALARY ACC
199-00-3600		\$125,000.00	FUND BALANCE
TOTAL	\$155,000.00	\$155,000.00	

Employment Sheet # 13

TO: Board Members
 FROM: Dr. Tommy Hunter
 DATE: July 13, 2020
 RE: PERSONNEL INFORMATION

EXEMPT Personnel

NEW HIRES:

<u>Name</u>	<u>Campus</u>	<u>Assignment</u>	<u>New/Existing Position</u>
David Chase McMichael	SMS	SPED Teacher/CC & Track Coach	Existing
Tracy Polley	6 th Grade Campus	PE Teacher	Existing
Christina Yant	BES, CTE, & CCI	Balanced Literacy Instructional Coach	New
Natalie Polk	6 th Grade, SMS & SHS	Dyslexia Teacher	New
Kerrie Adair	SHS	Life Skills Teacher	New
Megan Gabriel	SHS	Math Teacher	Existing
Donald (DJ) Moore	LTHS	Teacher & Coach	Existing
Uriel Quijas Ortiz	SMS	Tech Apps Teacher	Existing
Mikayla Webb	CTE	Kindergarten Teacher	Existing

RESIGNATIONS:

<u>Name</u>	<u>Campus</u>	<u>Assignment</u>	<u>Status /Reason</u>
Dena (Scheffler) Nichols	Maintenance	Maintenance Director	Retirement
Jasmine Morris	6 th Grade Campus	PE Teacher	Resignation
Araseli Ashley	CTE	Kindergarten Teacher	Resignation
Jennifer Crisp	SHS	Life Skills Teacher	Resignation
Mary (Beth) Sullivan	SHS	English Teacher	Retirement
Melissa Whitlock	SMS	Tech Apps Teacher	Resignation
Michelle Booker	SHS	CTE Graphics Design Teacher/Softball Coach	Resignation
Spencer Coomer	SHS	Athletic Trainer	Resignation

NON-EXEMPT Personnel

NEW HIRES:

<u>Name</u>	<u>Campus</u>	<u>Assignment</u>	<u>New/Existing Position</u>
Samantha Broumley	6 th Grade Campus	Art Paraprofessional	Existing
Jacki Secrest	CTE	Child Nutrition	Existing
Diana Aguayo Garcia	SMS	Child Nutrition	Existing
Evelyn Al-Alwani	SMS	Life Skills Paraprofessional	Existing

RESIGNATIONS:

<u>Name</u>	<u>Campus</u>	<u>Assignment</u>	<u>Status/Reason</u>
Cassie Baird	6 th Grade Campus	Art Paraprofessional	Resignation
Dillon Crozier	Maintenance	Grounds Worker/Maint.	Resignation
Briana Kovach	CTE	Teacher's Aide	Resignation

Employment Sheet # 13

TO: Board Members
 FROM: Kim Phillips
 DATE: July 13, 2020
 RE: PERSONNEL INFORMATION

EXEMPT Personnel

NEW HIRES:

<u>Name</u>	<u>Campus</u>	<u>Assignment</u>	<u>New/Existing Position</u>
Anna Barraza-Derda	DCSEC	Speech Pathologist	Existing Position

DISTRICT TRANSFERS:

<u>Name</u>	<u>From/To</u>	<u>Assignment</u>	<u>New/Existing Position</u>
Evan Murrell	SISD/DCSEC	Transition Specialist	Existing Position

RESIGNATIONS:

<u>Name</u>	<u>Campus</u>	<u>Assignment</u>	<u>Status /Reason</u>
Nicole Scriven	DCSEC	Speech Pathologist	Resignation
Dana Dunn	LTHS/Challenge	Teacher	Resignation
Clint Davidson	LTHS/Challenge	Teacher	Resignation

NON-EXEMPT Personnel

NEW HIRES:

<u>Name</u>	<u>Campus</u>	<u>Assignment</u>	<u>New/Existing Position</u>
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DISTRICT TRANSFERS:

<u>Name</u>	<u>From/To</u>	<u>Assignment</u>	<u>New/Existing Position</u>
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RESIGNATIONS:

<u>Name</u>	<u>Campus</u>	<u>Assignment</u>	<u>Status/Reason</u>
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Sanger ISD
Exempt Personnel Sheet # 2

New Hires							
Employee	University	Certification	Exp.	Previous Professional	Campus	Assignment	New Pos.
David Chase McMichael	East Central University	Special Ed EC - 12, Health EC-12, Science 4-8, & Life Science 7 -12	4	Madill Public Schools, OK	SMS	Special Ed Teacher, Cross Country & Track Coach	No
Tracy Polley	Texas Tech University	All Level Physical Education (PK-12), ESL (PK-12)	28	Krum ISD	6th Grade	PE Teacher	No
Christina Yant	Lamar University, University of Texas-Arlington (Masters), Texas A& M-Commerce, Grayson County College	Legacy Master Reading Teacher (EC-12), Elementary Biology & Self-Contained (1-8), ESL, Reading Specialist, & Principal (EC-12)	20	Lake Dallas ISD	BES & CTE	Balanced Literacy Instructional Coach	Yes
Natalie Polk	TWU & working on Master's - Midwestern State University - Expected 12/21	Generalist & Special Education Supplemental (EC-6)	5	St. Mary Catholic School	6th Grade, SMS, & SHS	Dyslexia Teacher	Yes
Uriel Quijas Ortiz	Lamar University-Beaumont & Weatherford College	Applied for Intern Certificate/Alternative Certified Texas Teachers of Tomorrow	0	Bridgeport ISD	SMS	Tech Apps Teacher	No
Mikayla Webb	Tarleton State University	Core Subjects EC - 6	2	St. Ambrose Catholic School, Houston	CTE	Kindergarten Teacher	No

Denton County Special Education Coop.
Exempt Personnel Sheet #

Date: July 13, 2020

New Hires							
Employee Residence	University	Certification	Exp.	Previous Professional Location	Campus	Assignment	New Pos.
Anna Barraza-Derda	West Texas A&M University, Master of Science	Speech Language Pathologist (SLP)	16 yrs.	Dumas ISD	DCSEC	SLP	No

Sanger ISD
2020-2021 Teacher Compensation Plan

This compensation plan is for full time Teachers, Librarians, Counselors and Nurses for the 2020-2021 school year. The minimum contract year will be 187 days. Compensation for listed professionals on 11 and 12 month contracts are calculated using a daily rate formula. The SISD Teacher Compensation Plan is for the 2020-2021 school year only.

Years of Experience	2020-21 Compensation
0	\$46,500
1	\$47,380
2	\$47,895
3	\$48,693
4	\$49,062
5	\$49,774
6	\$50,790
7	\$52,755
8	\$53,824
9	\$54,849
10	\$54,965
11	\$55,082
12	\$55,316
13	\$55,902
14	\$56,252
15	\$56,721
16	\$57,306
17	\$58,242
18	\$59,180
19	\$60,115
20	\$61,051
21	\$61,988
22	\$63,028
23	\$63,978
24	\$64,212
25	\$66,070
26	\$67,124
	\$68,075
28	\$68,427
29	\$69,246
30	\$70,065
31	\$70,885
32	\$71,704
33	\$72,922

2020-21 Bus Driver Compensation Plan for New Hires

Current	
All Drivers	Current Pay
	\$ 13,471.00
	Long Route Stipend
	\$ 1,200.00

**stipend is paid if total time for am/pm route is greater than 3 hours*

Proposed Scale						
All Drivers	MIN	MID	MAX		Days Paid	Hours Paid
	\$ 18.00	\$ 24.00	\$ 27.00		180	4
	\$ 12,960.00		\$ 19,440.00			

Long Route Stipend
\$ 1,200.00

**stipend is paid if total time for am/pm route is greater than 3 hours*

Summary 2020-2021 Compensation Stipends

	<u>Description</u>	<u>Count</u>	<u>Amount</u>	<u>Total Cost</u>
Dist	Prof Masters Degree	58	\$1,000	\$58,000
Dist	Prof 7+ District Years	83	\$500	\$41,500
SHS	Dept Head	7	\$500	\$3,500
SMS	Dept Head	3	\$500	\$1,500
CCI	Dept Head	4	\$500	\$2,000
CTE	Dept Head	5	\$500	\$2,500
BES	Dept Head	8	\$500	\$4,000
Nurse	Dept Head	1	\$500	\$500
SHS	AP Course Instruction	5	\$1,000	\$5,000
SHS	UT Dual Credit (Onramps)	2	\$1,000	\$2,000
SHS	STUCCO Instruction	1	\$1,000	\$1,000
SHS	Major Ag Shows	3	\$5,000	\$15,000
Dist	ESL Coordinator	1	\$2,000	\$2,000
Dist	Migrant Coordinator	1	\$1,000	\$1,000
Dist	PreK Bilingual Teacher	3	\$5,000	\$15,000
Dist	Gifted/Talented Coord	1	\$2,000	\$2,000
SHS	Special Olympics Coord	1	\$1,000	\$1,000
CTE	Special Olympics Coord	1	\$500	\$500
BES	Special Olympics Coord	1	\$1,000	\$1,000
SHS	Varsity Cheer Sponsor	1	\$2,500	\$2,500
SHS	JV Cheer Sponsor	1	\$1,000	\$1,000
SMS	7th & 8th Cheer Sponsor	1	\$1,000	\$1,000
SHS	Yearbook Sponsor	1	\$1,500	\$1,500
SMS	Yearbook Sponsor	1	\$1,000	\$1,000
Dist	Elem Yearbook Sponsor	3	\$500	\$1,500
SHS	Dist Band Director	1	\$15,000	\$15,000
SHS	1st Assistant Band Director	1	\$13,000	\$13,000
SMS	2nd Assistant Band Director	1	\$9,000	\$9,000
SGC	Assistant Band Director	1	\$9,000	\$9,000
Dist	Director of Choirs	1	\$4,000	\$4,000
Dist	6th-8th Grade Choir	1	\$4,000	\$4,000
SHS	OAP UIL/Drama Sponsor	1	\$5,000	\$5,000
SMS	OAP UIL Sponsor	1	\$4,000	\$4,000
SHS	Academic UIL Coord	1	\$2,000	\$2,000
SMS	Academic UIL Coord	1	\$1,000	\$1,000
CCI/CTE	Academic UIL Coord	1	\$1,000	\$1,000
BES	Academic UIL Coord	1	\$1,000	\$1,000
SGC	Academic UIL Coord	1	\$1,000	\$1,000
SHS	Academic UIL Events	10	\$500	\$5,000
SHS	Academic UIL Events	10	\$300	\$3,000
SMS	Academic UIL Events	13	\$150	\$1,950
SMS	Academic UIL Events	17	\$100	\$1,700
Dist	Campus Tech Rep	7	\$500	\$3,500
Dist	District Interpreter	1	\$1,000	\$1,000
Dist	On-Line Registrar	1	\$500	\$500
Dist	Mail Delivery	6	\$500	\$3,000

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Updated: July 8, 2020

SANGER ISD

Summary 2020-2021 Compensation Stipends

	<u>Description</u>	<u>Count</u>	<u>Amount</u>	<u>Total Cost</u>
Dist	Textbook Coord	1	\$2,000	\$2,000
Dist	Elem Tech Specialist	4	\$2,500	\$10,000
Dist	School Health Mileage	4	\$360	\$1,440
Dist	IPM Coordinator	2	\$1,500	\$3,000
Dist	Long Route Bus Driver	6	\$1,200	\$7,200
Dist	Board Meetings	1	\$1,500	\$1,500
Dist	In-District Mileage	5	\$500	\$2,500
Dist	Annual Cell Phone	7	\$600	\$4,200
Dist	Annual Cell Phone	1	\$1,200	\$1,200
SHS	Administrator Travel	1	\$2,000	\$2,000
Dist	Administrator Travel	5	\$1,000	\$5,000
LTHS	Prof Staff Spanish Duties	1	\$6,526	\$6,526
Dist	Grandfathered LS Boot camp	7	\$2,000	\$14,000
Dist	Lead CSI Prof Staff	1	\$1,500	\$1,500
Dist	District Webmaster	1	\$500	\$500
Dist	Central Office Webmaster	1	\$500	\$500
Dist	Central Office Translator	1	\$1,000	\$1,000
Dist	Audit Prep/Reconciliation	2	\$3,000	\$6,000
SHS	HS Head Football	1	\$18,500	\$18,500
SHS	HS Football Assistant	6	\$4,000	\$24,000
SHS	HS FB Defensive Coor	1	\$7,000	\$7,000
SHS	HS FB Offensive Coor	1	\$7,000	\$7,000
SHS	HS FB Special Teams Coor	1	\$6,000	\$6,000
SHS	HS Football Equip Mgr	1	\$500	\$500
SHS	HS Basketball Head	1	\$7,000	\$7,000
SHS	HS Basketball Girls Head	1	\$7,000	\$7,000
SHS	HS Basketball Girls Assist	1	\$3,000	\$3,000
SHS	HS Basketball JV Boys	1	\$3,000	\$3,000
SHS	HS Basketball JV Girls	1	\$3,000	\$3,000
SHS	HS 9th Boys Basketball	1	\$3,000	\$3,000
SHS	HS 9th Girls Basketball	1	\$3,000	\$3,000
SHS	HS Baseball Head	1	\$6,000	\$6,000
SHS	HS Baseball Assistant	2	\$3,000	\$6,000
SHS	HS Golf Head	1	\$4,000	\$4,000
SHS	HS Powerlifting Head	1	\$4,000	\$4,000
SHS	HS Powerlifting Boys Asst	1	\$2,500	\$2,500
SHS	HS Powerlifting Girls Asst	1	\$2,500	\$2,500
SHS	HS Softball Head	1	\$6,000	\$6,000
SHS	HS Softball Assistant	2	\$3,000	\$6,000
SHS	HS Tennis Head	1	\$5,000	\$5,000
SHS	HS Track Boys Head	1	\$4,500	\$4,500
SHS	HS Track Girls Head	1	\$4,500	\$4,500
SHS	HS Track Assistant	5	\$2,500	\$12,500
SHS	HS Volleyball Head	1	\$6,000	\$6,000

Summary 2020-2021 Compensation Stipends

	<u>Description</u>	<u>Count</u>	<u>Amount</u>	<u>Total Cost</u>
SHS	HS Volleyball Assistant	1	\$3,000	\$3,000
SHS	HS Volleyball JV	1	\$3,000	\$3,000
SHS	HS Volleyball 9th	1	\$3,000	\$3,000
SHS	HS XC Head	1	\$4,500	\$4,500
SHS	HS XC Assistant	1	\$2,500	\$2,500
SHS	Athletic Trainer	1	\$7,500	\$7,500
SHS	HS Girls Athletic Coor	1	\$10,000	\$10,000
SMS	MS Boys Athletic Coor	1	\$1,000	\$1,000
SMS	MS Girls Athletic Coor	2	\$1,000	\$2,000
SMS	MS Basketball	1	\$2,000	\$2,000
SMS	MS Basketball Boys	1	\$2,000	\$2,000
SMS	MS Basketball Girls	2	\$2,000	\$4,000
SMS	MS XC Boys Head	1	\$2,000	\$2,000
SMS	MS XC Girls Head	1	\$2,500	\$2,500
SMS	MS Football Assistant	1	\$2,500	\$2,500
SMS	MS Track Boys	1	\$2,000	\$2,000
SMS	MS Track Girls	3	\$2,000	\$6,000
SMS	MS Track Assistant	1	\$2,000	\$2,000
SMS	MS Volleyball	2	\$2,000	<u>\$4,000</u>

	Total			\$553,216
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<u>Dist</u>	<u>Fund 240 CNP</u>			
	Commodity Delivery	1	\$2,000	\$2,000
	Admin Assistance	2	\$2,000	\$4,000

Paid Lunch Equity

The Paid Lunch Equity (PLE) form has been released and according to USDA, Sanger ISD is required to increase lunch prices for our primary campuses. It is suggested we increase a minimal amount allowed of \$.05 to reduce the impact this will have on our families. The primary schools (Chisholm Trail, Clear Creek and Butterfield) will be increased to \$3.00 for the 2020-21 school year. Prices at the secondary schools will remain the same \$3.10.

SFA NAME:	Sanger ISD
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SY 2020-21 Price Adjustment Calculator

SY 2020-21 Weighted Average Price	
Requirement price to the nearest cent	Optional price requirement ROUNDED DOWN to nearest 5 cent
\$ 3.09	\$ 3.05
<i>Note: Above prices are based on adjusting SY 2019-20 price requirement by the 2% rate</i>	

SY 2019-20 Weighted Average Price Calculator				
Enter the paid prices and number of paid lunches sold at each price for October 2019 .				
	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	
				SY 2019-20 Weighted Average Price
1.	1,897	\$ 3.10	\$ 5,880.70	
2.	1,400	\$ 3.10	\$ 4,340.00	
3.	1,088	\$ 3.10	\$ 3,372.80	
4.	1,449	\$ 2.95	\$ 4,274.55	
5.	1,322	\$ 2.95	\$ 3,899.90	
6.	2,201	\$ 2.95	\$ 6,492.95	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	
TOTAL	9,357		\$ 28,260.90	\$ 3.02
<i>Note: SY 2019-20 Weighted Average Price equal to or above the target price of \$3.09 are compliant for SY 2020-21. \$3.09 is the difference between the Free and Paid reimbursement rates for SY 2019-20.</i>				

Total Price Increase for SY 2020-21	
\$	0.03

Required price increase for SY 2020-21 (with 10 cent cap)	
\$	3.05

Remaining increase carried forward to SY 2021-22	
\$	-

Remaining credit carried forward to SY 2021-22	
\$	-

Step 3 (Optional)

Pricing Estimation Calculator				
Below is a tool allowing users to manipulate prices to achieve the required new weighted average price.				
	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	Weighted Average Price
1.	1,897	\$ 3.10	\$ 5,880.70	
2.	1,400	\$ 3.10	\$ 4,340.00	
3.	1,088	\$ 3.10	\$ 3,372.80	
4.	1,449	\$ 3.00	\$ 4,347.00	
5.	1,322	\$ 3.00	\$ 3,966.00	
6.	2,201	\$ 3.00	\$ 6,603.00	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	
TOTAL	9,357		\$ 28,509.50	\$ 3.05

Sanger ISD 2020-2021 Meal Pricing

Student Breakfast Pricing: No Change \$1.60 all campuses

**Student Lunch Pricing: New Pricing \$3.00 (raised 5¢) for CTE, CCI & BES
Secondary Schools remain \$3.10 (no change required)**



Sanger Independent School District

601 Elm St., Sanger, Texas 76266

July 13, 2020

COVID-19 PAYMENT PLAN

We had a total of 57 employees whose job for the district could not be performed remotely during the COVID-19 closure from March 9, 2020 to May 1, 2020. These employees received their normal 40-hour a week paycheck during the closure. Below are the totals, separated by departments; the district would incur to pay these individuals half time for their work during the closure.

Food Service Department:	\$20,717.62
Environmental Department:	\$15,028.39
Maintenance Department:	\$15,701.35
Total Amount:	\$51,447.36

Sanger Independent School District Student Handbook

2020–21 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at 601 Elm St., Sanger, TX 76266 or at (940) 458-7438

Coronavirus (COVID-19)

Due to possible COVID-19 responses and restrictions, some procedures outlined in this document may be temporarily modified to protect the safety and well-being of our students and staff.

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Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Sanger ISD Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the Sanger ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at <https://www.sangerisd.net/>

State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at District Administration Building at 601 N. Elm, Sanger, TX 76266 or at your student’s campus.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office), and an unofficial electronic copy is available at <https://www.sangerisd.net/>

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The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact your child's principal.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment Form **Or** Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** on page 15 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 17 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the Jennifer Mulkey at (940) 458-7438 x33.

Section One: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, screening, or treatment, without obtaining prior written parental consent.

The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison, can be reached at [email and/or phone number] and can provide further information regarding these procedures as well as educational materials on identifying

risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support** on page 68.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Display a Student’s Original Works and Personal Information

Teachers may display a student’s work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student’s work on the district’s website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14

A student under age 14 must have parental permission to participate in the district’s parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a co-curricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling a student—may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

The employee is required to include the student's parent as a recipient on all text messages.

AND

The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

AND

The employee is required to send a copy of the text message to the employee's district email address.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);

- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition),
- A student's name and photograph (posted on a district-approved and -managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

The district has identified the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study, degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended. (FL(LOCAL. If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,
- News releases, and
- Athletic programs.

Note: Review **Authorized Inspection and Use of Student Records** on page 20.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education for the student's:

- Name,
- Address, and
- Telephone listing.

[See **Parent’s Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

The Protection of Pupil Rights Amendment (PPRA) mandates that a student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student’s parent;
- Mental or psychological problems of the student or the student’s family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student’s eligibility for a program.

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, analysis, or evaluation. [See policy EF(LEGAL) for more information.]

“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Any survey concerning protected information, regardless of funding.
- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and

- Instructional material used as part of the educational curriculum.

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials.

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

Reciting a Portion of the Declaration of Independence in Grades 3–12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL) for more information.]

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** on page 78 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs contact the student's teacher, and see policies EC and EHBC.]

Right of Access to Student Records, Curriculum Materials, and District Records/Policies

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See the Student Code of Conduct and policy FO(LEGAL) for more information.]

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child's classroom.

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 15, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Ave., S.W.
 Washington, DC 20202

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information pertaining to student performance—including grades, test results, and disciplinary records—is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student’s parent—whether married, separated, or divorced—unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records.

Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18,
- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student’s education records without written consent of the parent or eligible student:

- When school officials have what federal law refers to as a “legitimate educational interest” in a student’s records.
 - Legitimate educational interest may include:
 - Working with the student;
 - Considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;

- Reviewing an educational record to fulfill the official's professional responsibility; or
- Investigating or evaluating programs.
- School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
 - A person appointed to serve on a team to support the district's safe and supportive school program;
 - A parent or student serving on a school committee; or
 - A parent or student assisting a school official in the performance of his or her duties.

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 15.]

Release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

The principal is custodian of all records for currently enrolled students at the assigned school. The principal is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the records custodian identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

The address of the superintendent's office is 601 Elm St., Sanger, TX 76266

The address of the principal's office is: Sanger High School, 100 Indian Lane, Sanger, TX 76266

Sanger Middle School, 105 Berry St., Sanger, TX 76266

Clear Creek Int., 1901 Stemmons, Sanger, TX 76266

Chisholm Trail, 812 N. Keaton, Sanger, TX 76266

Linda Tutt Campus, 404 Hughes St., Sanger, TX 76266

Sixth Grade Campus, 508 N. 7th St., Sanger, TX 76266

Butterfield Elementary, 291 Indian Lane, Sanger, TX 76266

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See **Report Cards/Progress Reports and Conferences** on page 80, **Complaints and Concerns** on page 42, and Finality of Grades at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or at <https://www.sangerisd.net/>

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student shared only with a substitute teacher—do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus. See the principal for more information.

[See **Bullying** on page 35, and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to another district campus **Or** a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

A Student in the Conservatorship of the State (Foster Care)

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will grant partial course credit by semester when the student only passes one semester of a two-semester course

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration** on page 46, **Course Credit** on page 45, and **A Student in Foster Care** on page 88.]

A Student Who Is Homeless

Children who are homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law allows a student who is homeless to remain enrolled in the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district’s eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

[See **Credit by Examination for Advancement/Acceleration** on page 46, **Course Credit** on page 45, and **Students who are Homeless** on page 88.]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a **written request** for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than **15 school days** after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an **exception** to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Kim Phillips at the Denton County Special Education Co-op at 940-458-7430.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Jennifer Mulkey at 940-458-7438.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 29.]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **English Learners** on page 56 and **Special Programs** on page 86 .]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 27 and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact your child's Principal or Assistant Principal.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

Compulsory Attendance

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Ages 6–18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

Exemptions to Compulsory Attendance

All Grade Levels

We encourage parents to provide a note for documentation purposes in the event a student's attendance falls below 90% and is reviewed by the campus attendance committee.

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments.

Secondary Grade Levels

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided this has been;

- Authorized by the board under policy FEA(LOCAL) and the student receives approval from the campus principal,
- Follows campus procedures to verify the visit, and
- Makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; or
- An election clerk, if the student makes up any work missed.

The district will allow a student in grades 6–12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6–18

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is the Director of Student Intervention or a campus administrator. For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

If a student age 12–18 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if he or she completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

All absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences listed under **Exemptions to Compulsory Attendance** on page 30 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class. It is imperative that parents provide notes for documentation after a student's absence.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the student or student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day is as follows:

Sanger High School	10:03 AM (3 rd Period)
Linda Tutt High School	11:00 AM
Sanger Middle School	10:10 AM (3 rd Period)
Sixth Grade Campus	9:30 AM
Butterfield Elementary	9:30 AM
Clear Creek Intermediate	9:30 AM
Chisholm Trail Elementary	9:30 AM

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws. The district strongly discourages student absences related to family vacations. These absences will not be excused.

Doctor's Note after an Absence for Illness (All Grade Levels)

Within three days of returning to school, a student absent for more than four consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused.

[See policy FEC(LOCAL) for more information.]

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/driverlicense/teendriver.htm>.

Accountability under State and Federal Law (All Grade Levels)

Sanger ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district, compiled by TEA;

- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website at <https://www.sangerisd.net/>. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#) and the [TEA homepage](#).

Armed Services Vocational Aptitude Battery Test (Grades 10–12)

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

The test date, time, and place will be published when it is available.

Contact the high school principal or counseling department for information about this opportunity.

Bullying (All Grade Levels)

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website

- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying through the STOP IT App with a specific campus code.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 25.]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See **Safety Transfers/Assignments** on page 25, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47, **Hazing** on page 65, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

- Business and Industries
- Public Services
- STEM

Contact the Counseling Department at Sanger High School for a complete list of individual programs under each category.

Admission to these programs is based on grades, attendance, and completion of prerequisites.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, and activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973 as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to ensure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

[See **Nondiscrimination Statement** on page 77 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies** on page 71.]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan (Board Policy FFG (EXHIBIT) for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.sangerisd.net. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47.]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;

- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owing a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that he or she did the right thing by telling you.

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

See APPENDIX C: Academic Achievement Class Ranking EIC(LOCAL).

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

[See **Schedule Changes** on page 82 for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2020 terms and spring 2021 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University of through a holistic review process.

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student** on page 40 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 60 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 25 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with North Central Texas College, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain Career and Technical Education (CTE) courses.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

Not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications—Automated (All Grade Levels)

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See **Safety** on page 81 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone

number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 81 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.sangerisd.net. The complaint forms can be accessed *online at* www.sangerisd.net or at the principal's or superintendent's office.

- To file a formal complaint a parent or student should complete and submit the complaint form.
- In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.
- If the concern is not resolved, a parent or student may request a conference with the superintendent.
- If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—both on and off campus, as well as on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is listed below:

Sanger High School

Drew Brown (drew.brown@sangerisd.net)

Linda Tutt High School	Kali Wood (kali.wood@sangerisd.net)
Sanger Middle School	Melanie Vasquez (melanie.vasquez@sangerisd.net)
Sixth Grade Campus	Texas Stevens (texas.stevens@sangerisd.net)
Butterfield Elementary	Amanda Howland (ahowland@sangerisd.net)
Clear Creek Intermediate	Tiffany Wilson (tiffany.wilson@sangerisd.net)
Chisholm Trail Elementary	Kimberly Mills (kimberly.mills@sangerisd.net)

Discipline Management Plan for Sanger High School

Sanger High School will be implementing a new discipline management plan. Details can be found in Appendix B of this handbook and in the Student Code of Conduct.

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor can contact them at the campus office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** on page 68, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence** on page 38.]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as “credit recovery.”

If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit for the course or subject.

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

[See the school counselor and policy EHDB(LOCAL) for more information.]

Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district’s board of trustees. Testing windows for these examinations will be published in district publications and on the district’s website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration

Students in Grades 1–5

A student in elementary school is eligible to accelerate to the next grade level if:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies;
- A district administrator recommends that the student be accelerated; and
- The student’s parent gives written approval of the grade advancement.

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with;

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website. [See policy FFH for more information.]

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 or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a 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;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a 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.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 35]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47.]

Distance Learning (All Grade Levels)

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 57.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. A student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the high school or middle school campus.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, newspapers, yearbooks, brochures, flyers, etc.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Nonschool Materials

From Students

Students must obtain prior approval from the building principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The *campus principal* as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Superintendent or designee for prior review. The Superintendent or designee *position listed at GKDA(LOCAL) as responsible for prior review of nonschool literature from community members* will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with policy FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

The district’s dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student’s personal dress and grooming standards, provided that they comply with the following:

The district’s dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student’s personal dress and grooming standards, provided that they comply with the following:

	Male students must wear clean clothing (shirt, slacks, shorts, trousers) that is not torn
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<p style="text-align: center;">APPROPRIATE ATTIRE</p>	<p>or damaged. Female students must wear clean clothing (dress, blouse, shirt, skirt, slacks, shorts) that is not torn or damaged. Jeans may have holes located below the fingertips when hands are placed at the side. If jeans are shredded above the fingertip length, undergarments or skin must not be showing.</p> <p>Pants must be worn with the waist at waist level, and shirts or blouses must be buttoned. All students must wear shoes and appropriate undergarments.</p> <p>Sweatshirts/jackets with hoods may be worn; however, the hoods may not be worn on the head in the school building.</p> <p>Leggings and yoga pants must be worn with a shirt, blouse or tunic that covers the backside, and front, must be below fingertip level. Mesh panels in yoga or athletic pants must be below fingertip level (when fingertips are placed at the side).</p> <p>Track shorts may be worn during physical education/athletic classes ONLY (6-12 grades).</p>
<p style="text-align: center;">INAPPROPRIATE OR UNACCEPTABLE ATTIRE</p>	<p>The following clothing and accessories are inappropriate attire for any student at school or school-related or sanctioned activity:</p> <p>Shorts, including skirts, or dresses shorter than the length of all fingertips when standing with arms at the side.</p> <p>Track shorts are prohibited (6-12 grades).</p> <p>Spandex shorts are prohibited.</p> <p>Pants worn below the natural waistline or sagging, bagging or extremely loose pants.</p> <p>Shirts or blouses that reveal undergarments or cleavage, midriff length tops that leave exposed skin, or halter tops.</p> <p>Exposed undergarments, including bra straps and boxer/briefs, or undergarments visible under clothing. Shirts that reveal skin around the waist when the student is sitting, bending or reaching.</p> <p>Bedtime attire, pajamas with or without pockets, undershirts, or undergarments worn as outerwear, e.g., boxer shorts.</p> <p>Clothing made of any see-through material, fish net, or very loosely woven fabric, unless other acceptable clothing is worn underneath.</p> <p>Sleeveless shirts are not acceptable, .e.g., tank tops.</p>

	<p>Shirts or blouses that reveal undergarments or cleavage, midriff length tops that leave exposed skin, halter tops, strapless (off the shoulder), spaghetti straps or racerback shirts are not permitted.</p> <p>Slippers or house shoes.</p> <p>Hair grooming products such as combs, picks or rollers worn in the hair are not acceptable.</p>
<p>APPROPRIATE GROOMING</p>	<p>All students will exemplify grooming standards that project a positive image for the student, school, and District. Hair must be clean and neatly groomed and worn in a style that does not cover the eyes or eyebrows.</p> <p>Male students' hair must be neatly trimmed and worn in a style above the eyebrows that exposes the earlobes and has a length not exceeding the bottom of the collar of a dress shirt or top of a crew-neck tee shirt.</p> <p>Male students must be free from facial hair. Sideburns may extend no lower than the bottom of the ear and must be trimmed in a straight line without flares at the bottom.</p>
<p>INAPPROPRIATE GROOMING</p>	<p>The following hairstyles or colorings are inappropriate grooming for any student at school or a school related or sanctioned activity:</p> <p>Liberty spikes or other sculptured hairstyles.</p> <p>Neon or other hair colorings or bleaching, whether permanent or temporary, in shade or tone that the principal determines to be unnatural, such as, but not limited to, neon orange, neon pink, magenta, any shade of blue, any shade of green, violet, purple, white.</p> <p>Hair coloring, bleaching, highlighting for the purpose of creating extreme differences in color, shade, or tone between sections of individual strands of hair, hair extensions, weaves, or areas of hair on the head.</p> <p>Ponytails, mohawks, man buns, for male students.</p> <p>Patterns or designs shaved or cut into the hair, notched eyebrows, etc.</p>
	<p>Clothing worn at school or school-related or sanctioned activities may not display printed statements or pictures:</p>

<p>CLOTHING WITH WORDS OR PICTURES</p>	<ol style="list-style-type: none"> 1. That are vulgar or obscene; 2. That are related to or depict sexual activity; 3. That promotes hate or violence in general or are directed at any specific person or group of persons; or 4. That are related to or depict the use of drugs, alcohol, guns, ammunition, or tobacco.
<p>JEWELRY, TATTOOS, BODY PIERCING</p>	<p>Students may not wear any jewelry or similar artifacts that are obscene or distracting or that are likely to cause a disruption to the educational environment or may be used as a weapon.</p> <p>Students may not wear tongue piercings, facial jewelry (nose, lip, brow), or facial decorations (other than normal makeup). Spacers, spikes, gauges, cartilage bars, and mouth jewelry are not allowed.</p> <p>Males are not allowed to wear earrings (No band-aid covering).</p> <p>Tattoos including temporary tattoos and skin drawings must be covered at all times while students are under the school's jurisdiction.</p>
<p>GANG ATTIRE AND GROOMING</p>	<p>Clothing, grooming or any attire that identifies or connects a student with a gang is prohibited. The principal will stay updated on clothing items that are deemed to be gang-related.</p>
<p>OTHER GUIDELINES</p>	<p>Hats, caps or other coverings are not permitted in the school building.</p> <p>Females may wear earrings that are appropriate and not distracting (pins, spikes, cartilage bars and gauges are not acceptable).</p> <p>Sunglasses may not be worn in the building unless approved with a physician's note.</p> <p>Excessive makeup or jewelry is not acceptable.</p> <p>Male students may not wear make-up, hair accessories or fingernail polish of any sort.</p> <p>Student contact lenses must be a natural color or shade. Distracting styles or colors are not allowed.</p> <p>Blankets are NOT allowed to be brought to school.</p>

**PRINCIPAL'S
AUTHORITY**

The district reserves the right to prohibit any clothing or grooming style that the administration determines to pose health or safety hazards or that may cause the disruption of, a distraction from, or interference with general school operations. The district also reserves the right to alter the dress code for special occasions as deemed necessary by the campus administrator.

If your child comes to school wearing clothes that violate the dress code or in any other way violates our dress and grooming standards, she or he may be given appropriate modest clothing or placed in in-school suspension until she or he is in compliance. We will make efforts to notify you as soon as possible, and if the student changes clothes or otherwise comes into compliance with the dress and grooming standards, she or he will return to regular classes immediately. Students who repeatedly violate the dress code will be subject to further disciplinary action. If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 88.]

A student must have approval to possess other personal telecommunications devices such as laptops, tablets, or other portable computers.

Students are not permitted to possess or use personal electronic devices at school unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student/parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 85 and policy FNF for more information.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as “sexting”—will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See **Graduation** on page 60 and **Standardized Testing** on page 86.]

English Learners (All Grade Levels)

A student who is an English learner is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The

student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 86, may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

If a student is considered an English learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 89.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in

English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 15 absences not related to post-district competition, unlimited absences for post-district competition prior to state, and unlimited absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers.

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.

- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 89.]
- A fee not to exceed \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. [See policy FP for more information.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47.]

Grade-Level Classification (Grades 9–12 Only)

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
13	Grade 11 (Junior)
19	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student’s mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

[See **Report Cards/Progress Reports and Conferences** on page 80 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and

Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

- English I,

- English II,
- Algebra I,
- Biology, and
- U.S. History.

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing** on page 86.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 63.

State law prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully

consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
 - A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit](#).

A student may amend his or her personal graduation plan after this initial confirmation. The school will send written notice of any such amendment to the student's parent.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

ARD committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

Graduation Activities

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities.

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[For student speakers at other school events, see **Student Speakers** on page 88.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 58.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47.]

Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** on page 35 and policies FFI and FNCC for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis;
- Rubella (measles), mumps, and rubella;
- Polio;
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

As noted at **Bacterial Meningitis** on page 71, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student needs to be picked up from school and to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent their return.

The district will provide notice to parents of elementary school students in the affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, except that authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.

- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

See also **Food Allergies** on page 71.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;

- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page 13 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 44 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 72 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 72 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the campus principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Physical Health Screenings / Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent.

Prior to participating in a designated University Interscholastic League (UIL) program or other District extracurricular program identified by the Superintendent, a student shall undergo a physical examination in accordance with the required schedule established by the UIL and shall submit a statement from an authorized health-care provider indicating that the student has been examined and medically cleared to participate in the program. In years that a physical examination is not required, the student shall complete a medical appraisal form. A student may be required to have a physical examination based on answers to the appraisal form.

The District may provide additional screening as district and community resources permit.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling

spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www.sangerisd.net for information regarding meningitis.

Note: DSHS requires at least one meningococcal vaccination on or after a student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 66.]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at [REDACTED].

[See **Celebrations** on page 37 and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 29 and contact the school nurse for more information.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The campus nurse.
- The campus school counselor.
- The Sanger ISD Community Resource Office at (940) 458-4859

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at www.sangerisd.net.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF

- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

Please contact the campus principal or counselor for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the Leann Loyless, Asst. Superintendent.

[See **Human Sexuality Instruction** on page 18 and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. You are encouraged to contact your child's campus with questions about the content or implementation of the district's wellness policy and plan.

Homework (All Grade Levels)

Please contact your child's campus for homework expectations and procedures.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.

- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of his or her ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy FL(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school. If the student's parent authorizes the student to leave campus unaccompanied, an email must be sent to the attendance clerk before 9:00 AM. The email must come from the parent email address on file with the school. The student must sign out through the attendance office and sign in upon his or her return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

During Lunch

All SISD campuses are closed and students are not allowed to leave during lunch without a parent.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 32.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

Grades 9–12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student’s foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: *Leann Loyless, 409 N. 5th St., Sanger, TX 76266, (940) 458-7438*
- ADA/Section 504 Coordinator for concerns regarding discrimination on the basis of disability: *Jennifer Mulkey, 409 N. 5th St., Sanger, TX 76266, (940) 458-7438*
- All other concerns regarding discrimination: See the superintendent, *Dr. Tommy Hunter 601 Elm, Sanger, TX 76266, (940) 458-7438* [See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 44.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 80.]
- Becoming a school volunteer. [See **Volunteers** on page 91 and policy GKG for more information.]

- Participating in campus parent organizations. Parent organizations include: PTO and Booster Clubs for extracurricular activities
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. [Contact campus principals and see policies BQA and BQB, for more information.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 72 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the 2nd Monday of each month at 6:00 p. m. 601 Elm St, Sanger, TX. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the district administration office and online www.sangerisd.net. See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay a fee of \$20 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 19.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

Elementary and Middle/Junior High Grade Levels

In grades 1-8 promotion is based on an overall average of 70 on a scale of 100 based on courselevel, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts and mathematics, and in either science or social studies.

To be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

To be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a high-school credit course with a corresponding end-of-course (EOC) assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

[See **Standardized Testing** on page 86.]

A student in grade 5 or 8 will have two opportunities to retake a failed assessment. If a student fails a second time, a grade placement committee consisting of the principal or designee, the

teacher, and the student's parent will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee.

For the student to be promoted based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE for more information.]

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

A student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will participate in special instructional programs designed to improve performance. The district will notify the parent of their child's participation in this program. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

For a middle-school student who does not perform satisfactorily on his or her state-mandated examinations, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [See the school counselor and policy EIF(LEGAL) for more information.] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** on page 63 for information related to the development of personal graduation plans for high school students.]

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification** on page 60.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 60 and **Standardized Testing** on page 86.]

Release of Students from School

[See **Leaving Campus** on page 75.]

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every 9 weeks.

At the end of the during the fourth week of a nine-week grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 77 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal and the superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 60 and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47.]

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. **A student may make anonymous reports about safety concerns by accessing the STOP IT app with campus specific ID #.**
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, all parents are asked each year to complete an emergency care consent form. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:

Automated calling, website, Social Media, local news and radio stations.

[See **Communications-Automated, Emergency** on page 41.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 86.]

Schedule Changes (Middle/Junior High and High School Grade Levels)

Contact the campus counselor to discuss schedule changes.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact John Knowles, the district's designated asbestos coordinator, at (940) 458-7438.

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See campus office personnel to apply for free or reduced-price meal services.

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the campus principal. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact John Knowles, the district's IPM coordinator, at (940) 458-7438.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student at various times at each campus. Please contact the campus librarian for more details.

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. Contact the campus to identify these areas.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources** on page 55 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

The district's policy FNF(LOCAL) will address board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.

[See **Steroids** on page 68.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact your child's teacher or campus principal.

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

Secondary Grade Levels

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that freshmen-level students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving

certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

State law requires successful performance on the reading and math assessments in grades 5 and 8 for a student to be promoted to the next grade level. A student may be exempt from this requirement if:

- The student is enrolled in a reading or math course intended for students above the student's current grade level; or
- The student is enrolled in a special education program and the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in his or her individualized education plan (IEP). [See **Promotion and Retention** on page 79.]

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

[See **Graduation** on page 60.]

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

Please contact the campus counselor, who has been designated as the district's foster care liaison.

[See **Students in the Conservatorship of the State** on page 25.]

Students Who are Homeless (All Grade Levels)

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

Please also check the campus website for information related to services available in the area that can help families who are homeless.

For more information on services for students who are homeless, contact the district's homeless education liaison, *Margarita Dunn*, at (940) 458-4859

[See **A Student Who is Homeless** on page 26.]

Student Speakers (All Grade Levels)

[See **Graduation** on page 60 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Summer School is offered for:

STAAR Remediation (EOC or grades 5 & 8)

ESL students who will be going into Kindergarten or 1st grade the following school year.

Credit Recovery/Acceleration at the high school level.

Tardies (All Grade Levels)

A student who tardy to class may be assigned to detention hall or given another appropriate consequence.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments** on page 25, **Bullying** on page 35, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 27, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-sponsored Field Trips** on page 84.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The district has identified areas where hazardous traffic conditions and/or a high risk of violence exist for students who live within two miles of the campus. These areas can be found at www.sangerisd.net on the Transportation page.

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. Please contact Terry Gleaton at (940) 458-7916 for additional information.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact Terry Gleaton at (940) 458-7916.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal who the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior will not be permitted.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students. Please contact Sanger High school for more information.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the campus principal for more information and to complete an application.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. .

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines

conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix A: Freedom from Bullying Policy

Definitions

“Bullying”:

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or
 - b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

Prevention and Mediation A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

The Sanger ISD Student Code of Conduct contains the school district’s requirements for student conduct and behavior while at school or under the school’s jurisdiction. The Code of Conduct also explains the kinds of disciplinary action school officials can take in response to violations of the rules for student conduct and the steps involved in taking disciplinary action.

The SHS discipline management plan is based on a point system. When a student accumulates 25 points a parent conference will be held with the administration. When a student accumulates 50 or more points a disciplinary conference will be held to determine disciplinary placement.

In an effort to create a more positive and effective learning environment consistent with our campus positive behavior intervention and support (PBIS) system, points will also be deducted in recognition of improvements in behavior.

An explanation of the system is listed below:

OFFENSE	POINTS PER OFFENSE
Tardy	1 (6+offenses)
Dress Code	1 (1st offense); 2 (2nd offense); 2 (each additional offense)
Detention for Temporary ID	2
Use of Phone in Dressing Room or Locker Room	10-30
Minor Classroom/Lunchroom Behavior	2 (1st offense); 3 (2nd offense); 5 (each additional offense)
Failure to Follow Directions	2
Failure to Attend Assigned Tribe Time	2
Failure to Attend 1 Hour Detention	3
Failure to Attend 3 Hour Detention	5
Bus Referral	1 (1st offense); 3 (each additional offense)
PDA	2
Academic Dishonesty/Cheating/Plagiarism	3
Harassment/Name Calling	3-5
Inappropriate Physical Conduct	5-10
Disrespect/Insubordination	5
Misuse of Technology	5-10

Failure to Respect the Property of Others	5-10
Skipping Class (on or off campus)	5
Profanity/Vulgar Language	3 (1st offense); 5 (each additional offense)
Scuffling/Horseplay	3-5
Possession/Use of Tobacco or Vape	10 (1st offense); 20 (each additional offense)
Bullying	10-50
Fighting (involves 2 or more)	15-50
Theft	10-30
Possession/Use of Alcohol/Drugs	50
Vandalism	15-50
Unlawful Entry/Trespassing	15-50
Possession/Use of Fireworks	50
Assault	50
Possession/Use of Weapons	50
Driving Violations (moving)	5
Driving Violations (parked) Parking Tag Missing, Parking in Reserved Space Without Parking Tag.	2

Students can reduce or eliminate points according to the following schedule:

CRITERIA FOR POINT REDUCTION	NUMBER OF POINTS REDUCED
Six weeks referral free	8 points
End of 1st Semester	15 points

Students are subject to all of the disciplinary management policies/actions noted in the SISD Student Handbook and SISD Student Code of Conduct. The point system is in addition to those policies and actions and is in place to prevent inappropriate conduct.

**Appendix C:
Class Rank and Highest Ranking Student (Secondary Only)**

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

Note: The following provisions shall apply to students in the graduating class of 2020.

Calculation The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, unless excluded below.

The calculation shall include failing grades.

Exclusions The calculation of class rank shall exclude grades earned in or by physical education; cheerleading; band; drill team; athletics; an assigned remediation or tutoring course; a local credit course; summer school; distance learning; or through credit by examination, with or without prior instruction.

Note: The following provisions shall apply to students in the graduating classes of 2021, 2022, 2023, and 2024.

Calculation The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9-12 only, unless excluded below.

The calculation shall include failing grades until a failing grade is replaced with a passing grade.

Exclusions The calculation of class rank shall exclude grades earned in physical education or any course substituted for physical education, cheerleading, band, drill team, athletics, or any local credit course.

Note: The following provisions shall apply to students beginning with the graduating class of 2025.

Calculation The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9-12 only in each of the following course categories:

- Four courses in English;
- Four courses in mathematics;
- Four courses in science;
- Four courses in social studies; and
- Courses in languages other than English.

The calculation shall include failing grades until a failing grade is replaced with a passing grade.

Note: The following provisions shall apply to students in the graduating class of 2020.

- Weighted Grade System** The District shall categorize and weight eligible courses as Advanced Placement (AP)/dual credit, Level 1 Advanced, and Level 2 Regular in accordance with provisions of this policy and as designated in appropriate District publications.
- Categories**
- AP / Dual Credit* Eligible AP courses and dual credit courses designated in the course catalog shall be categorized and weighted as AP/dual credit courses.
 - Level 1 Advanced* Eligible Pre-AP courses and languages other than English III and above courses shall be categorized and weighted as Level 1 Advanced courses.
 - Level 2 Regular* All other eligible courses shall be categorized and weighted as Level 2 Regular courses.
- Weighted Grade Point Average** The District shall convert semester grades earned in eligible courses to grade points in accordance with the following chart and shall calculate a weighted grade point average (GPA):

Grade	AP/ Dual Credit	Level 1 Advanced	Level 2 Regular
100	5.0	4.5	4.0
99	4.9	4.4	3.9
98	4.8	4.3	3.8
97	4.7	4.2	3.7
96	4.6	4.1	3.6
95	4.5	4.0	3.5
94	4.4	3.9	3.4
93	4.3	3.8	3.3
92	4.2	3.7	3.2
91	4.1	3.6	3.1
90	4.0	3.5	3.0
89	3.9	3.4	2.9
88	3.8	3.3	2.8
87	3.7	3.2	2.7
86	3.6	3.1	2.6
85	3.5	3.0	2.5
84	3.4	2.9	2.4
83	3.3	2.8	2.3
82	3.2	2.7	2.2
81	3.1	2.6	2.1
80	3.0	2.5	2.0
79	2.9	2.4	1.9
78	2.8	2.3	1.8

77	2.7	2.2	1.7
76	2.6	2.1	1.6
75	2.5	2.0	1.5
74	2.4	1.9	1.4
73	2.3	1.8	1.3
72	2.2	1.7	1.2
71	2.1	1.6	1.1
70	2.0	1.5	1.0

Note: The following provisions shall apply to students beginning with the graduating class of 2021.

- Weighted Grade System** The District shall categorize and weight courses as Advanced, Level 2 Honors, and Level 1 Regular in accordance with provisions of this policy and as designated in appropriate District publications.
- Categories**
- Advanced* Eligible AP courses, dual credit courses, and OnRamps courses shall be categorized and weighted as Advanced courses.
 - Level 2 Honors* Eligible courses locally designated as honors shall be categorized and weighted as Level 2 Honors courses.
 - Level 1 Regular* All other eligible courses shall be categorized and weighted as Level 1 Regular courses.

Weighted Numerical Grade Average The District shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:

Course Grade	Level 1 Regular	Level 2 Honors	Advanced
100	100	105	110
99	99	104	109
98	98	103	108
97	97	102	107
96	96	101	106
95	95	100	105
94	94	99	104
93	93	98	103
92	92	97	102
91	91	96	101
90	90	95	100
89	89	94	99
88	88	93	98

Course Grade	Level 1 Regular	Level 2 Honors	Advanced
87	87	92	97
86	86	91	96
85	85	90	95
84	84	89	94
83	83	88	93
82	82	87	92
81	81	86	91
80	80	85	90
79	79	84	89
78	78	83	88
77	77	82	87
76	76	81	86
75	75	80	85
74	74	79	84
73	73	78	83
72	72	77	82
71	71	76	81
70	70	75	80
Below 70	0	0	0

No points shall be added to failing grades.

The District shall record unweighted numerical grades on student transcripts.

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

Transferred Grades When a student transfers grades from courses that would be eligible under the Level 1 Regular or Level 2 Regular category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

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

Letter Grades Transferred letter grades shall be recorded as follows:

Letter Grade	Numerical Grade
A+	98
A	95
A-	93
B+	88
B	85
B-	83
C+	78
C	77
C-	76
D+	73
D	72
D-	71
F	69

Numerical Grades

If a student transfers in from an out-of-state district with a passing grade that is 69 or below, the District shall award the student a grade of 70 to be used in the calculation of class rank.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the fifth six-week grading period of the senior year.

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

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest ranking, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation;
2. Have completed the foundation program with the distinguished level of achievement; and
3. Be graduating after exactly eight semesters of enrollment in high school.

Breaking Ties

In case of a tie in weighted numerical grade averages after calculation to the fourth decimal place, the District shall count the number of Advanced courses taken by each student involved in the tie to determine recognition as valedictorian or salutatorian.

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

**Highest-
Ranking
Graduate**

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

Appendix D: Sanger ISD Attendance Information

Students present at the official attendance-taking time are counted present for funding purposes. Note that having students sign in is not an acceptable method of taking attendance. Except for the reasons listed in the following bulleted paragraphs, students who are absent at the official attendance-taking time are counted absent for funding purposes.

The following circumstances will be considered excused according to Board Policy (FEA (Legal) and can be marked "E". No other absence is to be marked as so.

1. **Religious Holy Days** - A student who is observing holy days is allowed up to one day of excused travel for traveling to the site where the student will observe the holy days and up to one day of excused travel for traveling from that site.
2. **Court Appearances** - Attending a required court appearance. A student who is attending a required court appearance is allowed up to one day of excused travel for traveling to the site where the student will attend the required court appearance and up to one day of excused travel for traveling from that site.
3. **Citizenship Proceedings** - Appearing at a governmental office to complete paperwork required in connection with the student's application for United States citizenship. A student who is appearing at a governmental office to complete such paperwork is allowed up to one day of excused travel for traveling to the site where the student will complete the paperwork and up to one day of excused travel for traveling from that site.
4. **Naturalization Oath Ceremony** - Taking part in a United States naturalization oath ceremony. A student who is taking part in such a ceremony is allowed up to one day of excused travel for traveling to the site where the student will take part in the ceremony and up to one day of excused travel for traveling from that site.
5. **Election Clerk** - A student who is serving as an election clerk is allowed up to one day of excused travel for traveling to the site where the student will serve as an election clerk and up to one day of excused travel for traveling from that site.
6. **Department of Family and Protective Services** - If the student is in the conservatorship of the Department of Family and Protective Services (DFPS), participating, as determined and documented by DFPS, in an activity:
 - a. Ordered by a court under Family Code Chapter 262 or 263, provided that it is not practicable to schedule the participation outside of school hours, or
 - b. Required under a service plan under Family Code Chapter 263, Subchapter B.
7. **Institution of Higher Education Visit** - A district may excuse a student from attending school to visit an institution of higher education accredited by a generally recognized accrediting organization during the student's junior and

senior years of high school for the purpose of determining the student's interest in attending the institution of higher education, provided that:

- a. The district may not excuse for this purpose more than two days during the student's junior year and two days during the student's senior year; and
- b. The district adopts:
 - i. A policy to determine when an absence will be excused for this purpose; and
 - ii. a procedure to verify the student's visit at the institution of higher education.

8. Early Voting Clerk - A district may adopt a policy excusing a student from attending school for service as a student early voting clerk in an election. A district may excuse a student for serving as an election clerk [see Election Clerks, above] or early voting clerk for a maximum of two days in a school year.

9. Military Dependents - A district shall excuse a student whose parent, stepparent, or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from continuous deployment of at least four months outside the locality where the parent, stepparent, or guardian regularly resides, to visit with the student's parent, stepparent, or guardian. A district may not excuse a student under this provision more than five days in a school year. An excused absence under this provision must be taken not earlier than the 60th day before the date of deployment or not later than the 30th day after the date of return from deployment.

10. Enlistment in Armed Services - A district shall excuse a student who is 17 years of age or older from attending school to pursue enlistment in a branch of the armed services of the United States or the Texas National Guard, provided that:

- a. The district may not excuse for this purpose more than four days of school during the period the student is enrolled in high school; and

The district verifies the student's activities related to pursuing enlistment in a branch of the armed services or the Texas National Guard.

11. Playing "TAPS" at a military honor funeral - In addition, a district may excuse a student in grades 6 through 12 for the purpose of sounding "Taps" at a military honors funeral held in this state for a deceased veteran.

The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed a maximum of 15 absences in a school year for extracurricular activities at the district level. The District shall allow unlimited absences for post-district competition.

HEALTH CARE APPOINTMENTS

Temporary absence resulting from an appointment with a health-care professional for the student or the student's child if the student commences classes or returns to school on the same day of the appointment. The appointment must be supported by a document such as a note from the health-care professional. "Temporary absence" includes the temporary absence of a student diagnosed with autism spectrum disorder on the day of the student's appointment with a health-care practitioner to receive a generally recognized service for persons with autism spectrum disorder, including applied behavioral analysis, speech therapy, and occupational therapy.

A student whose absence is excused for a reason described beginning at Excused Absences for Compulsory Attendance Determinations, above, may not be penalized for that absence and shall be counted as if the student attended school for purposes of calculating the average daily attendance of students in the district.

The student shall be allowed a **reasonable time to make up schoolwork** missed on the days described above. If the student satisfactorily completes the work, the days of absence shall be counted as days of compulsory attendance.

Attendance for Credit (FEA (Local))

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The attendance committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

Students who have lost credit or have not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

Parent Notes

We realize that students often are unable to attend school due to personal illness or other circumstances. Parent notes documenting the child's illness are encouraged. These notes will be used by the Attendance Committee to determine if there are extenuating circumstances leading to a student missing more than 90% of school days. However, these parent notes **do not excuse** the student's absence and will be considered unexcused absences.

We discourage parents removing their students from class for "family vacation". The school calendar allows for several extended holidays throughout the year that can be used for family

vacations. These will be considered as unexcused absences and will count towards the 90% rule as well.

When a student's absence for personal illness exceeds 4 consecutive days, the principal or attendance committee may require that the student present a statement from a physician or health clinic verifying the illness or condition that caused the student's extended absence from school as a condition of classifying the absence as one for which there are extenuating circumstances.

If a student has established a questionable pattern of absences, the principal or attendance committee may require that a student present a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.

If a student's personal illness may require more than 4 weeks, (consecutive or non-consecutive days) homebound services may be appropriate with a doctor's recommendation.

Parental Notice of Excessive Absences

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

Methods for Regaining Credit or Awarding a Final Grade

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The attendance committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

Students who have lost credit or have not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

Guidelines on Extenuating Circumstances

The attendance committee shall adhere to the following guidelines to determine attendance for award of credit or a final grade:

1. If makeup work is completed satisfactorily, excused absences that are allowed under compulsory attendance requirements shall be considered days of attendance for award of credit or final grade. [See FEA(LLEGAL) at EXCUSED ABSENCES FOR COMPULSORY ATTENDANCE DETERMINATIONS.]

2. A transfer or migrant student incurs absences only after his or her enrollment in the District.
3. The committee shall consider the acceptability and authenticity of documented reasons for the student's absences.
4. The committee shall consider whether the absences were for reasons out of the student's or parent's control.
5. The committee shall consider whether or not the student has completed assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
6. The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade.

In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision.

Imposing Conditions for Awarding Credit or a Final Grade

The committee may impose any of the following conditions for students with excessive absences to regain credit or be awarded a final grade:

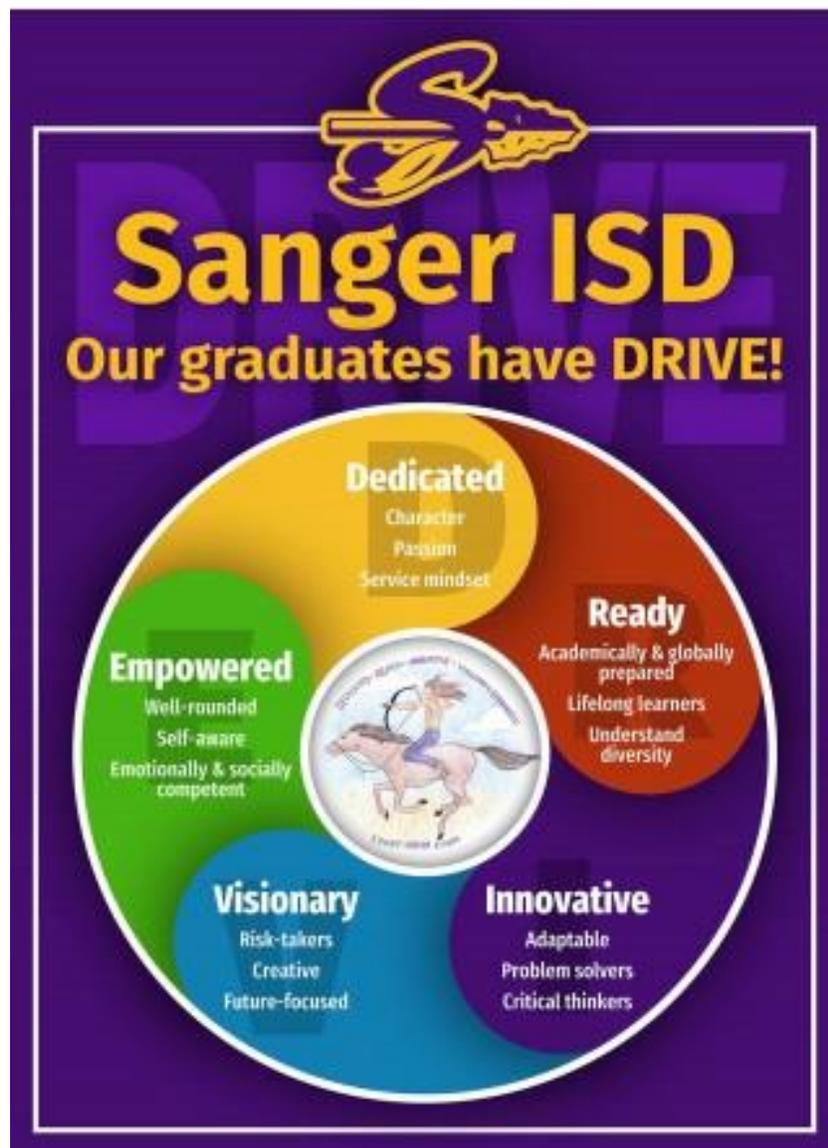
1. Completing additional assignments, as specified by the committee or teacher.
2. Attending tutorial sessions as scheduled, which may include Saturday classes or before- and after-school programs.
3. Maintaining the attendance standards for the rest of the semester.
4. Taking an examination to earn credit. [See EHDB]
5. Attending a flexible school day program.
6. Attending summer school.

In all cases, the student must also earn a passing grade in order to receive credit.

Appeal Process

A parent or student may appeal the decision of the attendance committee in accordance with FNG(LOCAL).

Sanger Independent School District Student Code of Conduct 2020-2021



If you have difficulty accessing the information in this document because of disability, please contact Sanger ISD at (940) 458-7438

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Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact *Sanger ISD Administrative Office at (940) 458-7438*

Purpose

The Student Code of Conduct (“Code”) is the district’s response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the *Sanger ISD* Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator and posted on the district’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the district’s board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the Student Handbook, the Code shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in cyberbullying, as provided by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
11. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at www.sangerisd.net.

Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal or the designated and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

To ensure sufficient security and protection of students, staff, and property, the board employs school resource officers (SROs), and/or security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL). The law enforcement duties of school resource officers are to provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy. “Parent” Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student’s participation in graduation activities for violating the district’s Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 22, for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline. Adhere to the requirements of the Student Code of Conduct. Chapter 37 requires the Code to include standards that schools expect from students. Modify the list to emphasize conduct the district would like to encourage.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 16, **DAEP Placement** on page 18, **Placement and/or Expulsion for Certain Offenses** on page 25, and **Expulsion** on page 28, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed in that section on page 14.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 25.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student’s consent.
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.

- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 25.)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 25.)

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- Knuckles;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 25. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page 18 and **Expulsion** on page 28 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See **glossary** for “abuse.”)
- Abuse over-the-counter drugs. (See **glossary** for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See **glossary** for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct

causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code.

These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Sanger High School Discipline Management Plan

Sanger High School is implementing a new discipline management plan which is included at the end of this code of conduct.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, the district shall comply with federal law . For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).

- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.

- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 16.
- Placement in a DAEP, as specified in **DAEP** on page 18.
- Placement and/or expulsion in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 25.
- Expulsion, as specified in **Expulsion** on page 28.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.

- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office or through Policy On Line at the following address: www.sangerisd.net

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance.

Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher may also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall advise the student of the alleged misconduct. The student shall have the opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or

6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **glossary**) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in

Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator **may**, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in **Expulsion** on page 28.) (See **glossary** for "under the influence.")
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in **Expulsion** on page 28.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
 - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 28.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:

1. The student receives deferred prosecution (see glossary),
2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
3. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, or
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in the DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student’s parent.

Not later than the second business day after the conference, the board’s designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student’s opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The campus behavior coordinator shall determine the duration of a student’s placement in a DAEP.

The duration of a student’s placement shall be determined case by case based on the seriousness of the offense, the student’s age and grade level, the frequency of misconduct, the student’s attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student’s DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board’s decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office,

Appeals shall begin at *Level One with the principal*.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's individualized education program (IEP) or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see **glossary**), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a

student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see **glossary**) of the Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress

toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 18)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security. (See **glossary**)

Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for “under the influence.”)
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school’s real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Unlawfully carrying on or about the student’s person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a) Public lewdness under Penal Code 21.07;
 - b) Indecent exposure under Penal Code 21.08;
 - c) Criminal mischief under Penal Code 28.03;
 - d) Hazing under Education Code 37.152; or
 - e) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.)

Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
 - A location-restricted knife, as defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)

- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See **glossary**.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or children.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and

3. An opportunity to question the witnesses called by the district at the hearing.
4. After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The hearing shall be conducted by the board of trustees and the decision to expel shall be made by the board.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall hear statements made by the parties at the review and shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the superintendent shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school.

However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Sanger High Discipline Management Plan

The Sanger ISD Student Code of Conduct contains the school district’s requirements for student conduct and behavior while at school or under the school’s jurisdiction. The Code of Conduct also explains the kinds of disciplinary action school officials can take in response to violations of the rules for student conduct and the steps involved in taking disciplinary action.

The SHS discipline management plan is based on a point system. When a student accumulates 25 points a parent conference will be held with the administration. When a student accumulates 50 or more points a disciplinary conference will be held to determine disciplinary placement.

In an effort to create a more positive and effective learning environment consistent with our campus positive behavior intervention and support (PBIS) system, points will also be deducted in recognition of improvements in behavior.

An explanation of the system is listed below:

OFFENSE	POINTS PER OFFENSE
Tardy	1 (6+offenses)
Dress Code	1 (1st offense); 2 (2nd offense); 2 (each additional offense)
Detention for Temporary ID	2
Use of Phone in Dressing Room or Locker Room	10-30
Minor Classroom/Lunchroom Behavior	2 (1st offense); 3 (2nd offense); 5 (each additional offense)
Failure to Follow Directions	2
Failure to Attend Assigned Tribe Time	2
Failure to Attend 1 Hour Detention	3
Failure to Attend 3 Hour Detention	5
Bus Referral	1 (1st offense); 3 (each additional offense)
PDA	2
Academic Dishonesty/Cheating/Plagiarism	3
Harassment/Name Calling	3-5
Inappropriate Physical Conduct	5-10
Disrespect/Insubordination	5
Misuse of Technology	5-10 240

Failure to Respect the Property of Others	5-10
Skipping Class (on or off campus)	5
Profanity/Vulgar Language	3 (1st offense); 5 (each additional offense)
Scuffling/Horseplay	3-5
Possession/Use of Tobacco or Vape	10 (1st offense); 20 (each additional offense)
Bullying	10-50
Fighting (involves 2 or more)	15-50
Theft	10-30
Possession/Use of Alcohol/Drugs	50
Vandalism	15-50
Unlawful Entry/Trespassing	15-50
Possession/Use of Fireworks	50
Assault	50
Possession/Use of Weapons	50
Driving Violations (moving)	5
Driving Violations (parked) Parking Tag Missing, Parking in Reserved Space Without Parking Tag.	2

Students can reduce or eliminate points according to the following schedule:

CRITERIA FOR POINT REDUCTION	NUMBER OF POINTS REDUCED
Six weeks referral free	8 points
End of 1st Semester	15 points

Students are subject to all of the disciplinary management policies/actions noted in the SISD Student Handbook and SISD Student Code of Conduct. The point system is in addition to those policies and actions and is in place to prevent inappropriate conduct.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a) 65 years of age or older, or
 - b) A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - a) Any vegetation, fence, or structure on open-space land; or
 - b) Any building, habitation, or vehicle:
 - 1) Knowing that it is within the limits of an incorporated city or town,
 - 2) Knowing that it is insured against damage or destruction,
 - 3) Knowing that it is subject to a mortgage or other security interest,
 - 4) Knowing that it is located on property belonging to another,
 - 5) Knowing that it has located within it property belonging to another, or
 - 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - a) Recklessly damages or destroys a building belonging to another, or
 - b) Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or

deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular

or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

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 another 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, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;

2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm weapon; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade. Such term does not include an antique firearm.

Firearm silencer is defined by Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code; or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a) Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b) Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c) Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
 - d) Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or

maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Section 37.001(b)(3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including, but not limited to, clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including, but not limited, to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - a) An explosive weapon;
 - b) A machine gun;
 - c) A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device;
6. An improvised explosive device; or
7. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;

3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a) Public lewdness under Penal Code 21.07;
 - b) Indecent exposure under Penal Code 21.08;
 - c) Criminal mischief under Penal Code 28.03;
 - d) Hazing under Education Code 37.152; or
 - e) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02, – .05;

- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or children under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

[See FOC(EXHIBIT).]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person’s physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student “under the influence” need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one’s body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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Tuition Based
Prekindergarten Program

PARENT HANDBOOK

Jump Start Sanger Tuition Based Pre K Program Parent Handbook

Welcome to Sanger ISD

Dear Parents:

The early childhood programs of Sanger ISD focus on the education and well-being of each individual child participating in a prekindergarten program. In addition, we understand the importance of involving parents and are here to serve as your partners in the education and care of your child(ren).

Should you have any questions, please do not hesitate to contact your child's classroom teacher or the school principal.

Thank you for your support of the Jump Start Sanger Tuition Based Preschool program of Sanger ISD.

Sincerely,

Tammy Austin
Community Partnership/Pre K Grant Manager
Sanger ISD

Tuition Based Preschool Program

The Sanger ISD Tuition Based Preschool Program currently offers a 36-week, school-based educational and childcare program for 4-year-old children. The tuition-based prekindergarten program consists of children who qualify as well as tuition-based children without disabilities.

Mission

The mission of the Jump Start Sanger (JSS) program is to ensure that all Sanger 4-year-olds have access to comprehensive, high-quality prekindergarten options and support on a developmental continuum.

Working within the context of children, families, and communities, SISD is committed to creating an engaging learning environment that supports and respects the unique potential of each individual through best practices.

Because of common goals and high expectations, SISD is dedicated to building a strong foundation and igniting a passion for lifelong learning for children and their families in order to prepare them for the future.

Selection Criteria

- Children will be selected on a lottery system basis upon receipt of deposit. Drawing will be held on August 3, 2020, at 4:30 pm.
- Deposit and tuition must be paid as scheduled.
- Children must be completely toilet trained at the time of enrollment.
- Children must be 4 years of age on or before September 1, 2020
- Children must not meet the general criteria for state entitled PK through one of the following: homeless, military, income-based, language acquisition, or foster care.
- Children must not be eligible for special education.
- Families must agree to the tuition and guidelines associated with the inclusive program.
- Parents must provide transportation.

Deposit & Tuition

- Deposit of \$100 is required no later than July 31st in order to secure a spot in the lottery for each child. However, it is imperative to note that completion of the application and receipt of deposit is the only way to secure your child's position in the lottery. The deposit will be taken off your

first month's payment; if your child is not selected as part of the lottery, your deposit will be refunded.

- Tuition may be paid monthly or by semester; the schedule is listed below. Checks, cash, or money orders are accepted. Payment should be made to SISD, on the memo line please write JSS Tuition: <your child's name>. Payment is due the first of each month with the exception of August.
- Payment should be sent in your child's folder or mailed to:
Sanger ISD Annex - JSS Tuition, 409 N. 5th St., Sanger, Texas 76266

Per Child Tuition

Payment	Schedule	Amount
<i>Total</i>	<i>Annual</i>	<i>\$5,250</i>
Semester	Each Semester	\$2,625
Monthly	10 Months	\$525
Weekly (if prorated)	36 weeks	\$145.83

Payment Schedule

Payment	Due Date	Late Fees Assessed
DEPOSIT: \$100	July 31, 2020	No late deposits accepted
PAYMENT 1: \$425 (Semester Payment 1 Due \$2,625)	August 10, 2020	August 14, 2020
PAYMENT 2: \$525	September 1, 2020	September 3, 2020
PAYMENT 3: \$525	October 1, 2020	October 3, 2020
PAYMENT 4: \$525	November 2, 2020	November 4, 2020
PAYMENT 5: \$525	December 1, 2020	December 3, 2020
PAYMENT 6: \$525 (Semester Payment 2 Due)	January 5, 2021	January 7, 2021
PAYMENT 7: \$525	February 1, 2021	February 3, 2021

PAYMENT 8: \$525	March 1, 2021	March 3, 2021
PAYMENT 9: \$525	April 1, 2021	April 5, 2021
PAYMENT 10 (FINAL): \$525	May 3, 2021	May 5, 2021

Late Pickup and Late Fee Information

Late Pick-Up:

Children must be picked up no later than the last pickup time designated by the local school.

If an emergency should arise and you cannot pick up your child on time, please contact the school immediately. It is your responsibility to notify one of the persons on the Authorization Release form to pick up your child. However, if your child is picked up after the last designated pickup time, a \$15 dollar late pickup fee will be assessed for the first 10 minutes, and \$2 dollars per minute thereafter. *[Additional forms for documenting late pickup and late fees will be completed at the time.]*

More importantly, your child may feel insecure or experience anxiety if he/she is not picked up on time like the other children in the classroom.

Late Payment:

\$20 per day will be assessed on tuition up through 5 days; going beyond 5 calendar days will result in cancellation of participation in the program by the school district.

No more than two (2) total late payments will be accepted; after the second late payment, the district reserves the right to cancel program participation.

Non-Sufficient Funds Fee:

An additional \$50 will be assessed on any payment that results in non-sufficient funds.

Cancellation of Participation in the Program

By the school district-

A child's participation in the program will be *canceled* for the following reasons:

- Failure to make payment in advance of service.
- A pattern of late pickups.
- A pattern of late tuition payments.
- Failure to pay late fees.
- Cancellation of the program: The SISD Board of Education has the right, in its sole discretion, to cancel the program at the end of any semester of any school year.
- Continuous behavior that affects the learning of others.

By the parent-

A child's participation in the program may be canceled by the parents with two (2) weeks written notice to the campus principal. The family will be charged the weekly rate as reflected in the payment chart for the two (2) week period.

PROGRAM DESCRIPTION

Staff Qualifications

Classrooms are staffed with a teacher certified both in special education and early childhood. The classroom will maintain an appropriate student-teacher ratio. All staff have cleared the State of Texas background check.

Report on Child's Progress/Conference and Progress Reports

Parent conferences are scheduled once during the Fall Semester. Appointments should be made with the teacher to discuss your child's progress if needed. Conferences are available by request at any time.

Students will receive a progress report as determined by the elementary reporting dates on the district student calendar. The report card will give parents valuable information on how well their child is progressing.

Your teacher will keep a communication log in your child's folder. It will contain communication topics for parents and students. This will also be a place for

parents to ask questions or inform parents of anything they need to communicate. Please leave these in the folder and do not remove them.

Parents are asked to immediately advise teachers of changes of address, phone numbers, or emergency numbers. It is also advised that parents let teachers know if there is a change in the child's home (hospital, illness, death, divorce, trip, new baby, etc). These events do affect children and their performance in class.

JSS Education Program

Special features include:

- Integrated, thematic curriculum organized on a continuum of how young children learn and grow, emphasizing early literacy and early mathematics skills.
- Literacy program based on current research on how young children acquire literacy skills.
- A developmentally appropriate practice that takes into account both age and individual appropriateness, and incorporates all learning domains and styles.
- Developmentally appropriate assessment that utilizes ongoing observation and systematic recording of the children's behavior to improve and individualize instruction and to communicate to parents children's growth and development.
- Parent involvement through education, training, and support.

Program Guidelines

Students must follow Sanger ISD guidelines for behavior. If persistent negative behaviors interfere with the learning of others and consistently require an adult's supervision, the parent/guardian will be notified of a teacher/parent conference. If the negative behaviors persist then the student may be asked to withdraw from the program and the parent/guardian's tuition will be refunded based on the prorated procedures.

If at any time the school staff determines the student may be a student with a disability, they will follow the procedures for referral for an evaluation. If the student is evaluated and qualifies for special education services, special education services will be provided in the appropriate setting determined by the ARD. Tuition will be refunded based on the prorated procedures. Note: The parent/guardian has the option of denying services the child may qualify for.

Nutrition Education

Nutrition education is incorporated into daily activities. Science and math skills are developed as children learn to prepare foods or snacks, provided by request from the teacher through classroom communication or the school supply list. For instance, staff and children may prepare banana bread or “ants on a log.”

Outdoor Activities/Motor Lab

The daily schedule includes going outdoors for large motor activities except during inclement weather. Your child should come to school **properly dressed** to participate in gross motor activities. It is required that children wear closed-toe shoes or tennis shoes with velcro.

Napping

A nap time of approximately one hour is provided each day. **A blanket for nap/rest time is recommended.** Your child may also bring a small doll or stuffed animal that will help him/her to rest or take a nap. These will be sent home on the last day of the week to be washed and returned on the following first day of the next week. Children who do not nap will engage in “quiet” activities.

Change of Clothing

Occasionally accidents do happen. For this reason, please keep a change of clothing (shirt, underwear, pants/skirt, and socks) in a clear plastic bag with your child’s name written on the outside of the bag inside the student’s backpack.

Full-Day/Full School Year Program

The daily schedule provides a routine designed to meet the needs of the children. Classroom schedules may differ; however, all schedules provide for:

- A balance between active and quiet activities
- Individual, small, and large group activities (centers)
- Outdoor play/gross motor
- A balance between child-initiated and teacher-directed activities
- Children being read to individually and in small and large groups
- Literacy rich classrooms to facilitate reading and academic readiness
- Meals – Breakfast is optional (through the cafeteria), lunch provided through the cafeteria, and snacks provided through supply list or by teacher request (See Nutrition Education, Page 8). Water bottles, ice cream, and snacks in the cafeteria are not included as part of the Pre K program.
- Rest or quiet time

Health and Wellness

- The campus will have access to a registered nurse.
- The classroom staff will follow universal precautions when dealing with bodily fluids.
- If a student becomes hurt or seriously ill during the day, all efforts will be made to contact the parent/guardian or person listed on the emergency contact list. If the parent/guardian or person cannot be reached by telephone, the student will be transported by ambulance to an emergency room and the parent/guardian will be held responsible for all expenses.
- Students must be free of fever (without the help of medicine) and communicable diseases 24 hours or have a doctor's release in order to attend school.
- Medications will be dispensed according to the district guidelines.
- Students aged four (4) years and older will receive vision and hearing screening.

Breakfast, Lunch, and Snacks

- Students are able to eat breakfast and lunch through the school cafeteria. Water bottles, ice cream, and snacks in the cafeteria are not included as part of the Pre K program.
- Snacks will be provided for the classroom through the supply list unless the student has special dietary restrictions. If this is the case the parent/guardian is encouraged to provide the student with a snack.
- Occasionally the teachers may choose a cooking activity and request for parent/guardian to bring certain foods to school.
- If a student has any allergies, please notify the classroom teacher and the school nurse.

Materials and Supplies

At the beginning of each school year, the classroom teacher will send home a supply list; it will also be posted on the district and campus website. The supply list may include such things as tissue, notebook, folder, crayons or paper. Most materials and supplies will be furnished for the classroom. Parent/guardian will be responsible for the student's backpack, an extra set of clothing. Parents are encouraged to label backpack and clothing with the child's name. The school supply lists are posted on the Sanger ISD website at https://www.sangerisd.net/apps/pages/index.jsp?uREC_ID=754938&type=d&pREC_ID=1162519.

Curriculum

The JSS Program will follow the Pre-Kindergarten Curriculum which is based on the TEA Pre-Kindergarten Guidelines. The program provides a language and literacy enriched environment with many opportunities for hands-on learning. For more information, visit the TEA Texas Prekindergarten Guidelines online at <http://tea.texas.gov/index2.aspx?id=2147495508>

Daily Schedule of Activities

The classroom teacher will provide the parent/guardian with a general daily schedule. Students in the JSS Program will be included in the campus activities as much as is appropriate.

Attendance

The classroom teacher will keep documentation on attendance but this will not be reported into the state system. There is not a minimum attendance requirement. However, regular attendance is expected. All students are expected to arrive before the tardy bell, following the campus bell schedule. When your child(ren) arrives late it disrupts his/her learning and the learning of others.

Dress Code

Students should follow the dress code of Sanger ISD. Because of the active nature of Pre K, students should wear clothing and shoes that allow for easy movement. It is advisable that your child dress in clothing that is easily washed since much of the time is spent painting, cooking, and exploring our world. Clothing should be easy for your child to remove for bathroom purposes. Appropriate clothing includes tennis shoes (velcro), pants, shorts, skirt (with shorts underneath), socks, and a shirt.

Your child should NOT come to school wearing overalls, jumpsuits, sandals, boots, or clothing with too many buttons.

WORKING TOWARD KINDERGARTEN READINESS

To get ready for Kindergarten and beyond, Sanger's youngest learners need opportunities to develop **academic, social-emotional, language, and motor skills**. As learners Sanger students:

- Are engaged in intellectually stimulating work that is developmentally appropriate.
- Receive the supports they need to do the thinking in a developmentally appropriate way.
- Are supported in learning and practicing developmentally appropriate social-emotional skills.

By the end of Pre-K they will have mastered or worked on the following skills:

Academic: Foundational Reading	Academic: Foundational Math	Language Development	Social-Emotional	Motor
<p>Letter Naming</p> <ul style="list-style-type: none"> ● <i>Can name X letters in a minute</i> <p>Letter-Sound Correspondence</p> <ul style="list-style-type: none"> ● <i>Correctly identify X/12 sounds</i> <p>Phonological Awareness</p> <ul style="list-style-type: none"> ● <i>decode 2 and 3 syllable words</i> ● <i>Match beginning sounds</i> ● <i>Identify onset and rime</i> ● <i>Identify rhyming words</i> 	<p>Counting</p> <ul style="list-style-type: none"> ● <i>Rote count to 20</i> ● <i>Can count 10-20 objects</i> <p>Numeral Identification</p> <ul style="list-style-type: none"> ● <i>Identify numerals to at least 10</i> <p>Patterns</p> <ul style="list-style-type: none"> ● <i>Recognize and extend ABAB patterns</i> 	<p>Students are understood by most people when speaking, but may mispronounce new or unusual words</p> <p>Student make requests to communicate wants and needs</p> <p>Students follow two and three-step directions</p>	<p>Students can follow classroom rules with reminders</p> <p>Students can ignore distractions and interruptions while working</p> <p>Students will change their plans if a better idea is proposed</p> <p>Students can identify feelings in others and recognize causes</p> <p>Students initiate sharing</p>	<p>Students can write their names</p> <p>Students use a “pencil grip” to write</p> <p>Students can cut using scissors</p>

In school settings, Sanger students practice these skills through a variety of ways including small-group instruction, meaningful play opportunities, and learning centers.

Sanger teachers believe that it takes a partnership between home and school to develop a child in their early years. When we focus on what is developmentally appropriate for our youngest learners they grow in these many different areas

Contacts

If you have any questions or concerns please contact your child's teacher, campus principal, or campus assistant principal.

Sanger ISD - Tuition Based PK Program
Acknowledgment & Agreement

I, _____ (parent name), have read and understand the program guidelines for my child,

_____ (student name) for the 2020-20219 school year.

_____ I have read and understood the parent handbook.

_____ I have read and understood that my deposit will be applied to the first month's tuition if I am selected via a lottery system. I understand it will be refunded if my child is not selected via a lottery system.

_____ I have read and understood the payment schedule.

Signed: _____ Date: _____

Please return this form with the registration documents.



Tuition Based Pre-Kindergarten Program At-a-Glance

- Highly Qualified Texas Certified Teacher
- TEA Pre-Kindergarten Guidelines/Curriculum
- For Children Not Eligible for General PK
- Full School Day Programming (8:05 am - 3:40 pm)
- \$525 per Month for Ten Months
- Follow SISD School Calendar for Breaks
- Ages 4 on or before September 1, 2020
- Rest Time Provided
- Snacks Provided
- Parents Responsible for Transportation

LIMITED SPACE!!
Lottery System - Deposit Required

Application Required
For Further Information:
Email: prek@sangerisd.net
Call: 940-458-7438 ext 39



WALSH GALLEGOS
TREVINO RUSSO & KYLE P.C.

June 1, 2020

VIA FIRST CLASS MAIL

Dr. Tommy Hunter
Superintendent
Sanger ISD
601 Elm Street
Sanger, Texas 76266

RE: Renewal of Membership in Walsh Gallegos' Retainer Program

Dear Dr. Hunter:

It is our privilege to serve Sanger Independent School District through the Walsh Gallegos Retainer Program. The District's membership is up for renewal on July 1, 2020, and so enclosed you will find our Legal Services Retainer Agreement. If the District chooses to continue its membership, please sign and return the agreement. The invoice for the renewal will be sent on or around 7/1/2020 with your regular monthly statement so there is no need to send a check with the signed agreement. This program includes the following valuable benefits for just \$1,000.00 per year:

- No-charge telephone consultation on day-to-day general and special education matters with attorneys in any of our offices,
- Reduced rates for legal work,
- Reduced fees for inservices,
- Reduced rates for practical Walsh Gallegos products such as the web-based Student Code of Conduct, The Legal Guide to DAEP & Expulsion and the Extracurricular Code of Conduct,
- A free subscription to our bi-monthly general education newsletter "*Time Out with Walsh Gallegos,*"
- A free subscription to our monthly special education newsletter "*This Just In,*" and

- Email updates about the latest developments in education law.

More information about these services and other advantages of the retainer program are included in the attached description. Also enclosed is information about our EFT/ACH payment program that provides a convenient, efficient, secure, and less costly method of payment than paper checks.

It is an honor to be of service to Sanger Independent School District. Many districts have adopted the Texas Association of School Boards' policy BDD (local) which requires approval of the agreement by the Board of Trustees; check your policy to see who is authorized to approve and sign the Agreement. Additionally, please note that in accordance with the requirements of HB 1295 we have filed Form 1295 with the Texas Ethics Commission and are enclosing a certification of filing of Form 1295 for your records.

We look forward to receiving your signed contract. In the meantime, please remember that you can call any of our offices and speak with the attorney of your choice to get the guidance you need, when you need it. I am pleased to be your shareholder contact regarding the retainer program. Should you have any questions about the Retainer Agreement or wish to reach me directly, please contact me at (800) 231-4207.

Sincerely,



Laura Rodriguez McLean

LM/glo
Enclosures

cc: Mr. Ken Scribner, Board President



**LEGAL SERVICES RETAINER AGREEMENT
FOR SANGER INDEPENDENT SCHOOL DISTRICT**

The Sanger Independent School District (hereinafter "District"), acting by and through the authorized Trustee or Employee whose signature appears below, hereby retains the law firm of Walsh Gallegos Treviño Russo & Kyle P.C. (hereinafter "Law Firm"), to provide the services to the District set forth below.

1. Telephone Consultation: The Law Firm shall provide telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director, or designee pertaining to questions arising out of the general operation of the District. The District shall have access to a statewide toll-free telephone number for calls to the Law Firm.
2. Additional Legal Work: The District shall be entitled to reduced hourly rates of \$125/hour for paralegals and law clerks, \$230/hour for associates licensed less than one year, \$240/hour for associates licensed one to two years, \$295/hour for associates licensed over two years, or \$315/hour for shareholders for additional legal work over and above general telephone consultation. Examples of such additional legal work are research, opinion letters, and legal advice or representation in adversarial matters. Expenses incurred by the Law Firm in providing such additional legal work shall be charged.
3. Publications: The Law Firm shall provide at no charge the monthly publication This Just In, dealing with special education law issues, and the bi-monthly general school law publication Time Out with Walsh Gallegos, both published by the Law Firm.
4. E-mail Updates: The Law Firm shall send periodic e-mail updates to designated District personnel and trustees relating to developments in school law. The content and publication schedule of such updates shall be determined solely by the Law Firm.
5. Retainer Term and Cost: There shall be a fee of \$1,000.00 for this Retainer Agreement due upon execution and annually thereafter on the anniversary of the execution date below. This Retainer Agreement shall remain in effect until notice of cancellation is received.
6. Compliance with HB 89: The Law Firm does not boycott Israel and will not boycott Israel during the term of this contract.

7. Scope of Attorney-Client Relationship: This Retainer Agreement establishes a limited attorney-client relationship only between the Law Firm and the District. The relationship exists only as to the consultations and additional legal work that are initiated by the District and accepted by the Law Firm pursuant to this Agreement. The Retainer Agreement does not impose any duty upon the Law Firm to provide advice or work to the District regarding legal matters absent a request by the District's Board President, Superintendent, Special Education Director, or designee for such advice or work on a matter. The Law Firm and the District acknowledge and represent that this Agreement does not establish an attorney-client relationship between the Law Firm and any individual Trustees or Employees of the District. If a lawsuit or other adversarial matter is brought against the District and/or any Trustee or Employee of the District, the Law Firm may require the execution of one or more separate Letters of Engagement prior to undertaking an attorney-client relationship in the matter.

SANGER INDEPENDENT SCHOOL DISTRICT

By: _____

(Signature)

(Print Name)

(Title)

(Date)

WALSH GALLEGOS TREVIÑO RUSSO & KYLE P.C.

By:  _____

Joe A. De Los Santos
Managing Shareholder

6/1/2020

(Date)



WALSH GALLEGOS
TREVIÑO RUSSO & KYLE P.C.

Program for EFT/ACH Payments

Walsh Gallegos Trevino Russo & Kyle P.C. is working to improve our services to you and assist you in saving time and money. To that end, we now offer our clients the option to pay their invoices electronically by either Electronic Funds Transfer (EFT) or Automated Clearing House (ACH) payment--instead of the traditional paper, check-by-mail method.

An EFT/ACH payment authorizes the client's bank to move funds from its bank account to the bank account of the authorized merchant (Walsh, Gallegos). This movement of funds is done between banks electronically—thus the term Electronic Funds Transfer (EFT) or Automated Clearing House (ACH). This electronic movement of funds between banks is more convenient, efficient, secure, and far less costly than the handling of paper checks.

If your district is interested in participating in our EFT/ACH payment program, please e-mail a request to WA-EFT@wabsa.com or call Lisa González at (800) 252-3405 to receive our bank account information for EFT/ACH payments.

We are excited to be able to extend this opportunity to our clients. Please feel free to contact us if you have any questions.



WALSH GALLEGOS
TREVINO RUSSO & KYLE P.C.

**FEE SCHEDULE AS OF JULY 16, 2019
LEGAL SERVICES RETAINER AGREEMENT**

For Retainer Program Clients

Annual retainer fee is \$1,000 billed each year on the anniversary of the client joining the program.

Telephone consultation with school officials in this program regarding general routine legal matters is free of charge. The firm has toll-free telephone numbers that are made available to these clients.

An hourly rate of \$230/hour for associates licensed less than one year, \$240/hour for associates licensed one to two years, \$295/hour for associates licensed over two years, or \$315/hour for shareholders is charged for time spent on research, opinion letters, office visits, board meetings, and other work of a general nature.

For matters requiring more in-depth work, such as document review, negotiation of a contract, grievance, nonrenewal, review of constructions documents, litigation, administrative appeals, and the like, all time, including telephone calls, is charged at the current hourly retainer rates shown above, plus expenses. A new file is set up so that the billings show legal fees attributable to that particular matter.

For Non-retainer Program Clients

An hourly rate of \$230/hour for associates licensed less than one year, \$240/hour for associates licensed one to two years, \$315/hour for associates licensed over two years, or \$335/hour for shareholders is charged for time spent on any work, including all telephone calls, office visits, litigation, research, opinion letters, hearings, and the like.

The above rates are subject to change at any time.



BENEFITS OF THE RETAINER PROGRAM

1. **FREE TELEPHONE CONSULTATION:** The law firm provides telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director or any designee pertaining to questions arising out of the general operation of the District. Last year, our member clients received an average of 10 free hours of telephone consultation. That is a \$2,800 value in telephone calls alone!

As a retainer client, the District has exclusive access to the statewide toll-free telephone numbers for calls to the law firm. Before making decisions with legal consequences, use our exclusive toll-free number to reach any Walsh Gallegos attorney:

- Austin (800) 252-3405
- San Antonio (800) 232-9169
- Irving (800) 231-4207
- Houston (888) 565-6864
- Rio Grande Valley (866) 770-6864
- Amarillo (800) 622-6864
- Albuquerque (800) 771-6864

2. **REDUCED RATES FOR ADDITIONAL LEGAL WORK:** The District receives reduced hourly rates for additional works that goes beyond the initial general telephone consultations, such as analyzing documents, writing opinion letters, attending school board meetings, or follow up phone consultations. Though the hourly rates are reduced for retainer clients, any actual expenses (copy costs or mileage, for example) incurred by the law firm in providing such additional work are charged.

3. **FREE SUBSCRIPTIONS TO FIRM PUBLICATIONS:** Membership in the Walsh Gallegos Retainer Program also entitles the District to receive free subscriptions to both of the firm's newsletters:

- (1) the informative bi-monthly newsletter "*Time Out with Walsh Gallegos*" that provides timely reminders and practical suggestions about general education law issues arising throughout the school year, and
- (2) the monthly publication "*This Just In*" which addresses legal issues specific to the special needs of students with disabilities

4. **E-MAIL UPDATES:** As another benefit of the Retainer Program, Walsh Gallegos sends periodic e-mail updates to you (and to any other District personnel or trustees you designate) to help keep the District abreast of the latest developments in school law. These updates, averaging more than one per month, address a broad range of timely topics and are designed to keep you informed and better prepared in your work for the District. Examples of the topics of our updates include:

- Information about Chapter 313 of the Texas Tax Code
- New TEA rules regarding appealing ejections from school property
- A Fifth Circuit Decision emphasizing the importance of training staff
- IRS penalties for ACA reporting violations
- Information about the Digital Millennium Copyright Act and how to limit your District's liability
- What the repeal of TEC 29.007 means for Shared Services Arrangements

Don't let your District personnel miss our next update!

5. **REDUCED RATES ON ALL WALSH GALLEGOS INSERVICES:** Our Retainer Program members also receive reduced rates on all inservices presented at the District. Our up-to-date training programs are presented by attorneys with firsthand experience and knowledge about the current legal issues confronting Texas school districts. Our retainer clients also receive priority scheduling for inservice training.

6. **REDUCED RATES ON ALL WALSH GALLEGOS PRODUCTS:** To assist clients in their day-to-day operations, we have developed several practical products to save you time and head off potential problems during the school year. These products are easy to navigate, written in plain language, and are full of useful suggestions. As a member of the Retainer Program, clients receive reduced rates on these helpful tools, including:

- Interactive Student Code of Conduct
- Discipline Guide for DAEP & Expulsion
- Administrator's Anti-Bullying Toolkit

7. **ONE FREE AUDIO CONFERENCE:** Our retainer clients are also eligible for one free audio conference of the District's choice, to be selected from our published audio conference schedule. Our audio conferences provide excellent training for school administrators without having to leave the district.



WALSH GALLEGOS
TREVINO RUSSO & KYLE P.C.

SANGER ISD E-MAIL UPDATE FORM

The Walsh Gallegos E-mail Update program is designed to keep our clients informed of the latest developments in school law. These updates address a broad range of topics related to legal issues confronting school districts. In addition, e-mail update recipients will also be notified of upcoming audio/video conferences and specialty publications produced by Walsh Gallegos.

Below is the list of personnel and/or Board of Trustees that are currently in our system. Please review carefully and make any necessary changes or additions. Also note that there may be some names without an e-mail address or position. Please provide a current e-mail address, indicate whether the individual should remain one of our e-mail update recipients, and provide the named position of the individual. If you are having difficulty receiving our e-mail updates, please ask your technology department to add mypinpointe.com to the list of accepted domains.

<u>Name</u>	<u>Title</u>	<u>E-mail</u>
Dr. Tommy Hunter	Superintendent	tommy.hunter@sangerisd.net
Mr. Ken Scribner	Board President	kscribner@scribnerinsurance.net
Ms. Kim Phillips	Director	kphillips@sangerisd.net
Dr. Dale Gleason	Board Member	gleasondvm@gmail.com
Mrs. Ann Marie Afflerbach	Board Member	nutrimom2@yahoo.com
Mr. Chris Faircloth	Board Member	fairclothcg@aol.com
Mr. Russel CeBallos	Board Vice President	russel@russelceballos.com
Mr. Jimmy Howard	Board Secretary	howardmotuary@yahoo.com
Mr. Brad Watts	Board Member	bradjenn@embarqmail.com

Attach additional sheets if necessary. Please return this form to Client Services. If you have any questions or need additional information, please contact Client Services at (800) 252-3405.

VIA FAX
(512) 467-9318

VIA MAIL
Client Services
Walsh Gallegos
P.O. Box 2156
Austin, TX 78768

VIA E-MAIL
info@wabsa.com

CERTIFICATE OF INTERESTED PARTIES

FORM 1295

1 of 1

Complete Nos. 1 - 4 and 6 if there are interested parties.
Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

OFFICE USE ONLY CERTIFICATION OF FILING

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.

Walsh Gallegos Trevino Russo & Kyle P.C.
Austin, TX United States

Certificate Number:
2020-623162

Date Filed:
05/25/2020

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.

Sanger Independent School District

Date Acknowledged:

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.

24835
Legal Services Retainer Agreement

4	Name of Interested Party	City, State, Country (place of business)	Nature of interest (check applicable)	
			Controlling	Intermediary
	Walsh, Jim	Austin, TX United States	X	
	Gallegos, Elena	Austin, TX United States	X	
	Trevino, Oscar	Austin, TX United States	X	
	Kyle, Paige	Austin, TX United States	X	

5 Check only if there is NO Interested Party.

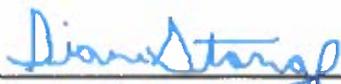
6 UNSWORN DECLARATION

My name is Diana Stangl, and my date of birth is 9/29/1957

My address is 2603 Tip Cove, Austin, TX, 78704, USA
(street) (city) (state) (zip code) (country)

I declare under penalty of perjury that the foregoing is true and correct.

Executed in Travis County, State of Texas, on the 25th day of May, 20 20
(month) (year)


Diana Stangl - Firm Administrator
Signature of authorized agent of contracting business entity (Declarant)

Sanger Independent School District Board of Trustees – 3 year Term 2020

NAME	OFFICE	EMAIL
Jimmy Howard Spouse: Dawn	Trustee	howardmortuary@yahoo.com
Ann Marie Afflerbach Spouse: Robert	Secretary	nutrimom2@yahoo.com
Sarah York Spouse: David	Vice-President	Sarahyork78@gmail.com
Ken Scribner Spouse: Tanya	President	kscribner@scribnerinsurance.net
Lisa Cody Spouse: Scott	Trustee	lisa.cody@lscprecisioninc.com
Mitch Hammonds Spouse: Ramie	Trustee	mnrhammonds@aol.com
Zach Thompson Spouse: Megan	Trustee	zach@mediasmack.com



Making Sanger Proud

**2020 - 2021 School Year
Sanger ISD**

July 2020

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
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August 2020

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September 2020

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October 2020

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November 2020

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December 2020

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Semester/Nine-Week

August 12 - October 9 (42 days)
 October 14 - December 18 (43 days)
 January 7 - March 4 (38 days)
 March 16 - May 27 (51 days)

Student Days = 450 Minutes

1st 9 Weeks = 18,900
 2nd 9 Weeks = 19,350
 3rd 9 Weeks = 17,100
 4th 9 Weeks = 22,950
 Total Minutes = 78,300
 Minutes Needed 75,600

Staff Development/Workday

August 3 - 11, 2020
 October 12 - 13, 2020
 January 5 - 6, 2021
 March 15, 2021
 May 28, 2021

Bad Weather/Make Up

(if needed)

April 2, 2021
 April 23, 2021

**Holidays and
Non-School Days**

September 7, 2020 - Labor Day
 November 23-27, 2020 - Thanksgiving Holiday
 December 21, 2020 - January 4, 2021- Christmas Holiday
 January 18, 2021 - MLK Day
 February 12 & 15 - Student / Staff Holiday
 March 5-12, 2021 - Spring Break
 May 31, 2021 - Memorial Day

Early Release

November 20, 2020
 December 18, 2020
 March 4, 2021
 May 27, 2021

Graduation

May 25, 2021

January 2021

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February 2021

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March 2021

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April 2021

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May 2021

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June 2021

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27	28	29	30			

SD Staff Development
BW Bad Weather/Make Up

() Begin/End of 9 wks
[Green] Holidays/Other Non School
[Blue] Early Release

**2020 - 2021 School Year
Sanger ISD
COVID-19 Amended Calendar**

July 2020

S	M	T	W	Th	F	S
			1	2	3	4
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August 2020

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September 2020

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October 2020

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November 2020

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December 2020

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Semester/Nine-Week

August 24 - October 16 (39 days)
October 20 - December 18 (39 days)
January 6 - March 5 (41 days)
March 16 - May 27 (51 days)

Student Days = 460 Minutes

1st 9 Weeks = 17,940
2nd 9 Weeks = 17,940
3rd 9 Weeks = 18,860
4th 9 Weeks = 23,460
Total Minutes = 78,200
Minutes Needed 75,600

Staff Development/Workday

August 3 - 21, 2020
August 19, 2020
January 5, 2021
March 15, 2021
May 28, 2021

Bad Weather/Make Up

(if needed)

April 2, 2021
April 23, 2021

Holidays and Non-School Days

September 7, 2020 - Labor Day
November 23-27, 2020 - Thanksgiving Holiday
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Early Release

November 20, 2020
December 18, 2020
March 5, 2021
May 27, 2021

Graduation

May 25, 2021

January 2021

S	M	T	W	Th	F	S
						2
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17		19	20	21	22	23
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February 2021

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March 2021

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21	22	23	24	25	26	27
28	29	30	31			

April 2021

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May 2021

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23	24	25	26	27	28	29
30	31					

June 2021

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20	21	22	23	24	25	26
27	28	29	30			

SD Staff Development
BW Bad Weather/Make Up

() Begin/End of 9 wks
[Green] Holidays/Other Non School
[Blue] Early Release



SUPERINTENDENT REPORT



EXECUTIVE SESSION



**RECONVENE
TO OPEN
SESSION**



BOARD COMMENTS



ADJOURNMENT