

AGENDA OF REGULAR MEETING

BOARD OF TRUSTEES

SANGER INDEPENDENT SCHOOL DISTRICT

August 10, 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 August 10, 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. **INVOCATION**
3. **PLEDGE OF ALLEGIANCE**
4. **PUBLIC COMMENT**
5. **REPORTS**
 - A. Finance Department
 1. Financial Reports
 - B. Teaching & Learning
 1. Return to Learning Update
 2. Texas Health Resources Update on Thrive Program
 - C. Operations
 1. Operations Update
 2. Utility Data Report
 3. Safety Audit Report
6. **COMMUNITY INPUT: ACTION AGENDA ITEM**
7. **PREVIEW: TASB POLICY UPDATE 115 - LEGAL and LOCAL Policy Revisions - First of Two Readings**
8. **ACTION**
 - A. Consent Agenda
 1. Minutes of meeting held on July 2020
 2. 2020-2021 TASB Property/Liability Insurance Renewal
 3. Record of Compliance: Public Funds Investment
 4. Financial Northwest Companies Addition of Authorized Representatives
 - B. Employee Sheet August 2020

- C. 2020-2021 Sanger ISD Employee Handbook
 - D. 2020-2021 Sanger ISD Grading Policy
 - E. 2020-2021 T-Tess Calendar
 - F. Memorandum of Understanding Between Sanger ISD and JJAEP
 - G. Memorandum of Understanding Between Sanger ISD and Sanger Education Foundation, Inc. 2020-2021 School Year
 - H. Discuss & Consider Superintendent Authorization for Submission of 2020-2021 Asynchronous Plan Summary to the Texas Education Agency Upon Completion
 - I. TASB Endorsement - Board of Directors - ESC Region 11, Position C
9. **SUPERINTENDENT'S REPORT**
- A. Commitment Survey Update
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**
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 August 7, 2020 at 4:00 p.m.



 Dr. Tommy Hunter, Superintendent



CALL TO ORDER



INVOCATION



PLEDGE OF ALLEGIANCE



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	-817,001.81	-12,991,036.16	-131,048.16	101.02%
5730 - TUITION AND FEES	285,000.00	-688.00	-54,588.46	230,411.54	19.15%
5740 - OTHER REVENUES LOCAL SOURCES	275,000.00	-1,718.03	-148,381.60	126,618.40	53.96%
5750 - REVENUES-COCURRIC/ENTERPRISING	50,000.00	.00	-63,325.01	-13,325.01	126.65%
5760 - REVENUES FROM INTERMED SOURCES	55,000.00	-27,067.14	-296,757.56	-241,757.56	539.56%
Total REVENUE-LOCAL AND INTERMEDIATE	13,524,988.00	-846,474.98	-13,554,088.79	-29,100.79	100.22%
5800 - STATE PROGRAM REVENUES					
5810 - PER CAPITA/FOUNDATION REVENUES	14,139,521.00	-1,477,162.00	-10,612,067.49	3,527,453.51	75.05%
5830 - REV/STATE AGENCIES (NOT TEA)	.00	-107,825.23	-1,078,900.08	-1,078,900.08	.00%
Total STATE PROGRAM REVENUES	14,139,521.00	-1,584,987.23	-11,690,967.57	2,448,553.43	82.68%
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%
7000 - OTHER RESOURCES ACCOUNTS					
7900 - OTHER RESOURCE ACCOUNTS					
7910 - OTHER RESOURCES	-258,249.50	-258,249.50	-258,249.50	-516,499.00	100.00%
Total OTHER RESOURCE ACCOUNTS	-258,249.50	-258,249.50	-258,249.50	-516,499.00	100.00%
Total Revenue Local-State-Federal	27,646,859.50	-2,689,711.71	-25,743,904.86	1,902,954.64	93.12%

	<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	-14,230,323.93	.00	11,489,056.61	182,674.79	-2,741,267.32	80.74%
6200 - PROFESSIONAL & CONTRACTED SVS	-173,430.00	.00	179,018.13	5,072.91	5,588.13	103.22%
6300 - SUPPLIES AND MATERIALS	-492,667.57	21,802.36	533,032.46	280,180.86	62,167.25	108.19%
6400 - OTHER OPERATING COSTS	-8,240.00	.00	1,240.00	.00	-7,000.00	15.05%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-60,000.00	.00	60,000.00	60,000.00	.00	100.00%
Total Function11 INSTRUCTION	-14,964,661.50	21,802.36	12,262,347.20	527,928.56	-2,680,511.94	81.94%
12 - INSTRUCTIONAL RESOURCES/MEDIA						
6100 - PAYROLL COSTS	-177,864.00	.00	154,520.90	1,237.15	-23,343.10	86.88%
6200 - PROFESSIONAL & CONTRACTED SVS	-17,250.00	.00	17,250.00	.00	.00	100.00%
6300 - SUPPLIES AND MATERIALS	-52,568.00	14.91	52,133.32	35.59	-419.77	99.17%
6400 - OTHER OPERATING COSTS	-200.00	.00	.00	.00	-200.00	-.00%
Total Function12 INSTRUCTIONAL	-247,882.00	14.91	223,904.22	1,272.74	-23,962.87	90.33%
13 - CURRICULUM & STAFF DEVELOPMENT						
6100 - PAYROLL COSTS	-26,743.00	.00	25,531.83	1,016.27	-1,211.17	95.47%
6200 - PROFESSIONAL & CONTRACTED SVS	-73,000.00	.00	47,070.94	.00	-25,929.06	64.48%
6300 - SUPPLIES AND MATERIALS	-25,900.00	399.91	22,685.22	5,131.50	-2,814.87	87.59%
6400 - OTHER OPERATING COSTS	-50,359.00	219.00	18,144.85	625.00	-31,995.15	36.03%
Total Function13 CURRICULUM & STAFF	-176,002.00	618.91	113,432.84	6,772.77	-61,950.25	64.45%
21 - INSTRUCTIONAL LEADERSHIP						
6100 - PAYROLL COSTS	-330,494.00	.00	331,723.60	30,919.74	1,229.60	100.37%
Total Function21 INSTRUCTIONAL	-330,494.00	.00	331,723.60	30,919.74	1,229.60	100.37%
23 - SCHOOL LEADERSHIP						
6100 - PAYROLL COSTS	-1,670,397.00	.00	1,599,910.45	118,294.01	-70,486.55	95.78%
6200 - PROFESSIONAL & CONTRACTED SVS	-4,857.00	315.00	599.00	.00	-3,943.00	12.33%
6300 - SUPPLIES AND MATERIALS	-29,306.00	.00	22,175.78	507.77	-7,130.22	75.67%
6400 - OTHER OPERATING COSTS	-18,477.00	950.00	6,856.06	430.00	-10,670.94	37.11%
Total Function23 SCHOOL LEADERSHIP	-1,723,037.00	1,265.00	1,629,541.29	119,231.78	-92,230.71	94.57%
31 - GUIDANCE AND COUNSELING SVS						
6100 - PAYROLL COSTS	-641,787.00	.00	605,066.99	31,607.30	-36,720.01	94.28%
6300 - SUPPLIES AND MATERIALS	-77,533.00	.00	22,626.83	.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	628,133.90	31,607.30	-93,319.10	87.07%
33 - HEALTH SERVICES						
6100 - PAYROLL COSTS	-286,813.00	.00	271,326.23	2,185.03	-15,486.77	94.60%
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	159.50	2,252.15	.00	-153.35	87.80%
Total Function33 HEALTH SERVICES	-304,400.00	159.50	284,473.82	2,185.03	-19,766.68	93.45%
34 - STUDENT TRANSPORTATION						
6100 - PAYROLL COSTS	-619,474.00	.00	661,466.73	18,358.50	41,992.73	106.78%
6200 - PROFESSIONAL & CONTRACTED SVS	-60,800.00	241.32	48,495.67	11,101.47	-12,063.01	79.76%
6300 - SUPPLIES AND MATERIALS	-150,150.00	16,260.80	115,183.28	4,650.32	-18,705.92	76.71%
6400 - OTHER OPERATING COSTS	-51,500.00	.00	56,036.16	126.32	4,536.16	108.81%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-375,000.00	.00	352,681.19	59,481.00	-22,318.81	94.05%
Total Function34 STUDENT TRANSPORTATION	-1,256,924.00	16,502.12	1,233,863.03	93,717.61	-6,558.85	98.17%

	<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						
6100 - PAYROLL COSTS	-917,077.00	.00	899,818.42	30,842.57	-17,258.58	98.12%
6200 - PROFESSIONAL & CONTRACTED SVS	-93,108.00	.00	100,585.56	10,301.00	7,477.56	108.03%
6300 - SUPPLIES AND MATERIALS	-171,948.20	22,749.28	135,934.50	7,412.56	-13,264.42	79.06%
6400 - OTHER OPERATING COSTS	-135,253.80	4,697.21	78,300.96	-1,641.70	-52,255.63	57.89%
Total Function36 CO-CURRICULAR ACTIVITIES	-1,317,387.00	27,446.49	1,214,639.44	46,914.43	-75,301.07	92.20%
41 - GENERAL ADMINISTRATION						
6100 - PAYROLL COSTS	-793,792.00	.00	842,459.07	64,173.90	48,667.07	106.13%
6200 - PROFESSIONAL & CONTRACTED SVS	-156,108.00	.00	152,404.41	4,565.53	-3,703.59	97.63%
6300 - SUPPLIES AND MATERIALS	-58,296.00	147.43	44,954.80	3,094.57	-13,193.77	77.11%
6400 - OTHER OPERATING COSTS	-62,726.00	.00	54,165.40	2,195.52	-8,560.60	86.35%
Total Function41 GENERAL ADMINISTRATION	-1,070,922.00	147.43	1,093,983.68	74,029.52	23,209.11	102.15%
51 - PLANT MAINTENANCE & OPERATION						
6100 - PAYROLL COSTS	-1,150,718.00	.00	1,251,249.82	150,440.46	100,531.82	108.74%
6200 - PROFESSIONAL & CONTRACTED SVS	-1,376,350.00	49,845.00	978,505.79	103,066.55	-347,999.21	71.09%
6300 - SUPPLIES AND MATERIALS	-352,700.00	16,978.89	239,413.29	31,709.62	-96,307.82	67.88%
6400 - OTHER OPERATING COSTS	-168,000.00	.00	186,125.06	.00	18,125.06	110.79%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-292,050.00	126,452.54	164,700.00	41,441.00	-897.46	56.39%
Total Function51 PLANT MAINTENANCE &	-3,339,818.00	193,276.43	2,819,993.96	326,657.63	-326,547.61	84.44%
52 - SECURITY & MONITORING SERVICES						
6200 - PROFESSIONAL & CONTRACTED SVS	-77,500.00	.00	77,500.00	.00	.00	100.00%
Total Function52 SECURITY & MONITORING	-77,500.00	.00	77,500.00	.00	.00	100.00%
53 - DATA PROCESSING SERVICES						
6100 - PAYROLL COSTS	-299,997.00	.00	241,994.63	21,064.44	-58,002.37	80.67%
6200 - PROFESSIONAL & CONTRACTED SVS	-176,000.00	4,940.00	106,589.19	17,844.30	-64,470.81	60.56%
6300 - SUPPLIES AND MATERIALS	-74,925.00	.00	59,914.32	672.00	-15,010.68	79.97%
6400 - OTHER OPERATING COSTS	-4,500.00	.00	4,381.79	.00	-118.21	97.37%
Total Function53 DATA PROCESSING	-555,422.00	4,940.00	412,879.93	39,580.74	-137,602.07	74.34%
61 - COMMUNITY SERVICES						
6100 - PAYROLL COSTS	-156,997.00	.00	161,616.56	5,426.25	4,619.56	102.94%
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	577.00	69.00	-3,423.00	14.42%
Total Function61 COMMUNITY SERVICES	-180,497.00	.00	166,602.04	5,495.25	-13,894.96	92.30%
71 - DEBT SERVICE						
6500 - DEBT SERVICE	-383,171.00	.00	295,382.20	.61	-87,788.80	77.09%
Total Function71 DEBT SERVICE	-383,171.00	.00	295,382.20	.61	-87,788.80	77.09%
93 - PAYMENTS-SHARED SERVICES						
6400 - OTHER OPERATING COSTS	-830,000.00	.00	829,506.22	.00	-493.78	99.94%
Total Function93 PAYMENTS-SHARED	-830,000.00	.00	829,506.22	.00	-493.78	99.94%
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	.00	-5,617.37	94.38%
Total Function99 TAX APPRAISAL	-100,000.00	.00	94,382.63	.00	-5,617.37	94.38%
Total Expenditures	-27,588,070.50	266,173.15	23,712,290.00	1,306,313.71	-3,609,607.35	85.95%

Comparison of Revenue to Budget

SANGER ISD

As of July

Fund 240 / 0 NATL BREAKFAST/LUNCH PROGRAM

	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	27.85	-352,681.48	288,714.52	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	27.85	-352,972.78	292,123.22	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	-35,006.17	-35,006.17	.00%
Total STATE PROGRAM REVENUES	5,600.00	-3,468.93	-40,241.01	-34,641.01	718.59%
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	-3,441.08	-961,632.38	408,063.62	70.21%

	<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	545,700.86	11,543.05	-89,795.14	85.87%
6200 - PROFESSIONAL & CONTRACTED SVS	-70,000.00	.00	29,465.18	4,175.00	-40,534.82	42.09%
6300 - SUPPLIES AND MATERIALS	-663,000.00	.00	429,213.55	330.00	-233,786.45	64.74%
6400 - OTHER OPERATING COSTS	-1,200.00	.00	.00	.00	-1,200.00	-.00%
Total Function35 FOOD SERVICES	-1,369,696.00	.00	1,004,379.59	16,048.05	-365,316.41	73.33%
Total Expenditures	-1,369,696.00	.00	1,004,379.59	16,048.05	-365,316.41	73.33%

	<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	-183,273.73	-2,911,519.74	-24,681.74	100.85%
5740 - OTHER REVENUES LOCAL SOURCES	11,000.00	-54.18	-7,504.03	3,495.97	68.22%
Total REVENUE-LOCAL AND INTERMEDIATE	2,897,838.00	-183,327.91	-2,919,023.77	-21,185.77	100.73%
5800 - STATE PROGRAM REVENUES					
5820 - STATE REV DISTRIBUTED BY TEA	.00	.00	-80,876.00	-80,876.00	.00%
Total STATE PROGRAM REVENUES	.00	.00	-80,876.00	-80,876.00	.00%
Total Revenue Local-State-Federal	2,897,838.00	-183,327.91	-2,999,899.77	-102,061.77	103.52%

Comparison of Expenditures and Encumbrances to Budget

SANGER ISD

Fund 511 / 0 DEBT SERVICE FUNDS-LOC DEFINED

As of July

	<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	2,611,713.00	630,848.00	-241,337.00	91.54%
Total Function 71 DEBT SERVICE	-2,853,050.00	.00	2,611,713.00	630,848.00	-241,337.00	91.54%
Total Expenditures	-2,853,050.00	.00	2,611,713.00	630,848.00	-241,337.00	91.54%

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

Account	Market Value 30-Jun-20	Interest Earnings	Deposits and Transfers In	Checks and Transfers Out	Market Value 30-Jul-20	Average rate of return
LONE STAR INVESTMENTS:						
General Fund	\$9,195,150.85	\$1,186.39	\$2,446,806.23	\$2,012,589.00	\$9,630,554.47	0.1512%
Worker's Comp Fund	\$4,674.39	\$0.60	\$0.00	\$0.00	\$4,674.99	0.1512%
Interest and Sinking Fund	\$871,622.15	\$54.18	\$195,862.73	\$630,848.00	\$436,691.06	0.1512%
SANGER BANK:						
Clearing Account Gen Operating	\$1,287,438.92	\$144.91	\$2,140,646.33	\$2,710,819.72	\$717,410.44	0.1500%
Activity Account	\$197,826.30	\$24.66	\$3,815.40	\$8,982.00	\$192,684.36	0.1500%
Workers Compensation Fund	\$64,255.15	\$8.03	\$0.00	\$2,139.00	\$62,124.18	0.1500%
Certificates of Deposit	\$1,788,344.32	\$292.40	\$0.00		\$1,788,636.72	0.3090%
FNC CERTIFICATES OF DEPOSIT						
	\$1,818,394.96	\$0.00	\$0.00	\$0.00	\$1,818,394.96	
TEXAS CLASS INVESTMENT POOL						
	\$1,004,093.26	\$485.34		\$0.00	\$1,004,965.33	0.2600%
	<u>\$15,227,707.04</u>	<u>\$2,196.51</u>	<u>\$4,787,130.69</u>	<u>\$5,365,377.72</u>	<u>\$15,656,136.51</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



Teaching & Learning

Teaching and Learning

- Online Registration for Returning Students PK-12
- Professional Development for August 2020
- Online Orientation
- Planning in Canvas

THRIVE Update

(Together Harnessing Resources to give Individuals Voice & Empowerment)

Presented by Dr. Ann Hughes

August 10, 2020

Background Information

- TX Health Resources Grant
- \$300,000 to be spent between August 2019 & December 2020
- Focus was on food insecurities & behavioral health ages 12-20 in 76266 zip code
- No matching funds requirement
- Partnership formed between Sanger ISD, First Refuge Ministries, First Baptist Church of Sanger & City of Sanger was awarded this grant

Food Insecurities

- First Refuge, Sanger opened in September 2019
- Located in house owned by First Baptist Church, directly across street from church
- First Baptist leased house to First Refuge for \$1 annually
- Grocery Store, medical & counseling rooms are set up in the house
- Both dried, canned food & fresh food (produce, milk, eggs, meat) are available in the grocery store

Food Insecurities

- First Refuge Food Pantry opens Mondays from 1 to 4pm & Thursdays from 9 to Noon
- Plans are in place to begin offering evening hours once weekly soon
- Between October 2019 and February 2020, an average of 45 families were served weekly at food pantries
- Between March 2020 and July 2020, this number has risen to an average of 220 families served weekly
- A Grocery Store at LTHS will be opened by September 2020 & will help provide food for students of families at LTHS and also augment monthly SISD Backpack Program with fresh food
- The First Saturday monthly food truck run by First Baptist Church has seen similar increases during these times

Behavioral Health

- A Crisis Counselor has seen 95 students last school year at SHS & SHS
- Common topics addresses included substance use, home issues, anger management, homelessness, depression & anxiety
- Several students & families received counseling and/or medical services at First refuge
- Interagency, Wrap Around Services were also provided for families with most intensive needs

Behavioral Health Interventions

- Ripple Effects, a resiliency program, was implemented for students at SHS & LTHS
- Nationally recognized and research validated program that consists of over 150 modules related to mental health & problem solving issues
- Modules can be direct taught by the teacher and/or can be done in self paced manner
- All modules are available online which helped during COVID shutdown
- Over 250 students participated in these modules

Next Steps – Moving Forward

- TX Health Resources has a new grant competition with awards of \$300,000 being made in December 2021
- If awarded a grant, THRIVE could expand in the following ways:
 - Open a community garden to have fresh food and produce available at food pantries
 - Host a Farmer's Market monthly to sell produce to help project be self sustaining
 - Have a "Traveling Truck," provide food pantry in rural areas once monthly
 - Have the Crisis Counselor see students in grades PreK-6 also
 - Expand Ripple Effects Program to PreK-6



DEPARTMENT OF OPERATIONS



Sanger Independent School District

Operations Report- Summer Work 2020

August 2020

- SHS Portable- Interior painting has been completed. Electrical supply has been completed. Fire, data, and phone communication/intercom wiring and device installation is currently scheduled for August 11th. Concrete flatwork will be scheduled once the final inspection is complete. At the time of this report the final inspection has not been scheduled as there are a few lights/plugs that are not working and are currently being repaired.



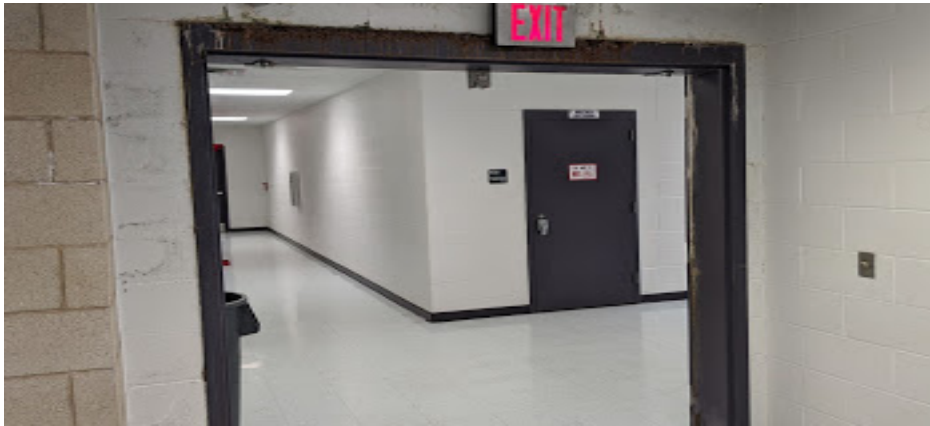
- LTHS Roof- The roof on Linda Tutt High School has been completed. The contractor is in the process of scheduling an inspection from Duro-Last, who is the manufacturer of the roofing material used. The roof has to meet Duro-Last's criteria before they will initiate the warranty.





Sanger Independent School District

- SHS- Gymnasium Roof Drains/Athletic Hallway Leak- This project is completed. Since completion, we have experienced two episodes of rain (7/27, 7/30) and no leaks were detected. We will begin removing as much rust as possible from the existing door frame and applying a rust convertor and paint. Flooring and ceiling tiles will also be replaced. This will be a cosmetic fix, as the door frame needs to be replaced. Due to timing, and the extent of the work involved for a full replacement, this will need to take place during an extended break.



- Baseball/Softball Field Infield Renovation- Renovations are 85% complete. New sod is scheduled to deliver on Monday, August 10th. There was a delay due to the rain we had in the last week of July.



SHS Gym Floor repair- We received some damage back in June from a leaking HVAC unit that caused a section of the competition gym floor to buckle. Our gym vendor advised placing a fan,



Sanger Independent School District

drawing air underneath the floor, in hopes of removing the heave. After four weeks, little movement was realized, therefore we initiated replacing the damaged section with new wood. Due to timing and scheduling the work began on August 3rd. At the time of this report new wood has been installed. Next steps will be sanding, re-finishing, and blending this area with the remaining floor as best as possible. We are currently using Indian Gym until this gym is available, which will likely be the week of August 17th, or sooner.



New Bus- Our fourth and final bus has delivered since the last board meeting. This completes the delivery of the buses that were purchased in December 2019.



Sanger ISD Utility Report
Paid: 7/2020

Month 11

	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	\$ 14,976.00		\$ 159,207.75	80%
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	\$ 1,007.68		\$ 17,964.22	68%
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	\$ 9,035.76		\$ 108,672.99	86%
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	\$ 4,376.26		\$ 49,276.04	84%
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	\$ 2,254.36		\$ 41,567.68	78%
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	\$ 4,922.25		\$ 50,236.12	74%
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	\$ 2,052.36		\$ 26,774.64	74%
	\$ 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	\$ 38,624.67		\$ 453,699.44	80%
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	\$ 1,921.98		\$ 36,610.48	35%
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	\$ 501.30		\$ 5,851.83	79%
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	\$ 2,784.48		\$ 46,431.12	103%
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	\$ 1,022.92		\$ 14,146.18	109%
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	\$ 955.18		\$ 16,334.14	82%
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	\$ 1,144.31		\$ 35,409.49	89%
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	\$ 1,031.84		\$ 13,356.41	67%
	\$ 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	\$ 9,362.01		\$ 168,139.65	67%
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	\$ 933.02		\$ 10,910.84	95%
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	\$ 110.48		\$ 1,546.86	62%
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	\$ 511.50		\$ 6,189.81	52%
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	\$ 269.40		\$ 2,945.44	84%
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	\$ 328.44		\$ 3,989.71	32%
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	\$ 269.40		\$ 2,945.44	47%
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	\$ 551.94		\$ 6,593.40	31%
	\$ 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	\$ 2,974.18		\$ 35,121.50	51%
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)	\$ (469.72)		\$ 12,741.22	64%
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	\$ 56.41		\$ 2,211.42	88%
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	\$ (280.44)		\$ 12,568.56	84%
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)	\$ 8.89		\$ 2,094.52	84%
Chisholm Trail Elementary	\$ 4,500.00	\$ 79.77	\$ 103.73	\$ 222.97	\$ 378.93	\$ 543.03	\$ 470.75	\$ 441.08	\$ 227.48	\$ 216.45	\$ 13.49	\$ 80.03		\$ 2,777.71	62%
Butterfield Elementary School	\$ 5,200.00	\$ 91.23	\$ 128.04	\$ 301.54	\$ 468.26	\$ 579.77	\$ 623.73	\$ 539.44	\$ 194.52	\$ 520.19	\$ (367.87)	\$ (287.35)		\$ 2,791.50	54%
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	\$ 253.07	\$ 208.04	\$ 125.85		\$ 5,984.47	66%
	\$ 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)	\$ (766.33)		\$ 41,169.40	70%
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	\$ 13,929.64	\$ -	\$ -	\$ -		\$ 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	\$ 7,300.49	\$ 6,128.13	\$ 6,165.10	\$ 6,237.44		\$ 73,555.16	86%

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

- This increase is largely due to the units at Indian Gym running as Skills and Conditioning was moved to this site due to SHS gym floor damage/repairs.
- This reduction should be a reflection of the leak that was found last month in the SMS ball field area.
- These credits are still due to meter reading discrepancies during COVID-19 as they were estimated.



Sanger Independent School District

Safety Report- 3 Year Audits Complete

August 2020

The district's required 3 year safety audits (for instructional facilities) were completed in May. As you read through these audits you will find they have revealed our instructional facilities are safer than reported during the last audit that was performed in 2017. Many measures have been put into place at each of our campuses ranging from improved policies and procedures, equipment, signage, and improved processes to name the least. As we continue to work through these audits there are some recommendations that can/will be addressed. Larger scale items will likely be part of bond/capital projects.

The district recently was approved for a safety security grant valued at \$44, 643.00. This money will be available in the 2020/2021 budget cycle and will be used for items such as fencing and additional two way communication equipment.

In the near future, Dr. Hunter and I will work together revising our district safety committee as it will need to include our board president and one additional board member along with other district employees, first responders, our SRO, etc..

A handwritten signature in black ink that reads "John Knowles". The signature is fluid and cursive.

John Knowles
Executive Director for Operations

Region 10 ESC Safety and Security Audit Report

District: Sanger ISD

Facility Name: **Sixth Grade Center**

Facility Address: 508 North Seventh, Sanger, Texas 76266

Facility Contact:

Larry Shuman	Principal	lshuman@sangerisd.net
Texas Stevens	Assistant Principal	texas.stevens@sangerisd.net
Name	Title	email

District Contact:

John Knowles	Ex. Director of Operations	john.knowles@sangerisd.net
Name	Title	email

Date of On-Site Visit: June 1, 2020

Auditor: Don Newsom

INTRODUCTION

Senate Bill 11 (see 37.108 TEC) requires every school district to conduct a security audit of district facilities at least once every three years. The first reporting deadline was August 31, 2008.

Region 10 ESC, Division of Administration, as a "Comparable Public or Private Agency" as specified in the law, has established "recommended procedures" for meeting the requirements of the legislation.

The Sanger Independent School District has engaged Region 10 ESC to audit the district's facilities during the 2019-2020 school year. The district will utilize the report from Region 10 and combine it with any additional information the district has available pertaining to the safety and security of students and staff and submit a report to the Sanger ISD Board of Education.

The scope of Region 10's audit includes interviews, observations and other information that may be considered appropriate for the final audit.

METHODOLOGY

The auditor met with Principal Larry Shuman, Assistant Principal Texas Stevens and Executive Director of Operations, John Knowles on June 1, 2020. The auditor inspected the facility, made observations, and interviewed some members of the staff. Inspections, observations, and interviews were documented. The school was

- There is no administrative expectation for office and other administrative doors.
- The building has no emergency lighting, but no security system.
- The fire alarm and PA systems are connected to all parts of the main building. Communication with the gymnasiums is with walkie talkies.
- The classrooms have multiple ways to contact the front office.
- The auditor observed nothing on the interior of the building that presents a safety issue except the location of the front office in relation to the main entrance. A solution to improve that situation is being discussed.

COMMENDATIONS

- There is law enforcement (Sanger Police) on the campus on a regular basis.
- The school has a full time nurse.
- The exterior kitchen door has a window and a buzzer on the exterior.
- There are numbers on exterior doors. This information is on exit route maps that are shared with local responders.
- School has supplied staff with "Go" bags, containing necessary supplies they need when they evacuate the building including a non-verbal (red/green cards) system to communicate.
- There is communication between front office staff, administration and teachers with substitutes related to safety and security.
- Badges for visitors designate the area they are visiting.
- The campus has a primary emergency team that meets regularly.
- Staff supervise (adult physical presence) students as they move to and from the main building to gymnasium and when on the playground.
- The campus has a student assistance program led by the counselor.
- Campus administration has an expectation for the status of classroom doors when occupied.

- Door magnets have been purchased and installed on each interior door to allow for quick security during lockdowns.
- Window coverings have been made for each interior door for quick covering during lockdowns.
- Exterior doors have been numbered.
- Walkie talkies have been added and more ordered for communication throughout the building and during emergencies.
- The number of scheduled drills has increased and include lockdown drills each semester.
- A full time nurse has been added to the staff.
- Fire drill signals have moved from the bell system to the fire alarm system.

RECOMMENDATIONS and CONCERNS

- Any exterior door that a visitor might consider to be an entry door needs visitor entry information.
- Post specific entry procedures outside the main entry area of school.
- Post on the interior of all exterior doors signage related to opening or propping open.
- Survey all staff to identify skills related to safety. Post and communicate information to other staff members.
- Add teachers from different areas of the building to the campus safety team.
- Periodically, practice a "reverse" drill as part of the evacuation drills and discuss with students and staff the exit routes and lockdown procedures during lunch periods.
- In conjunction with other schools or through the district, provide some verbal de-escalation training for staff in the front office to welcome visitors.
- Take every opportunity to share safety information with staff, students, and the school community.

Region 10 ESC

Safety and Security Audit Report

District Sanger ISD

Facility Name: Chisholm Trail Elementary

Facility Address: 810 North Keaton, Sanger, Texas 76266

Facility Contact: Cari Cockrell Principal ccockrell@sangerisd.net

Kimberly Mills	Assistant Principal	kimberly.mills@sangeris.net
Name	Title	e-mail

District Contact:	John Knowles	Ex. Director of Operations	john.knowles@sangerisd.net
	Name	Title	email

Date of On-Site Visit: June 1, 2020

Auditor: Don Newsom

INTRODUCTION

Senate Bill 11 (see 37.108 TEC) requires every school district to conduct a security audit of district facilities at least once every three years. The first reporting deadline was August 31, 2008.

Region 10 ESC, Division of Administration, as a "Comparable Public or Private Agency" as specified in the law, has established "recommended procedures" for meeting the requirements of the legislation.

The Sanger Independent School District has engaged Region 10 ESC to audit the district's facilities during the 2019-2020 school year. The district will utilize the report from Region 10 and combine it with any additional information the district has available pertaining to the safety and security of students and staff and submit a report to the Sanger ISD Board of Education.

The scope of Region 10's audit includes interviews, observations and other information that may be considered appropriate for the final audit.

METHODOLOGY

The auditor met with Principal Cari Cockrell, Assistant Principal Kimberly Mills and Executive Director of Operations, John Knowles on June 1, 2020. The auditor inspected the facility, made observations, and interviewed some members of the

staff. Inspections, observations, and interviews were documented. The school was closed due to Covid 19, but the auditor was able to secure the necessary information by expanding the interview questions to the administration interviewed.

FINDINGS

- Chisholm Trail Elementary has an enrollment of 375 in PK through grade 2 and a staff of 45, plus Coop and custodial.
-
- The name of the school is on signs at the entry to the campus.
- The school has limited signage related to safety/security on the inside and outside exterior doors and near the front entrance.
- There is law enforcement (Sanger Police) presence on the campus and a safety monitor during the school day.
- Limits of the school are indicated by fencing, landscaping, or other methods.
- There is a major east/west road near the campus with minimal buffer.
- Based on a review of campus flow charts and discussion with administration, traffic flows smoothly and bus loading areas are one way. Because of limited space for cars entering the campus from the road and street, that area is supervised extremely well. The entire staff monitored or supervise all areas, front and back, when students are being dismissed from school. The school checks roll before students are loaded on buses at the end of the day.
- There is an audio/visual unit at the front entry and card readers at several exterior doors.
- The auditor observed nothing on the outside that presents a major safety concern except the lack of fencing around the playground on west side of the campus.
- The location of the office is clearly marked, and the school has a safe procedure for visitors to enter the building. This has been improved since the last visit. Visitors are expected to follow procedures after being admitted to the building and when leaving the building.
- Staff enter the building using an ID/scan card. They have keys to needed areas.

- There is an administrative expectation for classroom doors when occupied or vacant.
- There is no administrative expectation for office and other administrative doors.
- The building has emergency lighting, but no security system.
- The fire alarm and PA systems are connected to all parts of the building.
- The classrooms have multiple ways to contact the front office.
- Since the last visit in 2016, PK students have been added to the campus.
- The auditor observed nothing on the interior of the building that presents an immediate safety issue.

COMMENDATIONS

- The entry and procedures for visitors entry during the school day has been improved. Badges issued to visitors, identify the area of building they are visiting.
- There is law enforcement (Sanger Police) on the campus on a regular basis and other local law enforcement volunteer on the campus.
- The exterior kitchen door has a window and a buzzer on the exterior.
- There are numbers on exterior doors. This information is on exit route maps that are shared with local responders.
- The PK students can access a fenced/gated play area from the building. The exterior door has a card reader.
- School has supplied staff with "Go" bags, containing necessary supplies they need when they evacuate the building, including a non-verbal (red/green card) system to communicate when outside the building.
- There is communication between front office staff and teachers with substitutes related to safety and security.
- The campus has a primary emergency team composed of staff located in various parts of the building with safety related training.

- Video cameras and walkie talkies have been updated and added and more will be added in the future.
- The campus has a student assistance program led by the counselor.
- Campus administration has an expectation for the status of classroom doors when occupied and vacant.
- Included in regular safety drills, are drills at different times of the day, alternate routes for evacuation.
- There is a campus evacuation, relocation, and reunification procedure in the emergency plan.
- There is an area designated for parents visiting during lunch and procedures for them to follow.

Since the last audit visit in Fall 2016, the following have improved safety/ security at Chisholm Trail Elementary.

- Equipment used for staff communication and monitoring of students and campus has been expanded and improved.
- Staff safety training has been expanded and improved.
- Equipment and procedures have been added and implemented for safety of the PK students added to the campus.

RECOMMENDATIONS and CONCERNS

- Any exterior door that a visitor might consider to be an entry door needs visitor entry information.
- Post specific entry procedures outside main entry area of school.
- Post on the interior of all exterior doors signage related to opening or propping open.
- Survey all staff to identify skills related to safety. Post and communicate information to other staff members.

- Periodically, practice a “reverse” drill as part of the evacuation drills and discuss with students and staff the exit routes and lockdown procedures during the lunch periods.
- In conjunction with other schools or through the district, provide some verbal de-escalation training for staff in front office to welcome visitors.
- Take every opportunity to share safety information with staff, students, and the school community.
- Develop a hard copy of student emergency information and designate a staff member to be responsible during evacuations.
- Review all rooms that are occupied at any time during the school day to assure that safety information is posted.

Chisholm Trail Elementary School was a model for a safe educational environment for older building during the last visit in 2016. It is safer in 2020 because of the addition of equipment, training, procedures, and the continued commitment of the staff related to the challenges of the campus. The campus administration and staff, district staff and Board of Education are commended. Consideration and implementation of the recommendations will improve safety.

This report is limited by the scope, sequence and parameters identified in the Conduct of Study. It is intended as only one source among others for use by the Superintendent and Board of Trustees in overall decision-making regarding the safety and security of Sanger ISD students and staff.

Submitted by:
Don Newsom
Auditor, Safety and Security
Region 10 Education Service Center
Administrative Services

Region 10 ESC

Safety and Security Audit Report

District Sanger ISD

Facility Name: Tutt High School

Facility Address: 404 Hughes Street, Sanger, Texas, 76266

Facility Contact: Anthony Love Assistant Principal anthony.love@sangerisd.net
Name Title e-mail

District Contact: John Knowles Ex. Director of Operations john.knowles@sangerisd.net
Name Title email

Date of On-Site Visit: June 1, 2020

Auditor: Don Newsom

INTRODUCTION

Senate Bill 11 (see 37.108 TEC) requires every school district to conduct a security audit of district facilities at least once every three years. The first reporting deadline was August 31, 2008.

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The scope of Region 10's audit includes interviews, observations and other information that may be considered appropriate for the final audit.

METHODOLOGY

The auditor met with Principal Andrew Love and Executive Director of Operations, John Knowles on June 1, 2020. The auditor inspected the facility, made observations, and interviewed some members of the staff. Inspections, observations, and interviews were documented. The school was closed due to Covid 19, but the auditor was able to secure the necessary information by expanding the interview questions to the administration interviewed.

FINDINGS

- Tutt High School enrollment is 80 students in grades kindergarten through twelve and a staff of 30 in different programs for Sanger ISD students and the Denton County Coop.
- The name of the school is on the front.
- The building is an older facility that has been used for different grades levels and uses through the years.
- The main entry to the school is clearly marked.
- Parking spaces for visitors are clearly marked and are convenient to the main entry.
- There is adequate handicapped parking near the school and appropriate means for them to enter the school.
- The school has signage related to safety and security on the outside of some exterior doors and near the front entrance.
- There is law enforcement (Sanger Police) presence on the campus during the school day and a safety monitor.
- Based on a review of campus flow charts and discussion with administration, traffic flow around the school is managed and flows smoothly and bus loading areas are one way.
- The school has a safe procedure for student arrival and dismissal that is communicated to parents/guardians.
- The campus is composed of the main building, a playground/outdoor area, an outdoor athletic facility, and a standalone building used by district maintenance.
- There is limited signage on the exterior of the building and exterior doors related to safety and security.
- The campus has an audio/visual unit on the front entry area used by visitors to enter the building during the school day.
- The school has a specific procedure for visitors to enter the building, while in the building and leaving the building.

- Staff members enter the building using a key and have keys to needed areas. They also have an ID card.
- The auditor observed nothing on the outside that presents a major safety concern.
- The location of the office is clearly marked, and the school has a safe procedure for visitors to enter the building. This has been improved since the last visit. Visitors are expected to follow procedures after being admitted to the building and when leaving the building.
- There is an administrative expectation for classroom doors when occupied or vacant.
- There is an administrative expectation for office and other administrative doors.
- The campus has emergency lighting.
- The campus has no temporary buildings.
- The main communication in the building is use of walkie talkies, which every teacher or classroom has.
- The school has video cameras that monitor all hallways and every room.
- The school has no security system.
- The campus has a playground/outdoor area that is fenced, gated, and locked.
- The auditor observed nothing on the interior of the building that presents a safety concern.

COMMENDATIONS

- Exterior doors are numbered and the information is shared with first responders on campus evacuation maps.
- The entry and procedures for visitor entry during the school day has been changed and is much safer with the addition of electronic sign in equipment.
- There is law enforcement (Sanger Police) as needed and other law enforcement regularly visits campus.

- School has supplied staff with "Go" bags, containing necessary supplies they need when they evacuate the building, including a non-verbal (red/green card) system to communicate when outside the building.
- There is communication between front office staff and teachers with substitutes related to safety and security. Substitutes are issued keys to areas they use.
- The campus has a primary emergency team composed of staff located in various parts of the building with safety related training and other teams with specific duties during an emergency.
- The campus has a student assistance program led by the counselor and staff is knowledgeable.
- Campus administration has an expectation for the status of classroom doors when occupied and vacant.
- Included in regular safety drills, are drills at different times of the day, alternate routes for evacuation and reverse drills.
- Meals are provided on campus. Students are no longer transported to another campus.
- There is a campus evacuation, relocation, and reunification procedure in the emergency plan.
- Video cameras and walkie talkies have been added, upgraded and more are to be added.
- All front office staff have designated assignments in the case of an emergency.
- Safety training has increased since the last audit visit, including Stop the Bleed.
- Staff working near exterior doors are expected to monitor during class changes and check periodically for security during the school day.
- There is a bomb threat procedure in the campus Emergency Operation Plan, Staff who answer incoming calls are aware.

Since the last audit visit in Spring 2017, the following have improved safety/ security at Tutt High School.

- Equipment has been added and procedures changed to greatly improve security at the front entrance during the school day.
- Equipment used for staff communication and monitoring of students and campus has been expanded and improved.
- Staff safety training has been expanded and improved.
- Fencing has been added on the west side of the building.
- Meals for students are provided on campus. Students are no longer bused to another campus.
- Security of the interior doors between the elementary and secondary wings has been improved.
- Locking mechanisms on exterior doors have been updated.

RECOMMENDATIONS and CONCERNS

- Any exterior door that a visitor might consider to be an entry door needs visitor entry information.
- Post specific entry procedures outside main entry area of school.
- Post on the interior of all exterior doors signage related to opening or propping open.
- Survey all staff to identify skills related to safety. Post and communicate information to other staff members.
- Periodically, discuss with staff and students the evacuation routes and lock down procedures during lunch periods
- In conjunction with other schools or through the district, provide some verbal de-escalation training for staff in front office to welcome visitors.
- Review all rooms that are occupied at any time during the school day to assure that safety information is posted.

The commendations and noted improvements indicate that the safety of the building, students and staff has improved in many areas at Tutt High School since the last audit visit in the spring of 2017. The campus administration and staff, district staff and Board of Education are commended. Consideration and implementation of the recommendations will improve safety.

This report is limited by the scope, sequence and parameters identified in the Conduct of Study. It is intended as only one source among others for use by the Superintendent and Board of Trustees in overall decision-making regarding the safety and security of Sanger ISD students and staff.

Submitted by:
Don Newsom
Auditor, Safety and Security
Region 10 Education Service Center
Administrative Services

Region 10 ESC

Safety and Security Audit Report

District: Sanger ISD

Facility Name: Sanger High School

Facility Address: 100 Indian Lane, Sanger, Texas 76266

Facility Contact:	Jenny Flaa	Principal	jflaa@sangerisd.net
	Name	Title	e-mail

Facility Contact:	Drew Brown	Asst. Principal	drew.brown@sangerisd.net
	Name	Title	e-mail

District Contact:	John Knowles	Ex. Director of Operations	john.knowles@sangerisd.net
	Name	Title	email

Date of On-Site Visit: April 22, 2020

Auditor: Don Newsom

INTRODUCTION

Senate Bill 11 (see 37.108 TEC) requires every school district to conduct a security audit of district facilities at least once every three years. The first reporting deadline was August 31, 2008.

Region 10 ESC, Division of Administration, as a "Comparable Public or Private Agency" as specified in the law, has established "recommended procedures" for meeting the requirements of the legislation.

The Sanger Independent School District has engaged Region 10 ESC to audit the district's facilities during the 2019-2020 school year. The district will utilize the report from Region 10 and combine it with any additional information the district has available pertaining to the safety and security of students and staff and submit a report to the Sanger ISD Board of Education.

The scope of Region 10's audit includes interviews, observations and other information that may be considered appropriate for the final audit.

METHODOLOGY

The auditor met with Principal Sally Jenny Flaa, Assistant Principal Drew Brown and Executive Director of Operations, John Knowles on April 22, 2020. The auditor inspected the facility, made observations, and interviewed some members of the staff. Inspections, observations, and interviews were documented. The school was

closed due to Covid 19, but the auditor was able to secure the necessary information by expanding the interview questions to the administration interviewed.

FINDINGS

- Sanger High School enrollment is 721 in grades nine through twelve and a staff of 81.
- The name of the school is on the front of the building and there is a marquee at the entrance to the school.
- The school has signage related to safety and security on the outside of some exterior doors and near the front entrance.
- There is law enforcement (Sanger Police) presence on the campus during the school day and a safety monitor.
- The campus is composed of the main building, a separate vocational building and district outdoor athletic facilities.
- There is fencing around the outdoor athletic facilities that is gated and locked when not being used.
- There is an east/west highway near the campus with no buffer.
- Based on a review of campus flow charts and discussion with administration, traffic flow around the school is managed and flows smoothly and bus loading areas are one way.
- The school has a safe procedure for student arrival and dismissal that is communicated to parents/guardians.
- The auditor observed nothing on the outside that presents a major safety concern.
- The location of the office is clearly marked, and the school has a safe procedure for visitors to enter the building. This has been improved since the last visit. Visitors are expected to follow procedures after being admitted to the building and when leaving the building.
- Staff enter the building using an ID/scan card. They have keys to needed areas. Substitutes are issued keys.

- There is an administrative expectation for classroom doors when occupied or vacant.
- There is no administrative expectation for office and other administrative doors.
- The building has emergency lighting, but no security system.
- The fire alarm and PA systems are connected to all parts of the building. There is difficulty hearing the PA in some areas, but district is working to correct situation.
- The classrooms have multiple ways to contact the front office.
- A part of the academic area is two story with stairs and an elevator. Emergency safety equipment for second floor evacuation has been added since last audit.
- The academic wings are in one area of the building and extracurricular in another with a common area between. Doors in each academic wing can be manually closed and locked for addition safety during instruction time or during an emergency.
- The auditor observed nothing on the interior of the building that presents a safety concern.

COMMENDATIONS

- The entry and procedures for visitor entry during the school day has been changed and is much safer.
- There is law enforcement (Sanger Police) on campus and a safety monitor during the school day.
- The exterior kitchen door has a window and a buzzer on the exterior.
- There are numbers on exterior doors. This information is on exit route maps that are shared with local responders.
- School has supplied staff with "Go" bags, containing necessary supplies they need when they evacuate the building, including a non-verbal (red/green card) system to communicate when outside the building.
- There is communication between front office staff and teachers with substitutes related to safety and security. Substitutes are issued keys to areas they use.

- The campus has a primary emergency team composed of staff located in various parts of the building with safety related training and other teams with specific duties during an emergency.
- The campus has a student assistance program led by the counselor.'
- Campus administration has an expectation for the status of classroom doors when occupied and vacant.
- Included in regular safety drills, are drills at different times of the day, alternate routes for evacuation and reverse drills.
- There is a campus evacuation, relocation, and reunification procedure in the emergency plan.
- Video cameras have been added, upgraded and more are to be added.
- All front office staff have designated assignments in the case of an emergency.
- Students have ID cards which have safety information and emergency numbers.
- Safety training has increased since the last audit visit, including Stop the Bleed.
- Administration control the use of the elevator during the school day and safety equipment has been added for second floor evacuation during an emergency.
- Protective equipment, controlled by staff, have been added to gas outlets in lab areas.
- Staff working near exterior doors are expected to monitor during class changes and check periodically for security during the school day.
- There is a bomb threat procedure in the campus Emergency Operation Plan, Staff who answer incoming calls are aware.

Since the last audit visit in Spring 2017, the following have improved safety/ security at Sanger High School.

- Equipment has been added and procedures changed to greatly improve security at the front entrance during the school day and entry from student parking area.

- Equipment used for staff communication and monitoring of students and campus has been expanded and improved.
- Staff safety training has been expanded and improved.
- Safety equipment has been added to second floor for emergency evacuation use.
- A safety monitor has been added to the staff who assists administration and law enforcement. The person also serves on the campus safety team.

RECOMMENDATIONS and CONCERNS

- Any exterior door that a visitor might consider to be an entry door needs visitor entry information.
- Post specific entry procedures outside main entry area of school.
- Post on the interior of all exterior doors signage related to opening or propping open.
- Survey all staff to identify skills related to safety. Post and communicate information to other staff members.
- Periodically, discuss with staff and students the evacuation routes and lock down procedures during lunch periods
- In conjunction with other schools or through the district, provide some verbal de-escalation training for staff in front office to welcome visitors.
- Take every opportunity to share safety information with staff, students, and the school community.
- Implement a safer expectation for the status of all interior doors when rooms are vacant.
- Review all rooms that are occupied at any time during the school day to assure that safety information is posted.
- Discuss with district staff the addition of monitoring equipment at the exterior door # 7.

The commendations indicate that the safety of the building, students and staff has improved in many areas at Sanger High School since the last audit visit in the spring of 2017, particularly security of the front entry during the school day. The campus administration and staff, district staff and Board of Education are commended. Consideration and implementation of the recommendations will improve safety.

This report is limited by the scope, sequence and parameters identified in the Conduct of Study. It is intended as only one source among others for use by the Superintendent and Board of Trustees in overall decision-making regarding the safety and security of Sanger ISD students and staff.

Submitted by:
Don Newsom
Auditor, Safety and Security
Region 10 Education Service Center
Administrative Services

Region 10 ESC

Safety and Security Audit Report

District Sanger ISD

Facility Name: Sanger Middle School

Facility Address: 105 Berry Street, Sanger, Texas 76266

Facility Contact:	Jim Cain	Principal	jim.cain@sangerisd.net
	Name	Title	e-mail

District Contact:	John Knowles	Ex. Director of Operations	john.knowles@sangerisd.net
	Name	Title	email

Date of On-Site Visit: April 22, 2020

Auditor: Don Newsom

INTRODUCTION

Senate Bill 11 (see 37.108 TEC) requires every school district to conduct a security audit of district facilities at least once every three years. The first reporting deadline was August 31, 2008.

Region 10 ESC, Division of Administration, as a "Comparable Public or Private Agency" as specified in the law, has established "recommended procedures" for meeting the requirements of the legislation.

The Sanger Independent School District has engaged Region 10 ESC to audit the district's facilities during the 2019-2020 school year. The district will utilize the report from Region 10 and combine it with any additional information the district has available pertaining to the safety and security of students and staff and submit a report to the Sanger ISD Board of Education.

The scope of Region 10's audit includes interviews, observations and other information that may be considered appropriate for the final audit.

METHODOLOGY

The auditor met with Principal Jim Cain and Executive Director of Operations, John Knowles on April 22, 2020. The auditor inspected the facility, made observations, and interviewed some members of the staff. Inspections, observations, and interviews were documented. The school was closed due to Covid 19, but the auditor was able to secure the necessary information by expanding the interview questions to the administration interviewed.

FINDINGS

- Sanger Middle School enrollment is 403 in grades seven and eight and a staff of 47.
- The name of the school is on the front of the building.
- The school has signage related to safety and security on the outside of some exterior doors and near the front entrance.
- There is law enforcement (Sanger Police) presence on the campus and a safety monitor during the school day.
- The campus is composed of the main building, a separate gymnasium, and some outdoor athletic facilities.
- Limits of the school are indicated by fencing and landscaping.
- There is a major north/south highway near the campus with no buffer.
- Based on a review of campus flow charts and discussion with administration, traffic flow around the school is managed and flows smoothly and bus loading areas are one way.
- The school has a safe procedure for student arrival and dismissal that is communicated to parents/guardians that has been improved since the last visit in the Spring of 2017.
- There is an audio/visual unit at the front entry and card readers at several exterior doors.
- The auditor observed nothing on the outside that presents a major safety concern.
- The location of the office is clearly marked, and the school has a safe procedure for visitors to enter the building. This has been improved since the last visit. Visitors are expected to follow procedures after being admitted to the building and when leaving the building.
- Staff enter the building using an ID/scan card. They have keys to needed areas.
- There is an administrative expectation for classroom doors when occupied or vacant.

- There is no administrative expectation for office and other administrative doors.
- The building has emergency lighting, but no security system.
- The fire alarm and PA systems are connected to all parts of the building. There is difficulty hearing the systems in some areas, but district is working to correct situation. Communication with the gymnasium is with walkie talkies or cell phones.
- The classrooms have multiple ways to contact the front office.
- The building and campus house some district programs which are independent of the school program and students do not have access to the areas.
- The auditor observed nothing on the interior of the building that presents a safety issue.

COMMENDATIONS

- The entry and procedures for visitor entry during the school day has been changed and is much safer.
- There is law enforcement (Sanger Police) on the campus on a regular basis and a safety monitor during the school day.
- The exterior kitchen door has a window and a buzzer on the exterior.
- There are numbers on exterior doors. This information is on exit route maps that are shared with local responders.
- School has supplied staff with "Go" bags, containing necessary supplies they need when they evacuate the building, including a non-verbal (red/green card) system to communicate when outside the building.
- There is communication between front office staff and teachers with substitutes related to safety and security.
- The campus has a primary emergency team composed of staff located in various parts of the building with safety related training.
- Staff supervise (adult physical presence) students as they move to and from the main building to other areas of the campus.

- The campus has a student assistance program led by the counselor.
- Campus administration has an expectation for the status of classroom doors when occupied and vacant.
- Included in regular safety drills, are drills at different times of the day, alternate routes for evacuation and procedures for evacuation and lockdown during lunch periods have been discussed with students and staff.
- There is a campus evacuation, relocation, and reunification procedure in the emergency plan.
- Additional video cameras will be added in near future in needed areas.
- All front office staff have designated assignments in the case of an emergency.
- Safety training has increased since the last audit visit, including Stop the Bleed.
- There is a bomb threat procedure in the campus Emergency Operation Plan, Staff who answer incoming calls are aware.

Since the last audit visit in Spring 2017, the following have improved safety/ security at Sanger Middle School.

- Procedures and supervision (adult physical presence) have changed to greatly improve security at the front entrance during the school day.
- Equipment used for staff communication and monitoring of students and campus has been expanded and improved.
- Staff safety training has been expanded and improved.
- New campus administration is more concerned about safety of students and staff and security of building.
- Safer procedures have been added to load and unload students from vehicles and buses.
- A safety monitor has been added to the staff to assist administration and law enforcement during the school day. The person also serves on the campus safety team.

RECOMMENDATIONS and CONCERNS

- Any exterior door that a visitor might consider to be an entry door needs visitor entry information.
- Post specific entry procedures outside main entry area of school.
- Post on the interior of all exterior doors signage related to opening or propping open.
- Survey all staff to identify skills related to safety. Post and communicate information to other staff members.
- Periodically, practice a "reverse" drill as part of the evacuation drills.
- In conjunction with other schools or through the district, provide some verbal de-escalation training for staff in front office to welcome visitors.
- Take every opportunity to share safety information with staff, students, and the school community.
- Implement a safer expectation for the status of all interior doors when rooms are vacant, including issuing keys to substitutes to better secure areas when vacant.
- Review all rooms that are occupied at any time during the school day to assure that safety information is posted.

Sanger Middle School is a safer educational environment that it was during the last audit visit in the spring of 2017, particularly security of the front entry during the school day. The campus administration and staff, district staff and Board of Education are commended. Consideration and implementation of the recommendations will improve safety.

This report is limited by the scope, sequence and parameters identified in the Conduct of Study. It is intended as only one source among others for use by the Superintendent and Board of Trustees in overall decision-making regarding the safety and security of Sanger ISD students and staff.

Submitted by:
Don Newsom
Auditor, Safety and Security
Region 10 Education Service Center
Administrative Services

METHODOLOGY

The auditor met with Principal Larry Beam, Assistant Principal Amanda Howland and Executive Director of Operations, John Knowles on November 18, 2019. The auditor inspected the facility, made observations, and interviewed some members of the staff. Inspections, observations, and interviews were documented.

FINDINGS

- Butterfield Elementary enrollment is 510 in grades Pre-kindergarten through five.
- School hours are 7:50 AM to 3:20 PM. Doors open at 7:20 AM.
- Office hours are 7:15 AM to 4:00 PM.
- Six regular education buses, two special education buses and 2 private carriers/vans transport students to and from school.
- Exterior doors are in good condition and were all closed and locked until 7:15 AM when specific doors were opened for student arrival. Those doors were supervised (adult physical presence) by staff.
- All windows are closed and locked when not monitored.
- The name of the school is on the front of the building and there is a digital marquee at the entrance to the school. The location of the front office is clearly marked.
- The school has signage related to safety and security on the inside and outside exterior doors and near the front entrance.
- Limits of the school are indicated by fencing, landscaping or other methods.
- Traffic flow around the school is well managed and flows smoothly and bus loading areas are one way. All areas were supervised.
- There were no crossing guards at intersections, but a staff member was in the crosswalk between the front of the building and the parking lot.
- Sidewalks are reasonably sloped, level and in good repair.
- There are fences with gates around the two playgrounds. The gates were not locked.

- No vandalism, inside or outside the building was observed.
- The campus has no temporary buildings.
- Staff enter the building using a scan card. They also have identification cards and keys to needed areas.
- There is an expectation for classroom doors when occupied. There is no administrative expectation for office and other administrative doors.
- All storage areas that contain chemicals and cleaning agents, where students do not need access, were closed and locked.
- The school conducts fire, severe weather and lockdown drills and campus meets all fire code requirements.
- The building has emergency lighting and a security system, which is deactivated.
- The fire alarm and PA systems are connected to all parts of the building.
- The classrooms have multiple ways to contact the front office.
- The lighting, design and environment in classrooms meets requirements and is conducive to learning.
- A part of the academic area is two story and served by an elevator and stairways.
- A near by railway is a potential danger.

COMMENDATIONS

- All exterior doors were closed and locked except those opened for student arrival and those were supervised (adult physical presence). The auditor was confronted several times outside the building and was not able to enter the building unsupervised prior to school.
- The school has a safe procedure for visitors to enter the building. Visitors are expected to follow procedures after being admitted to the building and when leaving the building.
- There is a bomb threat procedure in the campus Emergency Operation Plan, Staff who answer incoming calls are aware.

Commented [DN1]:

- The staff use a non- verbal means (red/green cards) to communicate when outside the building during an emergency.
- The exterior kitchen door was closed and locked; has a window for viewing prior to entry and a buzzer.
- Pictures are put on medications kept in the clinic to specifically identify students.
- Teachers identify reliable students who assist during emergencies.
- Teachers are actively involved in keeping substitutes informed about safety matters.
- There is a separate area in the cafeteria where adults have lunch with their children.
- The campus has a Student Assistance Program with assistance from the district, the educational co-op and the community.
- The front office staff have specific duties during an emergency.

Since the last audit visit in the Fall 2016 the following have improved safety/ security at Butterfield Elementary.

- Numbers have been added to exterior doors.
- Signage on exterior doors related to safety has been expanded or improved.
- The evacuation kit in the clinic, the means to handle needed medications during an evacuation and the emergency "go kits" in the classrooms have improved.
- An SRO program has been implemented in the district which has resulted in law enforcement presence on the campus regularly and in being involved in safety training. Plans being developed to involve more first responders.
- The means staff use to communicate within the building has been improved and expanded.
- A "reverse" drill has been practiced regularly during evacuation and exits to be used by staff and students during lunch periods have been communicated.
- The shelter areas for severe weather have been changed to improve protection of students and staff.

- An AED has been added and bleed kits added at AED locations.
- Safety training for staff has increased and additional types of training have been added and planned in the future.
- An administrative expectation for the status of classroom doors while occupied has been implemented.
- Communication with visitors through the audio/visual unit at the front entrance has increased.

RECOMMENDATIONS and CONCERNS

- Discuss with staff the importance of keeping gates to fences closed and locked, particularly those used during the school day.
- Through staff development instruct staff on the use of a fire extinguisher.
- Take every opportunity to share safety tips with staff, students and the school community.
- With assistance of appropriate district staff, develop, communicate and incorporate into campus Emergency Operations Plan the procedures for evacuating the campus, relocating and reunification of students and staff.
- Through leadership of nurse, regularly update safety skills of staff and communicate that information to staff.
- Develop a procedure to better secure all non-instructional rooms when occupied and all interior rooms when vacant.
- Review all rooms that are occupied at any time during the school day to assure that safety information is posted.
- Review with staff the Student Assistance Program available on the campus.

- With the assistance of appropriate district staff, secure a chair lift unit to be housed near the stairway upstairs; train a staff member to use and identify its location.
- In conjunction with other schools or through the district, provide some verbal de-escalation training for staff, particularly those who in front office.

Butterfield Elementary School is a safer school than it was during the last safety audit in 2016. Implementation of the recommendations and it will improve. The campus staff, district administration and Board of Education are commended on what they have done.

This report is limited by the scope, sequence and parameters identified in the Conduct of Study. It is intended as only one source among others for use by the Superintendent and Board of Trustees in overall decision-making regarding the safety and security of Sanger ISD students and staff.

Submitted by:
Don Newsom
Auditor, Safety and Security
Region 10 Education Service Center
Administrative Services

Region 10 ESC Safety and Security Audit Report

District: Sanger ISD
Facility Name: **Clear Creek Intermediate**
Facility Address: 1901 South Stemmons, Sanger, Texas 76266

Facility Contact:	Sally Herrell	Principal	sherrell@sangerisd.net
	Name	Title	e-mail
Facility Contact:	Tiffany Wilson	Asst. Principal	tiffany.wilson@sangerisd.net
	Name	Title	e-mail
District Contact:	John Knowles	Ex. Director of Operations	john.knowles@sangerisd.net
	Name	Title	email

Date of On-Site Visit: November 20, 2019
Auditor: Don Newsom

INTRODUCTION

Senate Bill 11 (see 37.108 TEC) requires every school district to conduct a security audit of district facilities at least once every three years. The first reporting deadline was August 31, 2008.

Region 10 ESC, Division of Administration, as a "Comparable Public or Private Agency" as specified in the law, has established "recommended procedures" for meeting the requirements of the legislation.

The Sanger Independent School District has engaged Region 10 ESC to audit the district's facilities during the 2016-2017 school year. The district will utilize the report from Region 10 and combine it with any additional information the district has available pertaining to the safety and security of students and staff and submit a report to the Sanger ISD Board of Education.

The scope of Region 10's audit includes interviews, observations and other information that may be considered appropriate for the final audit.

METHODOLOGY

The auditor met with Principal Sally Herrell and Executive Director of Operations, John Knowles on November 20, 2019. The auditor inspected the facility, made observations, and interviewed some members of the staff. Inspections, observations, and interviews were documented.

FINDINGS

- Clear Creek Intermediate enrollment is 335 in grades three through five.
- School hours are 7:50 AM to 3:20 PM. Doors open at 7:20 AM and are supervised.
- Office hours are 7:00 AM to 4:00 PM.
- Seven regular education buses, one special education bus and three private carriers/vans transport students to and from school.
- All windows are closed and locked when not monitored.
- The name of the school is on the front of the building and there is a marquee at the entrance to the school.
- The school has signage related to safety and security on the inside and outside of most exterior doors and near the front entrance.
- Limits of the school are indicated by fencing, landscaping or other methods.
- There is a major north/south highway near the campus with no buffer.
- Traffic flow around the school is well managed and flows smoothly and bus loading areas are one way. All areas were supervised.
- The school has a safe procedure for student arrival and dismissal that is communicated to parents/guardians.
- Sidewalks are reasonably sloped, level and in good repair.
- Landscaping is maintained and does not provide hidden places are access to the roof.
- There is inadequate fencing around the playground areas.
- Utilities, including AC units, are protected and/or not accessible by students or to vandalism.
- No vandalism, inside or outside the building was observed.

- The campus has one temporary building, but is not used for instruction.
- The location of the office is clearly marked, and the school has a safe procedure for visitors to enter the building, considering the challenges of the building design. Visitors are expected to follow procedures after being admitted to the building and when leaving the building.
- Staff enter the building using a scan card. They also have identification cards and keys to needed areas.
- There is an administrative expectation for classroom doors when occupied or vacant.
- There is no administrative expectation for office and other administrative doors.
- All storage areas that contain chemicals and cleaning agents, where students do not need access, were closed and locked.
- The school conducts fire, severe weather and lockdown drills and campus meets all fire code requirements. Drills are conducted at different times and obstacles are used to reroute students and staff.
- The building has emergency lighting, but no security system.
- The fire alarm and PA systems are connected to all parts of the building, but cannot be heard outside and with difficulty in the hallways.
- The classrooms have multiple ways to contact the front office.
- The lighting, design and environment in classrooms meets requirements and is conducive to learning.

COMMENDATIONS

- All exterior doors were closed and locked except those opened for student arrival and those were supervised (adult physical presence). The auditor was confronted several times outside the building and was not able to enter the building unsupervised prior to school.
- The exterior kitchen door was closed and locked. It has a window and a buzzer on the exterior.

Commented [DN1]:

- School has supplied staff with "Go" bags, containing necessary supplies they need when they evacuate the building, including a non-verbal (red/green card) system to communicate when outside the building.
- There is great communication between staff and substitutes related to safety and security.
- The staff complimented the nurse on her informing and updating staff about the students in their grade level who have medical concerns.
- Teachers are involved in informing substitutes about safety and security issues.
- Campus administration has an expectation for the status of classroom doors when occupied and vacant.
- The staff appreciates the entry system and procedures for visitors but recognizes that it is not ideal and has in place procedures to make the process as safe as possible.
- In addition to regular safety drills, the campus also does drills at different times of the day and presents obstacles to staff and students at evacuation doors.
- All front office staff have designated assignments in the case of an emergency.
- In addition to the audio/visual equipment at the front entrance, the front desk staff can monitor the front entrance with a video camera.
- There is a bomb threat procedure in the campus Emergency Operation Plan, Staff who answer incoming calls are aware.
- There is a separate area in the cafeteria where adults have lunch with their children.

Since the last audit visit in Spring 2017, the following have improved safety/ security at Clear Creek Intermediate.

- Numbers have been added to exterior doors.
- The front entrance is supervised (adult physical presence) continuously from 7:20 AM until the doors are closed and locked at 7:50 AM.
- A "reverse" procedure has been incorporated into the evacuation drills.

- An SRO program has been implemented in the district which has resulted in law enforcement presence on the campus regularly and in being involved in safety training, as well as more involvement of first responders.
- The means of communication between staff inside and outside the school has improved.
- The software used for visitor check in has been updated.
- Safety training for staff has increased and additional types of training have been added and planned in the future.
- A safe expectation for the status of classroom doors has been implemented.
- There are now two safety teams on the campus. One led by administration and one led by the nurse.

RECOMMENDATIONS and CONCERNS

- The campus needs a safer entrance at the front and security of the playground.
- The PA system and exterior lighting needs improvement.
- Signage related to safety on exterior doors, inside and out, has improved, but several doors still need signage.
- Periodically, discuss with staff and students the evacuation routes from the cafeteria during lunch periods.
- In conjunction with other schools or through the district, provide some verbal de-escalation training for staff, particularly those in front office.
- Take every opportunity to share safety tips with staff, students and the school community.
- Review, develop and implement a safer expectation for the status of all interior doors when rooms are occupied and vacant.
- Continue to identify the safety skills of all staff and communicate that information to other staff members.
- Review all rooms that are occupied at any time during the school day to assure that safety information is posted.

- With assistance of appropriate district staff, develop, communicate and incorporate into campus Emergency Operations Plan the procedures for evacuating the campus, relocating and reunification of students and staff.

As indicated by the commendations, safety of the building, students and staff has improved in many areas at Clear Creek Intermediate since the last audit visit in the spring of 2017. The campus administration and staff, district staff and Board of Education are commended. There is still room for improvement addressed in the recommendations, particularly better security for front entry into the building during the school day and security of the areas outside the building used for physical education.

This report is limited by the scope, sequence and parameters identified in the Conduct of Study. It is intended as only one source among others for use by the Superintendent and Board of Trustees in overall decision-making regarding the safety and security of Sanger ISD students and staff.

Submitted by:
Don Newsom
Auditor, Safety and Security
Region 10 Education Service Center
Administrative Services



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)

TASB POLICY UPDATE 115 – Video Overview

<https://player.vimeo.com/video/428997266>

Vantage Points

A Board Member's Guide to Update 115

Please note: *Vantage Points* is an executive summary, prepared specifically for board members, of the local policies included in the update. The topic-by-topic outline and brief descriptions focus on key issues to help local officials understand changes found in the policies.

The description of local policy changes in *Vantage Points* is highly summarized. Please pay careful attention to the more detailed, district-specific Explanatory Notes and the policies in your localized update packet.

For questions, contact Policy Service at policy.service@tasb.org, call us at 800-580-7529, or visit our website at policy.tasb.org.

This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter. This information is neither an exhaustive treatment on the subject nor is this intended to substitute for the advice of an attorney or other professional adviser. Consult with your attorney or professional adviser to apply these principles to specific fact situations.

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Update 115 focuses on updating and reorganizing several policies in the FFE series of the policy manual addressing student welfare. FFEA continues to focus on counseling, and a new code, FFEB, focuses on mental health provisions.

Several policies have been revised to incorporate the new Title IX regulations, effective August 14, 2020, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment.

In addition to these changes, Update 115 includes several other policies affected by legislation from the 86th Legislative Session that were not included in Update 114 and incorporates numerous changes from revised Administrative Code rules.

We strongly encourage you to review the Explanatory Notes contained in your district's update packet for information specific to your local policies and background on changes to the legal policies. Please remember that (LEGAL) policies provide the legal framework for key areas of district operations; they are not adopted by the board.

Section B—Local Governance

Board Policy

A revision to **BF(LOCAL)** addressing board policy adoption clarifies that a district's legally referenced policies are not adopted by the board. The (LEGAL) policies provide information on current law and context for the district's (LOCAL) policies.

Section D—Personnel

Compensation and Benefits

For districts that provide paid vacation and holiday benefits, recommended revisions to **DED(LOCAL)** address the board's authorization of these programs, including which employees are eligible for the benefits. Administrative procedures are recommended to address the details of these programs to promote consistent, effective implementation and prevent conflict between policy and administrative procedures.

Discrimination, Harassment, and Retaliation

Revisions to **DIA(LOCAL)** incorporate the recent United States Supreme Court decision *Bostock v. Clayton County, Georgia*, which held that an adverse employment action against an employee on the basis of homosexuality or transgender status violates Title VII's prohibition on sex discrimination in employment. As a result, the policy clarifies that discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Other revisions address the new Title IX regulations and:

- Include sexual harassment as defined by Title IX in the definition of prohibited conduct and clarify employee reporting requirements;

- Indicate that the district will follow the district’s existing investigation process to address allegations of prohibited conduct that would not meet the Title IX definition of sexual harassment;
- Add specific provisions outlining the legally required district response when the district receives notice or an allegation of conduct that could meet the definition of sexual harassment under Title IX;
- Add a requirement for the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations; and
- Designate the preponderance of the evidence standard to determine responsibility in formal complaints of sexual harassment under Title IX. **If the board wishes to instead use the clear and convincing evidence standard, which is a higher standard of evidence, please contact the district’s policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.

**Section E—
Instruction**

**Academic
Achievement**

Revised Administrative Code rules prompted revisions to **EI(LOCAL)** on academic achievement. Provisions on partial credit reflect new terminology from the rules regarding awarding of credit proportionately when a student receives a passing grade in “half” of a course, rather than per “semester.”

To provide flexibility, Policy Service recommends deletion of the statement in most districts’ policies that a student shall be required to retake only the portion of the course with a failing grade. There are various methods for a student to earn credit for the failed part of a course, and board policy is not required to specify which particular method may be used.

For those districts that did not have existing provisions on awarding course credit proportionately to a student who successfully completes only half a course, provisions have been recommended for the district’s consideration. **This is optional text; contact the district’s policy consultant if the district does not wish to include it.**

Some districts’ local policies included provisions on late enrollment or withdrawal of mobile students. To avoid conflict with new Administrative Code rules addressing transition assistance for highly mobile students who are homeless or in substitute care, which are addressed in **FD(LOCAL)**, below, Policy Service recommends deleting these provisions from **EI(LOCAL)**. Any specific practices in this area will need to align with the new rules and could be included in administrative procedures.

Section F— Students

Admissions

As mentioned above, recommended changes to **FD(LOCAL)** on admissions are based on new Administrative Code rules addressing transition assistance for highly mobile students who are homeless or in substitute care. The rules require districts to adopt local policy to assist with awarding credit to these students for a course that was earned prior to the student enrolling in or transferring to the district.

Attendance Accounting

Recommended revisions to **FEB(LOCAL)** on attendance accounting are to address amended Administrative Code rules. The rules remove the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be determined at the official attendance-taking time during the campus's instructional day. The recommended policy text assigns to the superintendent the responsibility of designating the district's official attendance-taking time. Note that there is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

Child Abuse and Neglect

FFG(LOCAL) on child abuse and neglect has been significantly revised to comply with amended Administrative Code rules.

Recommended text is included to provide the required policy addressing sexual abuse, trafficking, and other maltreatment of children that must be included in the district improvement plan and the student handbook.

The rules also revise the elements of the required child abuse and neglect reporting policy. To ensure all the policy elements are addressed in board-adopted local policy, we have revised and moved provisions from **FFG(EXHIBIT)** into the local policy and recommend deletion of the exhibit.

Discrimination, Harassment, and Retaliation

Revisions to **FFH(LOCAL)** address the new Title IX regulations and are similar to those made at **DIA(LOCAL)**, above. The **FFH(LOCAL)** revisions:

- Include sexual harassment as defined by Title IX in the definition of prohibited conduct and clarify employee reporting requirements;
- Indicate that the district will follow the district's existing investigation process to address allegations of prohibited conduct that would not meet the Title IX definition of sexual harassment;
- Add specific provisions outlining the legally required district response when the district receives notice or an allegation of conduct that could meet the definition of sexual harassment under Title IX;
- Add a requirement for the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations; and

- Designate the preponderance of the evidence standard to determine responsibility in formal complaints of sexual harassment under Title IX. **If the board wishes to instead use the clear and convincing evidence standard, which is a higher standard of evidence, please contact the district’s policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.

Provisions in **FB(LOCAL)** on the district’s Title IX coordinator for students have been updated to include required language from the new Title IX regulations. Corresponding wording changes were also made to the ADA/Section 504 coordinator text.

Student and Parent Complaints

FNG(LOCAL) on grievances by students and parents includes a recommended revision to specify that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 “calendar” days unless the complaint is resolved at the administrative level. This is an exception to how other timelines are calculated in the policy, which are based on “business” days in accordance with how days are defined. In addition, we have reordered the list of protected characteristics at Other Complaint Processes, item 1, to align with revisions at FFH(LOCAL) above.

Section G—Community and Governmental Relations

Public Complaints

As with FNG(LOCAL), above, **GF(LOCAL)** on complaints by members of the public includes a recommended revision to specify that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 “calendar” days unless the complaint is resolved at the administrative level. This is an exception to how other timelines are calculated in the policy, which are based on “business” days in accordance with how days are defined.

Miscellaneous Deletions

Several local policies focusing on administrative details are recommended for deletion for those districts that had them. Board-adopted policy is not required on these topics.

- BDF(LOCAL)—citizen advisory committees
- DMD(LOCAL)—professional meetings
- FMF(LOCAL)—student contests and competitions

A message from TASB Governmental Relations

TASB Advocates for Public Schools

It's a given that state and federal legislation influences school district policy and practice. But did you know that school board members can influence legislation?

- As a private citizen who serves the public, [your voice has weight with legislators](#).¹
- By [engaging with TASB](#)² you can influence the TASB Advocacy Agenda by participating in our grassroots meetings, attending Delegate Assembly, serving on the TASB Legislative Advisory Council, and more.

If you have questions about TASB's advocacy efforts and programs, contact [TASB Governmental Relations](#)³ at 800-580-4885 or Dax.Gonzalez@tasb.org.

¹ Working with Legislators: <https://www.tasb.org/trustees/champion-your-district/working-with-legislators.aspx>

² Engage with TASB: <https://www.tasb.org/trustees/champion-your-district/engage-with-tasb.aspx>

³ TASB Governmental Relations: <https://gr.tasb.org>

Explanatory Notes

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ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

Update 115 includes new Title IX regulations, effective August 14, 2020, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment. The final Title IX regulations and related materials are available on the U.S. Department of Education [Office for Civil Rights](#) website.

Multiple changes at Update 115 are based on legislation from the Regular Session of the 86th Texas Legislature that impose changes effective with the 2020–21 school year. Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 86th Legislature.

An overview video of the local policy changes is available under Policy Manual Update Resources in the myTASB [Policy Service Resource Library](#). **(LEGAL) policies provide the legal framework for key areas of district operations; they are not adopted by the board.**

AF(LEGAL)

INNOVATION DISTRICTS

Revisions to the Administrative Code, effective January 2020:

- Specify that an innovation district may not be exempted from Education Code Chapters 48 (Foundation School Program) and 49 (Options for Local Revenue Levels in Excess of Entitlement); and
- Authorize the commissioner to terminate district of innovation status for a district's failure to comply with the duty to discharge or refuse to hire certain employees or applicants as required by state law.

AIA(LEGAL)

ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

Administrative rule changes, effective August 2019, specify that districts with a local accountability system must use the local accountability system rating standards established by the commissioner. These standards will be updated annually and published in the *Local Accountability System Manual*.

Definitions for the various accreditation statuses have also been added.

AIB(LEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

TEA has renamed the Performance-Based Monitoring Analysis System (PBMAS) to the Results Driven Accountability (RDA) system, effective December 3, 2019. This was to align with the Office of Special Education Programs (OSEP) framework.

AIC(LEGAL)

ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

Beginning with the 2020–21 school year, HB 4205 creates a new option for campuses that are required to submit campus turnaround plans—an accelerated campus excellence (ACE) turnaround plan. The commissioner is required to approve an ACE turnaround plan if the commissioner determines that the plan meets the statutory requirements.

Other changes are from revised Administrative Code rules, effective March 31, 2020. The rules clarify interventions and sanctions provisions, including campus intervention team membership and participation and campus turnaround plan submission, approval, and implementation processes.

Additional detail has been included about the required notice the campus intervention team must provide regarding the public meeting for soliciting input on development of a targeted improvement plan.

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BBA(LEGAL)

BOARD MEMBERS: ELIGIBILITY/QUALIFICATIONS

This legally referenced policy on eligibility and qualifications for board members has been revised to clarify that a person cannot *run* for the board if the person has a final felony conviction from which the person has not been pardoned or had the disabilities removed (see Eligibility). The provision at Ineligibility indicating that a person cannot *serve* as a member of the board if the person has been convicted of a felony remains unchanged.

BBBB(LEGAL)

ELECTIONS: POST-ELECTION PROCEDURES

HB 2640 deleted the requirement for the presiding officer of the board to prepare a report of precinct results for the secretary of state.

BBD(LEGAL)

BOARD MEMBERS: TRAINING AND ORIENTATION

Extensive changes to this legally referenced policy on board member training and orientation are from revised Administrative Code rules, effective March 24, 2020. See the TASB Board Development Services website for helpful overviews of the [training requirements](#).

BDF(LEGAL)

BOARD INTERNAL ORGANIZATION: CITIZEN ADVISORY COMMITTEES

HB 18 revised the list of persons that a board may appoint to the school health advisory council (SHAC). The bill also added requirements for a district to publish in the student handbook and on the district's website certain information on student physical and mental health resources, policies, and procedures and whether each campus has a full-time nurse or school counselor. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement.

BF(LOCAL)

BOARD POLICIES

A revision to this local policy clarifies that a district's legally referenced policies are not adopted by the board.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

BQ(LEGAL)

PLANNING AND DECISION-MAKING PROCESS

HB 18 revised the list of strategies for improvement of student performance that must be included in the district improvement plan (DIP) to include positive behavior interventions and support and implementation of a comprehensive school counseling program. In addition, the DIP must include:

- Strategies for providing elementary school students information about higher education; and
- The district's procedures on mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention.

Details about dating violence have been moved to FFH addressing harassment; details about sexual abuse, sex trafficking, and other maltreatment of children have been moved to FFG addressing child abuse and neglect.

BQA(LEGAL)

PLANNING AND DECISION-MAKING PROCESS: DISTRICT-LEVEL

Provisions on the district-level decision-making committee's responsibilities have been revised to better match statute.

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BQB(LEGAL) PLANNING AND DECISION-MAKING PROCESS: CAMPUS-LEVEL

Provisions on the campus-level decision-making committee's responsibilities have been revised to better match statute.

CBB(LEGAL) STATE AND FEDERAL REVENUE SOURCES: FEDERAL

The Note on page 5 has been adjusted to include a link to a USDA memo addressing micro-purchase and simplified acquisition thresholds for federal child nutrition programs.

CCA(LEGAL) LOCAL REVENUE SOURCES: BOND ISSUES

TASB Policy Service engaged an outside law firm with expertise in the area of bonds to review the federal securities law provisions in this legally referenced policy, which resulted in revisions throughout that section of the policy.

In addition, we have included two existing statutory provisions on:

- Attorney general review and approval of a public security and the record of proceedings, and
- Authority of the issuer of public securities to contract for certain services.

CCG(LEGAL) LOCAL REVENUE SOURCES: AD VALOREM TAXES

At Tax Rate Adoption, we have added information on the maximum compressed rate from HB 3 and new Administrative Code rules effective April 10, 2020.

HB 492 repeals existing law regarding reappraisal of property damaged in a disaster area. However, an amendment to the Texas constitution approved by voters in November 2019 authorizes a temporary exemption for property damaged in a disaster. These new provisions have been added to CCGA(LEGAL) addressing ad valorem tax exemptions.

A board must conduct an efficiency audit before holding an election seeking voter approval to adopt an M&O tax rate. In conducting the audit, the auditor selected by the board must follow the Legislative Budget Board (LBB) guidelines, to which we have included a link.

CCGA(LEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

HB 492 provides for a temporary exemption for property damaged in a disaster, as authorized in an amendment to the Texas Constitution approved by voters in November 2019.

CCGB(LEGAL) AD VALOREM TAXES: ECONOMIC DEVELOPMENT

Revisions to this legally referenced policy reflect amended Administrative Code rules, effective February 6, 2020, and include:

- The exclusion of any employee names or other personal identifying information from the definition of *substantive documents* submitted to the comptroller in connection with economic development applications,
- Clarification of the procedures for an applicant to obtain continued eligibility for a limitation on appraised value, and
- Extended timelines for the comptroller to review a written agreement for a limitation on appraised value.

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CCH(LEGAL)

LOCAL REVENUE SOURCES: APPRAISAL DISTRICT

Effective September 1, 2020, SB 2 requires an appraisal district board in a county with a population of a million or more to increase the size of the appraisal review board (ARB) to an appropriate number of members. The ARB must establish special panels to conduct protest hearings.

CFA(LEGAL)

ACCOUNTING: FINANCIAL REPORTS AND STATEMENTS

Revisions to the provisions on the Annual Local Debt Report are from amended Administrative Code rules, effective April 5, 2020.

Other revisions are to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

CFC(LEGAL)

ACCOUNTING: AUDITS

This legally referenced policy on audits has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

CKA(LEGAL)

SAFETY PROGRAM/RISK MANAGEMENT: INSPECTIONS

This legally referenced policy on asbestos has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

CKE(LEGAL)

SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL

Revisions regarding training are from amended Administrative Code rules, effective February 5, 2020, and require district police officers and school resource officers to receive a school-based law enforcement proficiency certificate within 180 days of commission or placement in the district.

CKEA(LEGAL)

SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

The addition of provisions regarding reporting on appointment and separation of licensed peace officers was prompted by amended Administrative Code rules, effective February 5, 2020.

CMD(LEGAL)

EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

Revisions to the provisions prohibiting certain expenditures of funds from the instructional materials allotment are from amended Administrative Code rules, effective February 6, 2020.

CO(LEGAL)

FOOD AND NUTRITION MANAGEMENT

A Note has been added pointing to the Texas Department of Agriculture's Records Retention List, which can assist districts with retaining documentation to demonstrate program compliance.

CQ(LEGAL)

TECHNOLOGY RESOURCES

This legally referenced policy has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources. Citations to various laws pertaining to unlawful interception, use, or disclosure of communications have also been added to this policy for reference.

CQA(LEGAL)

TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

Online posting provisions have been updated to:

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- Clarify that notification by the campus intervention team regarding public input on development of a targeted improvement plan must be published on the district and campus websites,
- Add the requirement to post a completed campus turnaround plan 30 days before the final plan is submitted to the board,
- Add details about posting of the Annual Local Debt Report,
- Add the requirement to post information on designated agents under the Digital Millennium Copyright Act for districts seeking to limit liability, and
- Add the requirement to post the district's family engagement plan.
- Add contact information for the district's Title IX coordinator and the district's policy of nondiscrimination; and
- Add materials used to train the Title IX coordinator and other individuals who are relevant to resolving complaints under Title IX.

CQB(LEGAL) TECHNOLOGY RESOURCES: CYBERSECURITY

We have removed provisions on the Electronic Communication Privacy Act that address the criminal consequences of the Act. A high-level reference to this information has been added to CQ(LEGAL).

CRE(LEGAL) INSURANCE AND ANNUITIES MANAGEMENT: WORKERS' COMPENSATION

We have removed case law addressing enforcement of a reasonable absence-control rule because the case is also included in DEC(LEGAL).

CS(LEGAL) FACILITY STANDARDS

Provisions on termination of LP-gas service have been revised as a result of amended Administrative Code rules, effective January 6, 2020.

CY(LEGAL) INTELLECTUAL PROPERTY

This legally referenced policy on intellectual property has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

D(LEGAL) PERSONNEL

The D Section table of contents has been revised to rename DBAA Pre-Employment Reviews.

DAA(LEGAL) EMPLOYMENT OBJECTIVES: EQUAL EMPLOYMENT OPPORTUNITY

This legally referenced policy has been revised at Bankruptcy Discrimination to better match statute.

The provisions addressing compliance coordinators for federal nondiscrimination laws have been updated in response to the new Title IX regulations.

DBAA(LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: PRE-EMPLOYMENT REVIEWS

This legally referenced policy has been retitled and reorganized to include various pre-employment reviews. As a result, provisions on the required pre-employment affidavit and the Do Not Hire Registry have been moved to this policy from DC(LEGAL).

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Provisions have been added on the U.S. Department of Transportation's (DOT) national commercial driver license drug and alcohol clearinghouse. A district may not employ a driver subject to DOT drug and alcohol testing who will perform a safety-sensitive function without first conducting a pre-employment inquiry through the clearinghouse.

DC(LEGAL) EMPLOYMENT PRACTICES

As mentioned above, provisions on the required pre-employment affidavit and the Do Not Hire Registry have been moved to DBAA(LEGAL), which now addresses pre-employment reviews.

DED(LOCAL) COMPENSATION AND BENEFITS: VACATIONS AND HOLIDAYS

Recommended revisions to this local policy on paid vacation days address the board's authorization of the program, including which employees are eligible for the benefits, and refer to administrative procedures for details to promote consistent application and prevent conflict between policy and administrative procedures. Please confirm that the eligibility information, which was pulled from the district's existing policy, is accurate.

If your district offers paid holiday benefits to certain district employees, please contact the district's policy consultant for recommended policy language. TASB HR Services has a [framework](#) to help districts develop administrative procedures on vacation and holiday programs.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

DF(LEGAL) TERMINATION OF EMPLOYMENT

Failure to terminate an employee on the Do Not Hire Registry has been added as a reason for which the State Board for Educator Certification may impose sanctions on an educator. This change is from amended Administrative Code rules, effective March 5, 2020.

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

Changes to this legally referenced policy on reports to TEA regarding non-certified employee misconduct are from revised Administrative Code rules, effective December 31, 2019. The rules clarify the information that must be in a report and include several relevant definitions.

DHE(LEGAL) EMPLOYEE STANDARDS OF CONDUCT: SEARCHES AND ALCOHOL/DRUG TESTING

Information on postaccident alcohol or controlled substances testing has been incorporated from DHE(EXHIBIT), which is being deleted.

Additional detail has been included regarding required Department of Transportation drug and alcohol testing of commercial vehicle operators.

DHE(EXHIBIT) EMPLOYEE STANDARDS OF CONDUCT: SEARCHES AND ALCOHOL/DRUG TESTING

This exhibit on postaccident alcohol or controlled substances testing is being deleted, as the content has been incorporated into DHE(LEGAL).

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DIA(LEGAL)

EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

The Note pointing to other relevant policies has been updated to reflect Title IX changes. We have added the recent U.S. Supreme Court case, *Bostock v. Clayton County, Georgia*, which held that firing an employee on the basis of homosexuality or transgender status violates Title VII's prohibition against sex discrimination in employment. Margin notes have also been updated.

DIA(LOCAL)

EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Recommended revisions to this policy incorporate the recent United States Supreme Court decision *Bostock v. Clayton County, Georgia*, which held that an adverse employment action against an employee on the basis of homosexuality or transgender status violates Title VII's prohibition on sex discrimination in employment. As a result, the policy clarifies that discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Based on the new Title IX regulations, recommended revisions include the following.

- The definition of Prohibited Conduct has been revised to include conduct that meets the Title IX definition of sexual harassment, but the policy retains the broader definitions of prohibited conduct in districts' current policies to ensure that all prohibited conduct is addressed.
- Text at Sex-Based Harassment and Investigation of Reports Other than Title IX directs readers to new provisions on responding to allegations of prohibited conduct that if proved would meet the definition of sexual harassment under Title IX, as the law requires a specific response process for these allegations. Allegations of prohibited conduct not based on sex or that would not meet the definition of sexual harassment under Title IX will follow the district's existing investigation process.
- The Title IX regulations provide that a district has actual knowledge of sexual harassment if notice or allegations are made to any employee; therefore, a new provision at Notice of Report requires *any* employee who receives a report of prohibited conduct based on sex to notify the Title IX coordinator.
- Text at Response to Sexual Harassment—Title IX addresses legally required actions when the district receives notice or allegations of conduct that would meet the definition of sexual harassment under Title IX.
- New provisions direct the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations, as included in FFH(LEGAL).
- To determine responsibility in a Title IX formal complaint of sexual harassment, the policy designates that the district will use a *preponderance of the evidence* standard. **If the board wishes to instead use the *clear and convincing evidence* standard, which is a higher standard of evidence, please contact the district's policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by students.
- Provisions on retaliation and records retention have been updated.

Policy Service also recommends updates to the examples for harassment to include cyberharassment and electronic communications and clarification of the provisions on distribution of the policy and any accompanying procedures.

TASB's Title IX model procedures are available in [TASB School Law eSource](#).

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The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

DIA(EXHIBIT) EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

The new Title IX regulations require districts to notify employees, students, parents, and others of the Title IX coordinator's contact information, which now must include an email address. For consistency, Policy Service recommends adding an email address for the ADA/Section 504 coordinator, if applicable to your district.

If you have not already completed the survey from Policy Service regarding coordinator contact information, including providing email addresses for each coordinator, please do so in order for your policy consultant to update this exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

DMA(LLEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

HB 18 revises both optional and required training for district staff development. Required training, which must be provided annually, focuses on various aspects of student mental health, as listed in the policy. Suicide prevention training must address the specific components indicated.

Details about required mental health support programs have been updated in accordance with HB 18 and moved to FFEB addressing student mental health.

Provisions addressing required training on child abuse, trafficking, and maltreatment have been updated based on revised Administrative Code rules, effective November 6, 2019.

DMD(LOCAL) PROFESSIONAL DEVELOPMENT: PROFESSIONAL MEETINGS AND VISITATIONS

Policy Service recommends that the administrative details regarding professional meetings be removed from the local policy manual, as board-adopted policy is not required.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

DP(LLEGAL) PERSONNEL POSITIONS

This legally referenced policy on personnel has been revised to include provisions on various physical and mental health professionals, including:

- School nurses,
- Certified school counselors,
- Nonphysician mental health professionals, and
- Licensed specialists in school psychology (LSSPs).

EEL(LLEGAL) INSTRUCTIONAL ARRANGEMENTS: CONTRACTS WITH OUTSIDE AGENCIES

In accordance with new federal provisions, districts that have Junior Reserve Officers' Training Corps programs must permit homeschooled students to participate in the program.

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

Provisions on coordinated health programs have been updated based on HB 18.

HB 18 amends the SHAC's duties to include making recommendations about various aspects of student mental health.

EHB(LLEGAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

New provisions on dyslexia compliance monitoring are from revised Administrative Code rules, effective December 25, 2019.

SB 2075 requires that a district notify the parent of a student who has or is at risk for dyslexia or a related disorder that the Texas State Library and Archives Commission provides audiobooks free of charge to students with eligible disabilities.

EHBA(LLEGAL) SPECIAL PROGRAMS: SPECIAL EDUCATION

Provisions on off-campus programs to provide special education and related services during school hours in a non-district facility are from new Administrative Code rules, effective November 10, 2019. The rules address placement in the programs, notification to and review by TEA, contract requirements, and changes of student residence.

EHBAB(LLEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care. For such students who transfer into the district, the rules require the receiving district to:

- Accept a referral done by a previous district for a special education evaluation and complete any written report of a full individual and initial evaluation by the timelines in law, and
- Ensure that the district meets student transfer requirements relating to the ARD committee for a student who is already eligible for services.

EHBE(LLEGAL) SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL

This legally referenced policy on bilingual education has been revised throughout as a result of amended Administrative Code rules, effective April 10, 2020. The rules address requirements for administering the home language survey, parental notice and consent, and assessment options for students in a two-way dual language immersion program.

Other revisions are to better match statute.

EHBG(LLEGAL) SPECIAL PROGRAMS: PREKINDERGARTEN

Amended Administrative Code rules, effective February 13, 2020, prompted revisions throughout the high-quality prekindergarten program provisions.

EHBJ(LLEGAL) SPECIAL PROGRAMS: INNOVATIVE AND MAGNET PROGRAMS

Changes to the application process for requesting approval from the State Board of Education or the commissioner to offer an innovative course are from amended Administrative Code rules, effective December 25, 2019.

Explanatory Notes

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EHDD(LEGAL)

ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT

Provisions on dual credit agreements have been updated based on amended Administrative Code rules, effective November 24, 2019. We have also added some existing statutory provisions on dual credit programs to address faculty supervision and student transcripts.

EI(LEGAL)

ACADEMIC ACHIEVEMENT

Provisions on partial award of credit have been updated to reflect revised Administrative Code rules, effective March 15, 2020. The rules revised terminology regarding awarding of credit proportionately when a student receives a passing grade in "half" of a course, rather than per "semester."

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care and require districts to:

- Adopt local policy to assist with awarding credit for a course that was earned prior to the student enrolling in or transferring to the district [see FD(LOCAL) recommendations in Update 115],
- Develop credit recovery plans for students who were denied credits outside the district or if the student's credit deficit would impede on-time promotion or graduation,
- Create course transition plans for students who were denied credit,
- Develop and administer personal graduation plans for junior or middle school students, and
- Comply with existing Education Code provisions regarding awarding of diplomas.

EI(LOCAL)

ACADEMIC ACHIEVEMENT

Provisions on partial credit have been updated to reflect revised Administrative Code rules, which changed terminology regarding awarding of credit proportionately when a student receives a passing grade in "half" of a course, rather than per "semester."

To provide flexibility, Policy Service is recommending deletion of the statement that a student shall be required to retake only the portion of the course with a failing grade. The ways a student can earn credit for the failed part of a course can include various methods other than retaking the failed portion, and board policy is not required to specify which particular method may be used.

EIF(LEGAL)

ACADEMIC ACHIEVEMENT: GRADUATION

Beginning with students enrolled in the 12th grade in the 2021–22 school year, HB 3 will require a student to complete and submit a federal or Texas application for financial aid to graduate. The provision has been added to the policy manual now in case the district starts receiving questions about this provision. TEA will be issuing rules with more details.

Details on forming an individual graduation committee, including acceptable alternate members, have been added from amended Administrative Code rules, effective February 10, 2020.

Administrative Code rules effective November 24, 2019, provide that a student who completes the core curriculum of an institution of higher education meets the curriculum requirements for the foundation high school program, earns an endorsement and the distinguished level of achievement, and is entitled to a high school diploma.

Provisions on transitioning to the foundation high school program have been deleted from law.

EKB(LEGAL)

TESTING PROGRAMS: STATE ASSESSMENT

Changes to this legally referenced policy on assessments include:

Explanatory Notes

TASB Localized Policy Manual Update 115

Sanger ISD

- Additional detail on end-of-course assessments, for more complete information;
- Deletion of detailed provisions on use of the TSI as a substitute assessment in lieu of a statutory reference; and
- Revisions to testing requirements for accountability purposes based on amended Administrative Code rules, effective February 23, 2020.

EKC(LEGAL)

TESTING PROGRAMS: READING ASSESSMENT

Effective with the 2020–21 school year, HB 3 requires a district to administer the commissioner-adopted reading instrument or the commissioner-approved alternative reading instrument to students at the kindergarten level and report results of reading instruments to parents within 60 calendar days of administration.

ELA(LEGAL)

CAMPUS OR PROGRAM CHARTERS: PARTNERSHIP CHARTERS

This legally referenced policy on partnership charters has been significantly revised in accordance with amended Administrative Code rules, effective March 31, 2020. The rules:

- State that operating partners have final and sole authority over certain campus decisions;
- Add numerous requirements for performance contracts; and
- Update the TEA approval process.

In accordance with amended Administrative Code rules, effective September 1, 2019, a performance contract for a partnership charter only needs to include assurances that the district has consulted with relevant campus personnel if the partnering entity is an open enrollment charter school and not for other partnering entities approved by TEA.

F(LEGAL)

STUDENTS

Update 115 includes reorganization of student mental health provisions. As a result:

- FFE has been renamed Counseling and Mental Health;
- FFEA has been renamed Counseling; and
- FFEB has been renamed Mental Health.

FB(LEGAL)

EQUAL EDUCATIONAL OPPORTUNITY

The provisions on required grievance procedures and retaliation have been updated based on the new Title IX regulations.

FB(LOCAL)

EQUAL EDUCATIONAL OPPORTUNITY

The provision on the Title IX coordinator has been updated in response to the new Title IX regulations. Corresponding wording changes were made to the ADA/Section 504 coordinator text.

FB(EXHIBIT)

EQUAL EDUCATIONAL OPPORTUNITY

The new Title IX regulations require districts to notify employees, students, parents, and others of the Title IX coordinator's contact information, which now must include an email address. For consistency, Policy Service recommends adding an email address for the district's ADA/Section 504 coordinator.

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If you have not already completed the survey from Policy Service regarding coordinator contact information, including providing email addresses for each coordinator, please do so in order for your policy consultant to update this exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

FD(LOCAL) ADMISSIONS

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care and require districts to adopt local policy to assist with awarding credit to a student who is homeless or in substitute care for a course that was earned prior to the student enrolling in or transferring to the district. See Transition Assistance for recommended text to comply with this local policy requirement.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

FDB(LEGAL) ADMISSIONS: INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

Clarification has been added regarding transfer of a student with a disability who receives special education services and who engaged in bullying.

FEA(LEGAL) ATTENDANCE: COMPULSORY ATTENDANCE

From HB 3, we have added a provision, effective September 1, 2020, clarifying that a student is not required to attend school for the additional instructional days for which a district receives a financial incentive under Education Code 48.0051. See FEB(LEGAL) for more information.

FEB(LEGAL) ATTENDANCE: ATTENDANCE ACCOUNTING

Amended Administrative Code rules, effective December 25, 2019, delete the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be taken at the official attendance-taking time during the campus's instructional day. There is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

From HB 3, we have added a provision, effective September 1, 2020, under which a district may receive a financial incentive for offering an additional 30 days of half-day instruction above the required minimum number of minutes for students in prekindergarten through fifth grade.

FEB(LOCAL) ATTENDANCE: ATTENDANCE ACCOUNTING

Recommended revisions to this local policy on attendance accounting are to address amended Administrative Code rules that delete the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be determined at the official attendance-taking time during the campus's instructional day. The recommended text assigns to the superintendent the responsibility of designating the district's official attendance-taking time. Note that there is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

See FEB in the [TASB Regulations Resource Manual](#).

FFAC(LEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

Provisions on nursing peer review committees have been moved to DP(LEGAL).

Provisions on psychotropics and psychiatric evaluations have been moved to FFE(LEGAL).

Explanatory Notes

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FFAE(LEGAL)

WELLNESS AND HEALTH SERVICES: SCHOOL-BASED HEALTH CENTERS

HB 18 permits the board (in addition to a local health education and health-care advisory council) to initiate the establishment of a school-based health center at a campus. The bill also expands the list of services that may be provided at school-based health centers to include physical health care, treatment of mental health conditions, and treatment for substance abuse.

Other changes from HB 18 address parental consent for referrals, the membership of the advisory council, and coordination with existing providers.

FFB(LEGAL)

STUDENT WELFARE: CRISIS INTERVENTION

Provisions on the recommended best practice programs and research-based practices on student mental health have been moved to FFEB(LEGAL).

FFC(LEGAL)

STUDENT WELFARE: STUDENT SUPPORT SERVICES

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care. The rules address processes and practices on the following:

- Transferring student records;
- Developing systems to ease transition for students, including welcome packets, introductions, and mechanisms for receiving school nutrition program benefits;
- Convening enrollment conferences;
- Determining appropriate placement in educational programs and courses;
- Facilitating participation in extracurricular programs;
- Promoting postsecondary information; and
- Notifying the educational decision-maker and caseworker of events that significantly impact the student's education.

FFE(LEGAL)

STUDENT WELFARE: COUNSELING AND MENTAL HEALTH

Provisions on counseling have been moved to FFEA.

FFEA(LEGAL)

COUNSELING AND MENTAL HEALTH: COUNSELING

This legally referenced policy has been reorganized to focus on both behavioral and academic counseling programs. As a result:

- Personnel provisions on school counselors and their duties have been moved to DP(LEGAL), and
- Various provisions regarding consent to counseling services previously at FFE(LEGAL) have been moved to this code.

From HB 18, we have added a provision requiring a school counselor to work with various stakeholders to plan, implement, and evaluate a comprehensive school counseling program.

From HB 114, we have added a provision applicable with the 2020–21 school year requiring a school counselor to provide information regarding availability of college credit for military experience, education, and training obtained during military service.

Explanatory Notes

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FFEB(LEGAL) COUNSELING AND MENTAL HEALTH: MENTAL HEALTH

This legally referenced policy has been added to focus on student mental health programs. As a result, provisions on psychotropics and psychiatric evaluations previously at FFAC(LEGAL) have been moved to this code.

The policy now addresses the various mental health programs, as revised by HB 18, for which the district must develop practices and procedures. The practices and procedures must be included in the student handbook and district improvement plan. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement.

FFG(LEGAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

This legally referenced policy on child abuse and neglect has been significantly revised based on amended Administrative Code rules, effective November 6, 2019. The rules address the required policy on sexual abuse, trafficking, and other maltreatment of students that must be included in the district improvement plan and the student handbook. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement. The rules also revise the elements of the required child abuse and neglect reporting policy.

FFG(LOCAL) has been revised to comply with these rule changes.

FFG(LOCAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

This local policy on child abuse and neglect has been significantly revised based on amended Administrative Code rules.

Recommended text is included to provide the required policy addressing sexual abuse, trafficking, and other maltreatment of students that must be included in the district improvement plan and the student handbook. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement.

The rules also revise the elements of the required child abuse and neglect reporting policy. To ensure all the policy elements are addressed in board-adopted local policy, we have revised and moved provisions from FFG(EXHIBIT) into this local policy and recommend deletion of the exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

FFG(EXHIBIT) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

As mentioned at FFG(LEGAL), Administrative Code rules on child abuse and neglect were recently revised. To ensure that all required policy elements are addressed in board-adopted local policy, we have revised and moved provisions from this exhibit into FFG(LOCAL). This exhibit is recommended for deletion.

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

This legally referenced policy addressing discrimination, harassment, and retaliation against students has been significantly revised to include the new Title IX regulations, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment.

The final Title IX regulations and related materials are available on the U.S. Department of Education [Office for Civil Rights](#) website.

Provisions on dating violence have been moved from BQ(LEGAL) to this code on discrimination, harassment, and retaliation.

Explanatory Notes

TASB Localized Policy Manual Update 115

Sanger ISD

FFH(LOCAL)

STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Based on the new Title IX regulations, recommended revisions include the following.

- The definition of Prohibited Conduct has been revised to include conduct that meets the Title IX definition of sexual harassment, but the policy retains the broader definitions of prohibited conduct in districts' current policies to ensure that all prohibited conduct is addressed.
- Text at Sex-Based Harassment and Investigation of Reports Other than Title IX directs readers to new provisions on responding to allegations of prohibited conduct that if proved would meet the definition of sexual harassment under Title IX, as the law requires a specific response process for these allegations. Allegations of prohibited conduct not based on sex or that would not meet the definition of sexual harassment under Title IX will follow the district's existing investigation process.
- The provision requiring an employee to report prohibited conduct has been updated to include either direct or indirect reports.
- Text at Response to Sexual Harassment—Title IX addresses legally required actions when the district receives notice or allegations of conduct that would meet the definition of sexual harassment under Title IX.
- New provisions direct the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations, as included in FFH(LEGAL).
- To determine responsibility in a Title IX formal complaint of sexual harassment, the policy designates that the district will use a *preponderance of the evidence* standard. **If the board wishes to instead use the *clear and convincing evidence* standard, which is a higher standard of evidence, please contact the district's policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.
- Provisions on retaliation and false claims have been updated and moved to the end of the policy.

Policy Service also recommends updates to the examples for harassment to include cyberharassment and electronic communications.

TASB's Title IX model procedures are available in [TASB School Law eSource](#).

FFH(EXHIBIT)

STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

The new Title IX regulations require districts to notify employees, students, parents, and others of the Title IX coordinator's contact information, which now must include an email address. For consistency, Policy Service recommends adding an email address for the district's ADA/Section 504 coordinator.

If you have not already completed the survey from Policy Service regarding coordinator contact information, including providing email addresses for each coordinator, please do so in order for your policy consultant to update this exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

FM(LEGAL)

STUDENT ACTIVITIES

The detailed list of honors classes for purposes of eligibility to participate in extracurricular activities has been deleted in lieu of a reference to the Administrative Code.

Explanatory Notes

TASB Localized Policy Manual Update 115

Sanger ISD

Existing statutory provisions on before- and after-school programs for elementary and middle school grades have been added.

FMF(LOCAL) STUDENT ACTIVITIES: CONTESTS AND COMPETITION

This local policy on student contests and competition is recommended for deletion. There is no requirement for board policy on these issues; the district's practices can be included in administrative procedures.

FNG(LOCAL) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES

Policy Service has revised the list of protected characteristics at Other Complaint Processes, item 1, to align with the list at FFH(LOCAL) above.

A recommended revision specifies that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 "calendar" days. This is an exception to how other timelines are calculated in the policy, which are based on "business" days in accordance with how days are defined.

See FNG in the [TASB Regulations Resource Manual](#) for updated complaint forms.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

GBAA(EXHIBIT) INFORMATION ACCESS: REQUESTS FOR INFORMATION

This exhibit referring to the attorney general's guidelines for charges under the Public Information Act is being deleted. The citation to the Administrative Code where these charges are found has been added to GBAA(LEGAL).

See GBAA in the [TASB Regulations Resource Manual](#) for updated forms related to requests for information.

GF(LOCAL) PUBLIC COMPLAINTS

A recommended revision specifies that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 "calendar" days. This is an exception to how other timelines are calculated in the policy, which are based on "business" days in accordance with how days are defined.

See GF in the [TASB Regulations Resource Manual](#) for updated complaint forms.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

GKA(LEGAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

Provisions on drones have been updated based on changes to federal law and replace previous provisions on model aircraft.



(LOCAL) Policy Comparison Packet

This packet is generated by an automated process that compares the updated policy to the district's current policy as found in TASB records.

In this packet, you will find:

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

Annotations are shown as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

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

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

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529 512.467.0222	800.580.1488 512.467.3689

Within the context of current law, the District shall be guided by Board-adopted written policies that are given appropriate distribution and are accessible to staff members, parents, students, and community residents.

Organization

Legally referenced policies contain provisions from federal and state statutes and regulations, case law, and other legal authority that together form the framework for local decision making and implementation. These policies are binding on the District until the cited provisions are repealed, revised, or superseded by legislative, regulatory, or judicial action.

[Legally referenced policies are not adopted by the Board.](#)

At each policy code the legally referenced policy and the Board-adopted local policy must be read together to further a full understanding of a topic.

Terms

The terms “Trustee” and “Board member” are used interchangeably in the local policy manual. Both terms are intended to reflect all the duties and obligations of the office.

[See AB for District name terminology.]

Harmony with Law

Newly enacted law is applicable when effective. No policy or regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable law.

Severability

If any portion of a policy or its application to any person or circumstance is found to be invalid, that invalidity shall not affect other provisions or applications of policy that can be given effect without the invalid provision or application; and to this end the provisions of this policy manual are declared to be severable.

Policy Development

Policies and policy amendments may be initiated by the Superintendent, Board members, school personnel, or community citizens, but generally shall be recommended for the Board’s consideration by the Superintendent.

Official Policy Manual

The Board shall designate one copy of the local policy manual as the official policy manual of the District. The official copy shall be kept in the central administration office, and the Superintendent ~~or designee~~ shall be responsible for its accuracy and integrity and shall maintain a historical record of the District’s policy manual.

Adoption and Amendment

Local policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that Board members have had advance written notice of the proposed change and that it has been placed on the agenda for such meeting.

Local policies become effective upon Board adoption or at a future date designated by the Board at the time of adoption.

TASB Localized
Updates

After Board review of legally referenced policies and adoption of local policies, the new material shall be incorporated into the official policy manual and into other localized policy manuals maintained by the District. If discrepancies occur between different copies of the manual, the version contained in the official policy manual shall be regarded as authoritative.

COMPENSATION AND BENEFITS
VACATIONS AND HOLIDAYS

DED
(LOCAL)

Vacation Days

**Eligible
employees
Eleven-
Month Contracts**

~~All persons serving on an 11-month contract of 202 or 207 days shall begin their vacation on the day after the last day of employment as stated in their contract. Vacation days shall not be reimbursed.~~

~~Vacation days must be taken during the specified time. Changes may be made only with the approval of the Superintendent, as long as no additions/deletions to the original number of contract days are made. Any additions or deletions must be submitted for Board approval.~~

**Twelve-Month
Personnel**

~~Vacation for professional personnel shall be based on their contracts of either 220 or 230 days. After their first year of employment, noncontractual personnel in positions normally requiring 11 months or 12 months of service annually shall receive paid earn ten days of vacation days in accordance with per year.~~

~~Vacations may be scheduled from June 1 to the first day of duty each year with approval of the supervisor and Superintendent. If for some reason the entire vacation cannot be taken at one time, at least one week must be taken. The remaining days may be spread out over the year; however, they must be taken before May 31 of the following year.~~

~~A schedule of vacations will be circulated in April of each year. Employees will be asked to sign up and hold as closely as possible to the schedule.~~

~~Maintenance and custodial personnel will schedule their vacation with their appropriate supervisor and the administrative regulations that address the following:~~

1. Eligibility criteria;
2. Accrual rates and availability;
3. Request and approval processes;
4. Accumulation and carryover limits; and

~~Treatment of vacation days upon separation from service. assistant for plant operation.~~

Note: This policy addresses discrimination, harassment, and retaliation ~~against~~~~involving~~ District employees. ~~For Title IX and other provisions regarding~~ ~~For~~ discrimination, harassment, and retaliation ~~against~~~~involving~~ students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

Definitions

Solely for purposes of this policy, the term “employee” includes former employees, applicants for employment, and unpaid interns.

Statement of Nondiscrimination

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

Discrimination

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

~~In accordance with law, discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.~~

Prohibited Conduct

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

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

Prohibited Harassment

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

1. Has the purpose or effect of unreasonably interfering with the employee’s work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or
3. Otherwise adversely affects the employee’s performance, environment, or employment opportunities.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or

practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; **cyberharassment**; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other **negative** stereotypes; or other **kinds** ~~types~~ of aggressive conduct such as theft or damage to property.

Sex-Based Harassment

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment

Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. Submission to the conduct is either explicitly or implicitly a condition of an employee's employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or
2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

Examples

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, **contact**, or communication, **including electronic communication** ~~or contact~~.

~~Retaliation~~

~~The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report, **serves as a witness, or otherwise participates in an investigation.**~~

~~Examples~~

~~Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. **Retaliation may also include threats, unjustified negative evaluations, unjustified negative references, or increased surveillance.**~~

~~Prohibited Conduct~~

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

Reporting Procedures

Any ~~An~~ employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced

prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal.

Alternatively, the employee may report the alleged acts to one of the District officials below.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, may be directed to the designated Title IX coordinator. [See DIA(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator. [See DIA(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other ~~nondiscrimination~~ ~~antidiscrimination~~ laws.

Alternative Reporting Procedures

An employee shall not be required to report prohibited conduct to the person alleged to have committed ~~the conduct~~. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports ~~Reports~~ of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. ~~A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.~~

Notice of Report

Any District supervisor who receives a report of prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

Any District employee who receives a report of prohibited conduct based on sex, including sexual harassment, shall immediately notify the Title IX coordinator.

Investigation of Reports Other Than Title IX ~~the Report~~

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that,

if proved, would meet the definition of sexual harassment under Title IX, see the procedures below at Response to Sexual Harassment—Title IX.

The District may request, but shall not ~~require~~~~insist upon~~, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if ~~proved~~~~proven~~, would constitute prohibited conduct as defined by this policy. If so, the District ~~official~~ shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

Interim Action

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

District Investigation

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the ~~campus~~ principal or supervisor shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

District Action

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.

The complainant may have a right to file a complaint with appropriate state or federal agencies.

Response to Sexual Harassment—Title IX

General Response

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

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

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

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

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and administrative procedures.

Title IX Formal Complaint Process

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

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the

District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

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

Standard of
Evidence

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

Retaliation

The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or otherwise participates or refuses to participate in an investigation.

Examples

Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, intimidation, coercion, unjustified negative evaluations, unjustified negative references, or increased surveillance.

Records Retention

The District shall retain copies of allegations ~~Copies of reports alleging prohibited conduct~~, investigation reports, and related records regarding any prohibited conduct in accordance with ~~shall be maintained by~~ the District's records control schedules, but ~~District~~ for no less than the minimum amount ~~a period~~ of time required by law. ~~at least three years.~~ [See CPC]

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

Access to Policy and Procedures

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

PROFESSIONAL DEVELOPMENT
PROFESSIONAL MEETINGS AND VISITATIONS

DMD
(LOCAL)

**Meetings,
Conferences, and
Workshops**

~~Professional personnel may attend and participate in meetings, conferences, and workshops that will contribute to their professional growth and development. [See also DMA and DMG]~~

~~When attendance at such events is recommended or required by the administration, the Board, TEA, or UIL, personnel may attend with the Superintendent's approval. No salary deduction or loss of leave shall occur when attendance is recommended or required.~~

~~The Superintendent may grant additional absences to employees for attendance at meetings, conferences, and workshops that are of special interest to the employee.~~

Release Time

~~Requests for release time with pay to attend employee organization meetings, other than any such meetings approved for required staff development purposes, shall be considered on a case-by-case basis. The responsibility for justifying the school-related purpose to be accomplished by attendance shall rest with the employee. Approval shall be given only if the employee is on the program, has some official function, or can obtain specific information related to his or her job description that will assist the District in improving the instructional program.~~

**Certificate of
Coursework
Completion**

The District shall not issue a certificate of coursework completion to a student who fails to meet all state and local requirements for graduation. [See EIF, FMH]

Partial Credit

When a student earns a passing grade in only ~~half~~^{one semester} of a ~~two-semester~~ course and the combined grade for ~~both halves~~^{the two semesters} is lower than 70, the District shall award the student credit for the ~~half~~^{semester} with the passing grade. ~~The student shall be required to retake only the semester in which he or she earned the failing grade.~~

Note: The following provisions address equal educational opportunity for all students in accordance with law. For provisions addressing discrimination, harassment, and retaliation involving District students, see FFH.

Title IX Coordinator The District ~~designates and authorizes the~~~~has designated a~~ Title IX coordinator for students to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended. [See FB(EXHIBIT)]

ADA / Section 504 Coordinator The District ~~designates and authorizes the~~~~has designated an~~ ADA/Section 504 coordinator for students to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), as amended. [See FB(EXHIBIT)]

Superintendent The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Equal Educational Opportunity
General Education The District shall provide necessary services and supports to provide students equal access to educational opportunities. [See EHBC]- Certain instructional or other accommodations, including on state-mandated assessments, may be made when necessary, when allowable, and when these accommodations do not modify the rigor or content expectations of a subject, course, or assessment. [See EKB]

Additional Services and Supports If the District has reason to believe that a student has a disability that may require additional services and supports in order for the student to receive an appropriate education as this term is defined by law, Section 504 and/or the Individuals with Disabilities Education Act (IDEA) shall govern the evaluation, services, and supports provided by the District. [See also EHBA series]

[For information regarding dyslexia and related disorders, see EHB.]

Note: The following provisions address the District's compliance efforts and system of procedural safeguards as required by federal regulations for a student with a disability as defined by Section 504. A report of discrimination or harassment based on a student's disability shall be made in accordance with FFH.

Section 504

Committees

The District shall form Section 504 committees as necessary. The Section 504 coordinator and members of each Section 504 committee shall receive training in the procedures and requirements for identifying and providing educational and related services and supports to a student who has a disability that results in a substantial limitation of a major life activity.

Each Section 504 committee shall be composed of a group of persons knowledgeable about the student, the meaning of the evaluation data, placement options, and the legal requirements regarding least restrictive environment and comparable facilities for students with disabilities.

Referrals

If a teacher, school counselor, administrator, or other District employee has reason to believe that a student may have a disability as defined by Section 504, the District shall evaluate the student. A student may also be referred for evaluation by the student's parent.

Notice and Consent

The District shall seek written parental consent prior to conducting a formal evaluation. Ordinary observations in the classroom or other school setting shall not require prior parental consent.

Evaluation and Placement

The results of an evaluation shall be considered before any action is taken to place a student with a disability or make a significant change in placement in an instructional program. The Superintendent shall ensure that the District's procedures for tests and other evaluation materials comply with the minimum requirements of law. In interpreting evaluation data and when making decisions related to necessary services and supports, each Section 504 committee shall carefully consider and document information from a variety of sources in accordance with law.

Review and Reevaluation Procedure

To address the periodic reevaluation requirement of law, the District shall adhere to the reevaluation timelines in the IDEA regulations.

A parent, teacher, or other District employee may request a review of a student's services and supports at any time, but a formal reevaluation shall generally occur no more frequently than once a year.

Examining Records

A parent shall make any request to review his or her child's education records to the campus principal or other identified custodian of records. [See FL]

Right to Impartial Hearing

A parent shall be given written notice of the due process right to an impartial hearing if the parent has a concern or complaint about the District's actions regarding the identification, evaluation, or educational placement of a student with a disability. The impartial hearing

shall be conducted by a person who is knowledgeable about Section 504 issues and who is not employed by the District or related to a member of the Board in a degree that would be prohibited under the nepotism statute [see DBE]. The impartial hearing officer is not required to be an attorney. The District and the parent shall be entitled to legal representation at the impartial hearing.

Records Retention

Records specific to identification, evaluation, and placement as these pertain to Section 504 shall be retained by the District in accordance with law and the District's local records ~~control~~retention schedules. [See CPC]

**Persons Age 21
and ~~And~~ Over**

The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.

Registration Forms

The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.

Proof of Residency

At the time of initial registration and on an annual basis thereafter, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency in accordance with administrative regulations developed by the Superintendent. The District may investigate stated residency as necessary.

Minor Living Apart

**Person Standing in
Parental Relation**

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

Misconduct

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.

Exceptions

Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.

**Extracurricular
Activities**

The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.

**Nonresident Student
in Grandparent's
After-School Care**

The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.

The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.

"Accredited" Defined

For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.

Grade-Level Placement

Accredited Schools

The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

Nonaccredited Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

Transfer of Credit

Accredited Texas Public Schools

Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District.

Other Accredited or Nonaccredited Schools

Before recognizing credit in a course earned in an accredited non-public school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student's records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit. ~~[See E1]~~

Transition Assistance

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student's available records and other relevant information to determine transfer of credit for subjects and courses taken prior to enrollment.

[See E1]

Withdrawal

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdraw-

al. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]

**Attendance
Accounting System**

The Superintendent shall be responsible for **designating the official attendance-taking time during the campus's instructional day and** maintaining a student attendance accounting system in accordance with statutory and TEA requirements. [See also FD for admissions and residency requirements.]

Alternative
Attendance-
Taking **Recording**
Time

The ~~When appropriate, the~~ Superintendent is authorized to **shall** establish written procedures permitting a campus to **record absences in** ~~specify~~ an alternative **hour from the District's official time for taking attendance-taking time other than the second or fifth instructional hour. Exceptions may be authorized for an entire campus** or for a designated group of students at a campus. The alternative ~~time for recording~~ **attendance-taking time** shall be determined in accordance with TEA's *Student Attendance Accounting Handbook* **and administrative regulations.**

**Parental Consent to
Leave Campus**

The Superintendent shall establish procedures regarding parental consent for a student to leave campus, including procedures for documenting a student's absence. The procedures shall be communicated in the employee and student handbooks.

**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

~~Any~~ ~~by any~~ person is required to ~~shall~~ make a report if the person has cause to believe that an adult was a victim of abuse or neglect ~~im-~~
~~mediately~~ as a child and the person determines in good faith that

disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person. ~~required by law.~~

~~Reports shall be made in accordance with FFG(EXHIBIT).~~

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)ⁱ;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential

and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

ⁱ Texas Abuse Hotline Website: <http://www.txabusehotline.org>

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

Statement of Nondiscrimination

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

Discrimination

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

Prohibited Conduct

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

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

Prohibited Harassment

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

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

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

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or

practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; [cyberharassment](#); physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sex-Based Harassment

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

Sexual Harassment By an Employee

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

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

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

By Others

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

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

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

Examples

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

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

Gender-Based Harassment

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

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

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; [cyberharassment](#); physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

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

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

~~Retaliation~~

~~The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.~~

~~Examples~~

~~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.~~

~~False Claim~~

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

~~Prohibited Conduct~~

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

**Reporting
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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

and dating violence, see the procedures below at [Response to Sexual Harassment—Title IX](#).

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment Upon receipt or notice of a report, the District official shall determine whether the allegations, if ~~proved~~ proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if ~~proved~~ proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investiga-

tor shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

Notification of Outcome

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action

Examples of corrective action may include a training program for those involved in the ~~report~~ ~~complaint~~, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Sexual Harassment—Title IX

General Response

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

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

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

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

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

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

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

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;

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

Standard of
Evidence

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

Retaliation

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

Examples

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

False Claim

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

Records Retention

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

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

Access to Policy and Procedures

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

STUDENT ACTIVITIES
CONTESTS AND COMPETITION

FMF
(LOCAL)

UIL Activities

~~State Board and UIL rules shall govern interscholastic activities; however, Board policies and District rules may supplement State Board and UIL rules.~~

~~No event shall be scheduled and no student allowed to participate in any UIL event unless all pertinent rules and regulations are strictly enforced. The Superintendent or designee shall maintain all necessary records and reports. Sponsors and coaches are responsible for knowledge of and compliance with rules for eligibility and participation. [See FM]~~

Athletic Program

~~A well-rounded program of interscholastic athletics shall be maintained in the District secondary schools. The operation of the total program, including the starting and ending dates for each sport, shall be in accordance with regulations set by the UIL and the Board.~~

~~Supervision of the program shall be the responsibility of the Superintendent, but certain responsibilities may be delegated to other staff members. In each school, the principal shall have direct responsibility to maintain the athletic program as an integral part of the educational program of that school.~~

~~Interscholastic competitive athletics shall not be part of the elementary grades' program. To the extent practicable, a program of intra-school sports activities for elementary students shall be maintained as part of the physical education program.~~

Non-UIL Activities

~~Contests and competitive activities that are sponsored by outside organizations shall not be recommended to students unless the activities supplement and do not interfere with the regular school program. Contests and competitive activities shall have the prior approval of the Superintendent or designee, who shall develop the necessary rules and regulations to implement this policy. [See FM]~~

Overnight Trips

~~Students involved in UIL competition that requires an overnight trip shall have their expenses paid by the District. [See also FM, FMG]~~

Complaints

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

Other Complaint
Processes

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

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

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

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

Notice to Students and Parents

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

Guiding Principles

Informal Process

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

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

Formal Process

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

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

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

Freedom from Retaliation

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

General Provisions

Filing

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

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

	<p>deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.</p>
Scheduling Conferences	<p>The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.</p>
Response	<p>At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.</p>
Days	<p>"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."</p>
Representative	<p>"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.</p> <p>The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.</p>
Consolidating Complaints	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.</p>
Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the</p>

level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

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

Complaint and Appeal Forms

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

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

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

Level One

Complaint forms must be filed:

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

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

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

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

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

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following

the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

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

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

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

The Level One record shall include:

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

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

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

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

Level Three

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

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

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

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

The Level Two record shall include:

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

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

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

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

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any

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

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

Complaints

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

Other Complaint Processes

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

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

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

Guiding Principles

Informal Process

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

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

Formal Process

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

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

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

Freedom from Retaliation

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

General Provisions

Filing

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

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

Scheduling
Conferences

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

Response

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

Days

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

Representative

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

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

Consolidating
Complaints

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

Untimely Filings

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

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

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

Costs Incurred

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

Complaint and Appeal Forms

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

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

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

Level One

Complaint forms must be filed:

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

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

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

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

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

Level Two

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

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

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

The Level One record shall include:

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

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

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

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

Level Three

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

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

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

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

The Level Two record shall include:

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

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

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

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

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

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



ACTION



CONSENT AGENDA

Minutes of Regular Meeting
July 13, 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, July 13, 2020, beginning at 6:00 PM in the Denton County Special Education Cooperative Building, 601 Elm Street, Sanger, Texas and provided access to Zoom Communication Systems.

1. CALL TO ORDER

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

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

2. PLEDGE OF ALLEGIANCE

3. INVOCATION – Ken Scribner

4. RECOGNITION - None

Presenter: Leann Loyless

5. PUBLIC COMMENT - None

6. REPORTS

A. Financials

Presenter: Monica Herren

1. Financials

Presenter: Monica Herren

Mrs. Herren presented financials as presented in BoardBook

2. Budget Workshop Update

Presenter: Dr. Tommy Hunter, Monica Herren

Mrs. Herren reviewed the budget workshop as presented in BoardBook.

B. Teaching & Learning

Presenter: Leann Loyless

1. State of Teaching & Learning 2020

Presenter: Leann Loyless

Mrs. Loyless conducted an overview of return to learning procedures.

C. Operations

Presenter: John Knowles

1. July Operations Report

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 - None

Presenter: Board

8. ACTION

A. Consent Agenda

1. Minutes of meeting held June 2020
2. Amendments to current budget
Presenter: Monica Herren

***Motion to approve Consent Agenda as presented made by Jimmy Howard
Seconded by Sarah York
Vote: 7:0***

B. Employee Sheet July 2020 Presenter: Monica Herren

***Motion to approve Employee Sheet July 2020 as presented made by Mitch
Hammonds and Seconded by Lisa Cody
Vote: 7:0***

C. Discuss & Consider Approval of 2020-2021 Compensation Plan for Sanger ISD Presenter: Monica Herren

***Motion to approve the 2020-2021 Compensation Plan as presented made by
Sarah York and Seconded by Jimmy Howard
Vote: 7:0***

D. Discuss & Consider Approval of 2020-2021 Bus Driver Pay Scale Presenter: Monica Herren

***Motion to approve 2020-2021 Bus Driver Pay Scale as presented made by
Jimmy Howard and Seconded by Mitch Hammonds
Vote: 7:0***

E. Discuss & Consider Approval of 2020-2021 Extra Duty Stipends Presenter: Monica Herren

***Motion to approve 2020-2021 Extra Duty Stipends as presented made by Sarah
York and Seconded by Ann Marie Afflerbach
Vote: 7:0***

F. Discuss & Consider 2020-2021 Student Nutrition Meal Increase Presenter: Monica Herren

***Motion to approve 2020-2021 Student Nutrition Meal Increase for lunch at
primary school as presented made by Jimmy Howard and Seconded by Sarah
York
Vote: 7:0***

G. Discuss & Consider Approval for COVID-19 Payment Plan Presenter: Dr. Tommy Hunter

***Motion to approve COVID-19 Payment Plan as presented by Dr. Hunter made
by Jimmy Howard and Seconded by Lisa Cody
Vote: 7:0***

- H. Discuss & Consider Approval of 2020-2021 Sanger ISD Student Handbook
Presenter: Leann Loyless

***Motion to approve 2020-2021 Student Handbook as presented made by Mitch Hammonds and Seconded by Zach Thompson
Vote: 7:0***

- I. Discuss & Consider Approval of Sanger ISD Student Code of Conduct 2020-2021
Presenter: Leann Loyless

***Motion to approve 2020-2021 Student Code of Conduct as presented made by Jimmy Howard and Seconded by Ann Marie Afflerbach
Vote: 7:0***

- J. Discuss & Consider Approval for Sanger ISD Food Truck Renovations
Presenter: Jennie Flaa
Mrs. Flaa and Teacher Amy Giddens conducted an overview of the Sanger Street Eats - Mobile Classroom and Eatery for the SHS Culinary Arts Program

***Motion to approve the ATX Food Truck Bid in the Amount of \$104,891.93 as presented made by Jimmy Howard and seconded by Sarah York
Vote: 7:0***

- K. Discuss & Consider Approval of Pre-K Tuition Based Handbook
Presenter: Tammy Austin

***Motion to approve Pre-K Handbook as presented made by Sarah York and Seconded by Ann Marie Afflerbach
Vote: 7:0***

- L. Discuss & Consider Walsh Gallegos Legal Services Retainer Agreement for Sanger ISD
Presenter: Dr. Tommy Hunter, Board

***Motion to approve Retainer Agreement with Walsh Gallegos as presented made by Lisa Cody and Seconded by Jimmy Howard
Vote: 7:0***

- M. Discuss & Consider Approval of Amended School Calendar for 2020-2021.
Presenter: Dr. Tommy Hunter

***Motion to approve the Amended School Calendar for 2020-2021 as presented made by Jimmy Howard and Seconded by Mitch Hammonds
Vote: 7:0***

9. SUPERINTENDENT'S UPDATE

Presenter: Dr. Tommy Hunter

- A. Update on TEA Waivers – have been submitted and approval for waivers completed has been received.

10. **EXECUTIVE SESSION - None –**
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
Presenter: Board
Board members shared their comments and appreciation for everyone’s work.
13. **ADJOURNMENT**

With no further action to be taken, meeting adjourned at 8:26 p.m.

President

Secretary

Date: _____



Sanger ISD

Contribution & Coverage Summary (CCS)

Coverage under this CCS is contingent upon concurrent participation in the Fund's Auto, Liability, Property, and Workers' Compensation programs.

Participation Period: September 1, 2020 through August 31, 2021

PROPERTY	Per Occurrence Limit	Deductible	Contribution
Risk of Direct Physical Loss to Buildings, Personal Property, and Other Structures			
All Perils Except Wind, Hurricane, and Hail	Blanket Replacement Cost \$122,765,465	\$10,000	\$194,304
Wind, Hurricane, and Hail		\$250,000	Included
Flood	\$10,000,000	\$50,000	\$2,700
Earthquake	\$2,000,000	\$50,000	Included
Crime	\$100,000	\$10,000	Included
Additional Sublimits and/or Deductibles			
Sublimit for Wind, Hurricane, and Hail Loss to single ply membrane roofs and accompanying roof systems; all other deductibles apply	\$1,000,000	\$250,000	Included
Additional deductible(s) for Wind, Hurricane, and Hail - \$50,000 per building over 25,000 square feet sustaining damage, up to a maximum deductible for the Occurrence of \$500,000, inclusive of the Wind, Hurricane, and Hail deductible	\$122,765,465	\$50,000	Included
Equipment Breakdown			
Equipment Breakdown	\$100,000,000	\$10,000	Included

SCHOOL LIABILITY	Per Claim/Occurrence Limit	Deductible	Contribution
Professional Legal Liability Subject to \$2,000,000 Maximum Annual Aggregate	\$2,000,000	\$10,000	\$9,708
General Liability	\$2,000,000	\$0	Included
Employee Benefits Liability	\$100,000	\$0	Included

PRIVACY & INFORMATION SECURITY	Deductible	Contribution
\$250,000 Limit	\$0	\$2,500

AUTOMOBILE	Limit	Deductible	Contribution
Automobile Liability \$500,000 Combined Single Limit	\$500,000	\$1,000	\$28,071
Automobile Physical Damage			\$10,956
Comprehensive	Actual Cash Value	\$1,000	Included
Collision	Actual Cash Value	\$1,000	Included
Catastrophic Automobile Physical Damage	Actual Cash Value	\$25,000	Included

WORKERS' COMPENSATION FULLY FUNDED

Estimated Payroll and Contribution - Subject to Audit

Classification	Estimated Payroll	Net Annual Rate	Estimated Contribution
7380 - Bus Drivers	\$356,816	0.017743	\$6,331
7720 - Police Officers	\$0	0.022106	\$0
8810 - Clerical	\$1,163,575	0.001163	\$1,353
8868 - Professional	\$18,525,503	0.003141	\$58,189
9101 - All Other	\$1,976,479	0.023269	\$45,991
Totals	\$22,022,373		\$111,864

Ancillary Coverage	Per Occurrence Limit	Deductible	Contribution
Violent Acts	\$250,000	\$0	\$0

TOTAL CONTRIBUTION	\$360,103
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This is not an Invoice.

Conditions

Property

Named Windstorm: All Loss and damage directly caused by, resulting from, or arising out of Hurricane, Typhoon, Tropical Cyclone, Tropical Storm, or Tropical Depression that is designated by name or number by the National Weather Bureau or National Hurricane Center, including Loss caused by flood, storm surge, wave wash, surface water, overflow of bodies of water, or spray from any of these.

The term "Tier 1" shall mean the Texas Counties of Aransas, Brazoria, Calhoun, Cameron, Chambers, Galveston, Jackson, Jefferson, Kenedy, Kleberg, Matagorda, Nueces, Refugio, San Patricio and Willacy.

The term "Tier 2" shall mean the Texas Counties of Bee, Brooks, Fort Bend, Goliad, Hardin, Hidalgo, Jasper, Jim Wells, Liberty, Live Oak, Newton, Orange, Victoria and Wharton.

The term "Harris County" shall mean the Texas County of Harris.

Location: A single street address where Covered Property is sited.

Flood Zone Exclusions: As to the Flood endorsement, Fund Member properties are excluded from coverage if they are located in certain Special Flood Hazard Areas (SFHA) identified on the Flood Insurance Rate Map. Fund Member property in the following SFHAs are excluded: Zone A, Zone AO, Zone AH, Zones A1-A30, Zone AE, Zone A99, Zone AR, Zone AR/AE, Zone AR/AO, Zone AR/A1-30, Zone AR/A, Zone AR/AH, Zone V, Zone VE, Zone VO, and Zones V1-V30. Fund Members with such properties should seek coverage under the National Flood Insurance Program (NFIP) or other Flood Program.

Other Limits: If more than one Per Occurrence Limit may be applicable, the Fund shall determine which limit will apply.

Statement of Values: Fund Member has provided the Fund with the most current and accurate statement of values for all applicable property, including a complete and accurate listing of vehicles owned by the Fund Member. Fund Member agrees to allow the Fund to conduct property appraisals of the Fund Member's property on a periodic basis and agrees to accept values provided by the Fund.

Salvage: The Fund will have the right, in its sole discretion, to exercise rights of salvage to any damaged property paid for or replaced under the terms of this Agreement.

Claims Reporting: Fund Member will provide to the Fund timely notice of all claims as required in the Interlocal Participation Agreement and the Fund's Coverage Agreement.

Single Ply Membrane: 'Single Ply Membrane' is synthetic roofing material that includes but is not limited to EPDM, TPO, and PVC membranes.

Liability

Prior Acts: Fund Member certifies that all known or reported acts for which it is reasonably believed may result in a legal claim against the Member, have been fully disclosed. Additionally, Fund Member acknowledges that this coverage excludes any claims arising from such known or reported acts. This Agreement does not void coverage afforded to Fund Member under any previous Fund Agreement.

Claims Reporting: Fund Member will provide to the Fund timely notice of all claims as required in the Interlocal Participation Agreement and the Fund's Coverage Agreement.

Automobile

Statement of Values: Fund Member has provided the Fund with the most current and accurate statement of values for all applicable property, including a complete and accurate listing of vehicles owned by the Fund Member. Fund Member agrees to allow the Fund to conduct property appraisals of the Fund Member's property on a periodic basis and agrees to accept values provided by the Fund.

Salvage: The Fund will have the right, in its sole discretion, to exercise rights of salvage to any damaged property paid for or replaced under the terms of this Agreement.

Claims Reporting: Fund Member will provide to the Fund timely notice of all claims as required in the Interlocal Participation Agreement and the Fund's Coverage Agreement

Workers' Compensation - Fully Funded

Benefit Limits: Workers' Compensation benefits paid to Fund Member's employees under this Agreement will be as defined in the Texas Workers' Compensation Act (the Act). The Fund is responsible for claims payments as reflected in this CCS. This Agreement does not cover the defense of any suit or claim against a Fund Member except a workers' compensation claim by an eligible employee or former employee of Fund Member for the payment of statutory workers' compensation benefits.

Cooperation: The Fund Member designates the TASB Risk Management Fund as the Workers' Compensation claim administrator of record for all purposes. Fund Member agrees to use the Fund's contractors for services related to the administration of claims and to follow the Fund's election under Section 504.053 of the Labor Code to direct care through the Political Subdivision Workers' Compensation Alliance.

Claim Reporting: For Workers' Compensation claims arising during the CCS participation period, the Fund Member agrees that it will report those claims solely to the Fund. The report of Workers' Compensation claims to any other entity, regardless of reporting sequence, will waive all Fund liability under this agreement for those claims.

General

Coverage: Coverage terms and limits provided are as set out in this CCS and the Fund's Coverage Agreement for this participation period.

Definitions: Any terms not defined in this CCS will use the definition for that term from the corresponding Fund coverage agreement.

Payment: The Fund Member agrees to pay contributions based on a plan developed by the Fund. All contributions are payable upon receipt of an invoice from the Fund. The Fund shall determine the applicable program for each contribution. Termination under this Agreement of any program shall not affect the remaining programs.

Termination: This CCS may be terminated by either party with termination to be effective on any successive renewal date by giving written notice to the other party no later than 30 days prior to automatic renewal in accordance with Section 4(a) of the Interlocal Participation Agreement. If this CCS is not terminated, the renewal CCS becomes effective on the automatic renewal date and the member shall be bound by the terms of the renewal CCS.

Concurrent Participation: All coverages through this CCS are only effective if the Fund Member concurrently participates in or has agreed in writing to participate in all the following Fund programs: Auto, Liability, Property and Workers' Compensation. The Fund may terminate all coverages immediately if the Fund Member fails to or ceases to concurrently participate in any of these Fund programs. If termination occurs, the total contribution under this CCS shall be considered fully earned, and the Fund Member agrees that no refund of any contribution shall be due. This paragraph's termination provisions shall take precedence over any conflicting termination provisions in the Interlocal Participation Agreement or this CCS.

Program Coordinators

Coordinator:

The Fund Member is required to designate a Program Coordinator (Coordinator) with express authority to represent and bind the Fund Member in all program matters. Below are the current program coordinators as we have listed.

Property - John Knowles

Liability - John Knowles

Automobile - John Knowles

Workers' Compensation - Monica Miller

If a Coordinator's name and contact information is not provided above, the current designated Coordinator and contact information will need to be completed below:

Program	Name	Title	Address	Phone	Email
Property					
Liability					
Automobile					
Workers' Compensation					

Fund Member Authorization:

I approve this Contribution and Coverage Summary (CCS) and certify that this information is correct. I affirm that I am duly authorized to approve this CCS and that I have read and agree to this CCS and the Interlocal Participation Agreement.


Authorized signature

7/20/2020
Date

JOHN D KNOWLES JR.
Printed name

Exec. Director Operations
Title

Investment Authority

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

**Approved
Investment
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

Safety

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctua-

tions by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

**Investment
Management**

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

**Liquidity and
Maturity**

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed two years from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

Diversity

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

**Monitoring Market
Prices**

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

**Monitoring Rating
Changes**

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

Funds/Strategies

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

Operating Funds	Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Custodial Funds	Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Debt Service Funds	Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
Capital Project Funds	Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
Safekeeping and Custody	The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.
Sellers of Investments	<p>Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]</p> <p>Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA).</p>
Soliciting Bids for CDs	In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.
Interest Rate Risk	<p>To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.</p> <p>The District shall monitor interest rate risk using weighted average maturity and specific identification.</p>
Internal Controls	A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to

protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Annual Review

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

Non-Corporate Resolution

STEP 1. IDENTIFICATION OF QUALIFIED INTERMEDIARY/WITHHOLDING ENTITY

Legal Name of Organization Sanger Independent School District	
Type of Organization Government Entity/Agency	Account Number (if assigned) Q R T - 1 3 8 8 2 8

Be it resolved that each of the following has been duly elected or appointed and is now legally holding the title set opposite his/her name.

Name of Authorized Person Monica Herren	Title CFO/HR Executive
Name of Authorized Person	Title
Name of Authorized Person	Title

STEP 2. CERTIFICATION

I HEREBY CERTIFY that at a meeting, duly called, of the Board of Directors of Sanger Independent School District a Organization, at which said meeting a quorum was present and acting throughout, the following preamble and resolution was adopted and ever since has been and now is in full force and effect.

WHEREAS this Organization is duly authorized and permitted by its Charter and Bylaws to:

- Engage in cash and/or margin transactions in any and all forms of securities including, but not limited to, stocks, options, mutual funds, stock options, stock index options, short sales, foreign currency options and debt instrument options, bonds, bond debentures, annuities, notes, scrips, participation certificates, rights to subscribe, warrants, certificates of deposit, mortgages, choses in action, evidences of indebtedness, commercial paper certificates or indebtedness, and certificates of interest of any and every kind and nature whatsoever, secured or unsecured, whether represented by trust, participating and/or other certificates or otherwise.
- Receive on behalf of the Organization or deliver to the Organization or third parties, including but not limited to the President, Vice President, Treasurer or any other authorized officer or person listed in Step 3 below giving such instruction, monies, stocks, bonds, and other securities. To sell, assign, and endorse for transfer, certificates representing stocks, bonds, or other securities now registered or hereafter registered in the name of the Organization.
- Establish and maintain an asset management account with debit card, check writing and margin privileges, from which account funds are directly spent, the responsibility for which is entirely that of the Organization.
- Borrow money or make any contract the effect of which is to borrow money, and secure such obligations by mortgages or other liens upon Organization property; borrow, guarantee and/or pledge any Organization assets as collateral, as the case may be, with respect to a loan; guarantee a borrowing of money or to make any contract the effect of which is to guarantee a borrowing, and secure such obligations by mortgages or other liens upon any Organization property.

Unless indicated otherwise here, the Organization will be assumed to have all powers listed above.

LIST ANY POWERS NOT AUTHORIZED HERE: Sange ISD is restricted by Texas Law and their local investment policy, which Financial Northeastern has certified.

NOW THEREFORE BE IT RESOLVED that this Organization opened an account or accounts in its name with

Financial Northeastern Companies

Name of Introducing Firm

and that the individuals named in Step 3 below ("Authorized Person") or any one of them acting individually, may, on behalf of this Organization, be and they hereby are and each of them hereby is authorized and empowered to (1) give written or oral orders in the said account or accounts for the purchase, sale, or other disposition of stocks, bonds, and other securities, (2) deliver to and receive from Pershing LLC (Pershing), on behalf of this Organization monies, stocks, bonds, and other securities, (3) establish and maintain an asset management account with debit card, check writing and margin privileges from which account funds are directly spent with each authorized person as indicated in the separate asset management account agreement having check writing and debit card privileges, (4) order the transfer or delivery of funds, monies or securities to any other person whatsoever, including the President, Vice President, Treasurer or any other authorized officers or persons indicated below giving such instructions, (5) sign acknowledgements of the correctness of all statements of accounts, and (6) make, execute, and deliver under the organizational seal any and all written endorsements, releases and documents necessary or proper to effectuate the authority hereby conferred; the within authorization to each of said officers to remain in full force and effect until written notice of the revocation thereof shall have been received by

Financial Northeastern Companies

Name of Introducing Firm

and Pershing.



CORP

Non-Corporate Resolution

Account Number Q R T - 1 3 8 8 2 8

STEP 3. CERTIFICATION AND SIGNATURES

I FURTHER CERTIFY that the following are the names, titles and signatures of the officers (or others) authorized by the foregoing resolution to act for this Organization:

Printed Name Monica Herren	Date -
Title CFO/HR Executive	
Signature X	

Printed Name	Date -
Title	
Signature X	

Printed Name	Date -
Title	
Signature X	

Printed Name	Date -
Title	
Signature X	

Printed Name	Date -
Title	
Signature X	

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal, if any, of said Organization

this _____ day of _____, 20_____.

[AFFIX COMPANY SEAL HERE IF ORGANIZATION USES A SEAL]

Principal Signer of Certification

This individual may or may not be listed in the authorized persons box above.

Printed Name Tommy Hunter	Date
Title Superintendent	
Signature X	

If the Principal Signer above is empowered to act for the Organization pursuant to these resolutions and certifications, but is not a Managing Member, a Managing Member of the Organization as set forth above must fill in and execute the Additional Certification in Step 4 below.

If the Organization has only one sole Managing Member, that Managing Member must make the certification immediately above indicating his or her company title in addition to filling in and executing the Additional Certification in Step 4 below.

STEP 4. ADDITIONAL CERTIFICATION

A Managing Member to complete only if the Principal Signer in Step 3 above is authorized to act pursuant to the foregoing resolutions, but is not a Managing Member, or if the Organization has only one Managing Member.

Check one:

- I FURTHER CERTIFY that the Principal Signer in Step 3 above is authorized by the foregoing resolutions and its operating documents to act hereunder.
- I FURTHER CERTIFY that the Organization has only one sole Managing Member and that I am that sole Managing Member and authorized to execute legal and binding documents in the name of and on behalf of the Organization pursuant to its governing documents.

Managing Member Printed Name	Date
Title	
Signature X	

Employment Sheet # 1

TO: Board Members
 FROM: Dr. Tommy Hunter
 DATE: August 10, 2020
 RE: PERSONNEL INFORMATION

EXEMPT Personnel

NEW HIRES:

<u>Name</u>	<u>Campus</u>	<u>Assignment</u>	<u>New/Existing Position</u>
Garrett Johnson	SMS	History Teacher & Coach	Existing
Hayley Harp	SHS	Athletic Trainer	Existing
Kalyn Paris	SHS	Math Teacher & Coach	Existing
Tanner Rankin	SMS	Science Teacher & Coach	Existing
Lindsey Rizer	CCI	5 th Grade Teacher	Existing
Victoria Lankford	CTE	Student Support Teacher	Existing

RESIGNATIONS:

<u>Name</u>	<u>Campus</u>	<u>Assignment</u>	<u>Status /Reason</u>
Cassie Bradley	SMS	Teacher & Coach	Resignation
Kathleen Vidourek	SHS	Math Teacher	Retirement
Alicia Sarvis	CCI	3 rd Grade Teacher	Resignation

NON-EXEMPT Personnel

NEW HIRES:

<u>Name</u>	<u>Campus</u>	<u>Assignment</u>	<u>New/Existing Position</u>
Ashley Kohr	SMS	SpEd Paraprofessional	Existing
Melissa Brooks	6 th Grade	Computer Lab Paraprofessional	Existing
Sheila Futch	Transportation	Bus Driver	Existing
Pamela Stephens	Transportation	Bus Driver	Existing

RESIGNATIONS:

<u>Name</u>	<u>Campus</u>	<u>Assignment</u>	<u>Status/Reason</u>
Anna Thomas	6 th Grade	Computer Lab Paraprofessional	Resignation
Melissa Milbocker	SMS	SpEd Paraprofessional	Resignation
Melinda Gregory Pablo	SMS	Life Skills Paraprofessional	Resignation
Michelle Bynum	Admin	District PEIMS Coordinator	Resignation
Ashleigh Van Dyk	CCI	SpEd Paraprofessional	Resignation
Steven Henderson	SMS	SpEd Paraprofessional	Resignation
Debbie Bays	CCI	SpEd Paraprofessional	Resignation
Rhoder Lopez-Diaz	BES	ESL Paraprofessional	Resignation

Sanger ISD
Exempt Personnel Sheet # 1

New Hires							
Employee	University	Certification	Exp.	Previous Professional	Campus	Assignment	New Pos.
Garrett Johnson	University of North Texas	Intern Certificate 7-12 History was expected June 2020- Delayed due to Covid		Worked as Coach's Aide for Sanger ISD since Aug. 2018	SMS	History Teacher & Coach	No
Hayley Harp	University of Pittsburgh (Master's); University of Central Arkansas	Awaiting Texas Advisory Board of Athletic Trainer certification -Delayed due to Covid		Graduate Asst. Athletic Trainer @ University of Pittsburgh	SHS	Athletic Trainer	No
Kalyn Paris	University of North Texas	Intern Certificate -Math (7-12) & Tech Apps (EC-12)		Coached Volleyball @ North Texas Region since 2016	SHS	Math Teacher & Coach	No
Tanner Rankin	Midwestern State University	Intern Certificate - Science (7-12)			SMS	Science Teacher & Coach	No
Lindsey Rizer	University of Arizona	Intern Certificate EC -6			CCI	5th Grade Teacher	No
Victoria Lankford	University of North Texas	Intern Certificate EC - 6 & Special Education EC -12			CTE	Student Support Teacher	Yes

Employment Sheet # 1

TO: Board Members
 FROM: Kim Phillips
 DATE: August 10, 2020
 RE: PERSONNEL INFORMATION

EXEMPT Personnel

NEW HIRES:

<u>Name</u>	<u>Campus</u>	<u>Assignment</u>	<u>New/Existing Position</u>
Lee Blanton	LTHS/Challenge	ELA Teacher	Existing Position
Andrea Harman	LTHS/Challenge	Math Teacher	Existing Position
Reagan Walker	LTHS/Challenge	Science Teacher	Existing Position
Colin Webb	LTHS/Challenge	PE/Coach	Existing Position

DISTRICT TRANSFERS:

<u>Name</u>	<u>From/To</u>	<u>Assignment</u>	<u>New/Existing Position</u>
-------------	----------------	-------------------	------------------------------

RESIGNATIONS:

<u>Name</u>	<u>Campus</u>	<u>Assignment</u>	<u>Status /Reason</u>
-------------	---------------	-------------------	-----------------------

NON-EXEMPT Personnel

NEW HIRES:

<u>Name</u>	<u>Campus</u>	<u>Assignment</u>	<u>New/Existing Position</u>
-------------	---------------	-------------------	------------------------------

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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Krista Ringenberg	LTHS/Challenge	Paraprofessional	Resigned
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Denton County Special Education Coop.

Exempt Personnel Sheet

Date: August 10, 2020

New Hires							
Employee Residence	University	Certification	Exp.	Previous Professional Location	Campus	Assignment	New Pos.
Lee Blanton	Auburn University, Masters of Education in Agricultural Education	Special Education (EC-12)	10 yrs.	Fort Worth ISD	LTHS	Challenge Teacher	No
Andrea Harman	University of North Texas, Bachelor of Applied Arts & Sciences	Intern Certification: Math (7-12) & Special Education (EC-12)	0		LTHS	Challenge Teacher	No
Reagan Walker	East Texas Baptist University, Bachelor of Science	Intern Certification: Science (7-12) & Special Education (EC-12)	0		LTHS	Challenge Teacher	No
Collin Webb	Tarleton State University, Bachelor of Science	Intern Certification: Physical Education (EC-12) & Special Education (EC-12)	0		LTHS	Challenge Teacher	No

Sanger ISD

2020-2021

Employee Handbook

If you have difficulty accessing the information in this document because of a disability, please email monica.miller@sangerisd.net.

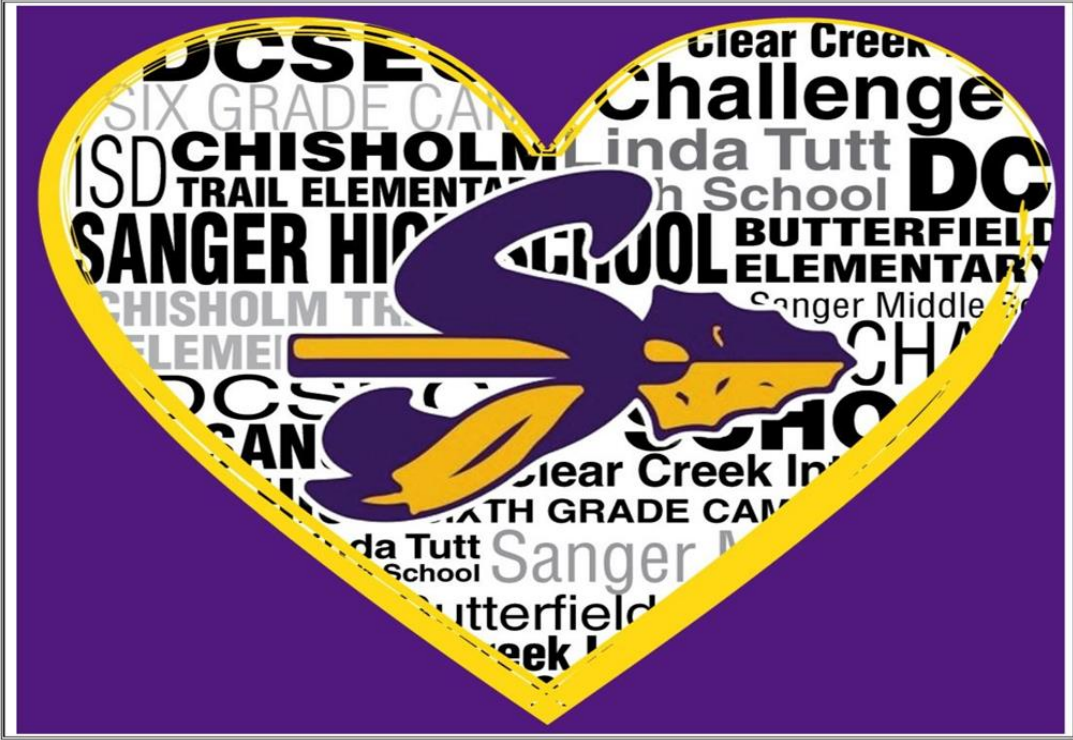


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Employee Handbook Receipt

Name _____

Campus/Department _____

I hereby acknowledge receipt of a copy of the Sanger ISD Employee Handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document.

Employees have the option of receiving the handbook in electronic format or hard copy.

sangerisd.net

Please indicate your choice by checking the appropriate box below:

- I choose to receive the employee handbook in electronic format and accept responsibility for accessing it according to the instructions provided.
- I choose to receive a hard copy of the employee handbook and understand I am required to contact _____ to obtain a hard copy.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this document. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alterations of at-will employment relationships are intended by this handbook.

I understand that I have an obligation to inform my supervisor or department head of any changes in personal information such as phone number, address, etc. I also accept responsibility for contacting my supervisor or the campus/department secretary if I have questions or concerns or need further explanation.

Signature

Date

Please sign and date this receipt and forward it to the campus/department secretary.

Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are, have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to Monica Miller, Chief Financial Officer/HR.

This handbook is neither a contract nor a substitute for the official district policy manual. Nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. District policies can be accessed online at sangerisd.net.

District Information

Description of the District

Sanger ISD is a suburban district, which encompasses 106.91 square miles in northern Denton County. The school district services approximately 2700 students on seven campuses.

<u>Sanger High School</u> Principal: Jennie Flaa 100 Indian Lane Sanger, TX 76266 Phone: 940-458-7497 Fax: 940-458-4637 School Hours: 8:15-3:45	<u>Linda Tutt High School</u> Principal: Anthony Love 404 Hughes Street Sanger, TX 76266 Phone: 940-458-5701 Fax: 940-458-5759 School Hours: 7:50-3:10
<u>Sanger Middle School</u> Principal: Jim Cain 105 Berry Street Sanger, TX 76266 Phone: 940- 458-7916 Fax: 940- 458-5111 School Hours: 8:10-3:45	<u>Sixth Grade Campus</u> Principal: Larry Shuman 508 N 7th Street Sanger, TX 76266 Phone: 940-458-3699 Fax: 940-458-3795 School Hours: 7:55-3:30
<u>Clear Creek Intermediate</u> Principal: Sally Herrell 1901 S. Stemmons Sanger, TX 76266 Phone: 940-458-7476 Fax: 940-458-2539 School Hours: 7:50-3:20	<u>Butterfield Elementary</u> Principal: Larry Beam 291 Indian Lane Sanger, TX 76266 Phone: 940-458-4377 Fax: 940-458-5591 School Hours: 7:50-3:20
<u>Chisholm Trail Elementary</u> Principal: Cari Cockrell 812 North Keaton Sanger, TX 76266 Phone: 940-458-5297 Fax: 940-458-2537 School Hours: 7:50-3:20	

The Administration building and the Denton County Special Education Cooperative are located at 601 Elm Street. Tenderfoot Child Development Center is located on the SMS campus.

Mission Statement, Goals, and Objectives

Policy AE

The mission of Sanger ISD, a learning community, is to engage, challenge, and inspire all students through innovative learning experiences.

Priorities

Priority 1: 21st Century Learning Environments

Objectives:

- Design and build new facilities that accommodate student growth
- Upgrade and expand existing facilities to support campus needs
- Design collaborative spaces at each campus to support innovative learning

Priority 2: Innovative Learning Experiences

Objectives:

- Establish and promote a culture of innovation
- Provide comprehensive and meaningful resources to promote student engagement
- Increase and measure student engagement and participation in campus life

Priority 3: Partnerships

Objectives:

- Invite and involve community and business members to participate in the educational process of Sanger ISD
- Create and sustain opportunities for parents to be proactively involved in their student's education
- Foster and nurture cooperative relationships with local colleges and universities

Priority 4: 21st Equipped and Engaged Personnel

Objectives:

- Increase and incentivize the longevity of quality teachers and administrators
- Provide staff with a high level of support that empowers them to be successful
- Develop high quality educators with a sound knowledge and implementation of instructional best practices that meet the needs of all students

Priority 5: 21st Stewardship

Objectives:

- Pursue increased funding through a variety of alternative sources
- Establish operational systems and processes to ensure efficiency, compliance and transparency
- Maximize tax contributions from local sources

- Improve safe and secure facilities throughout the district and in partnership with community agencies

Vision

Sanger ISD will be an exceptional district focused on innovative learning where students are prepared to create their future in an ever-changing world.

Values

Pride & Tradition
 Trust & Integrity
 Faith & Community
 Exploration & Ownership
 Diversity & Uniqueness

Board of Trustees

Policies BA, BB series, BD series, and BE series

Texas law grants the board of trustees the power to govern and oversee the management of the district’s schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal laws and regulations.

The board of trustees is elected by the citizens of the district to represent the community’s commitment to a strong educational program for the district’s children. Board members are elected by place and serve 3-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.

Current board members include:

- Ken Scribner President
- Sarah York Vice President
- Ann Marie Afflerbach Secretary
- Zach Thompson Trustee
- Jimmy Howard Trustee
- Lisa Cody Trustee

- Mitch Hammonds Trustee

The board usually meets the second Monday of each month at 6:00 p.m. in the conference room at the Special Education Cooperative. In the event that large attendance is anticipated, the board may meet at Sanger High School. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district website and the Administration office at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a one-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Board Meeting Schedule

August 10, 2020	December 14, 2020	April 12, 2021
September 14, 2020	January 11, 2021	May 10, 2021
October 12, 2020	February 8, 2021	June 14, 2021
November 9, 2020	March 15, 2021	July 12, 2021

Administration

Dr. Tommy Hunter	Superintendent
Leann Loyless	Assistant Superintendent
Monica Herren	Chief Financial Officer/HR
Brooke Garnett	Coordinator of Dyslexia
Dr. Ann Hughes	Director for Student Intervention
John Knowles	Executive Director of Operations and Construction
Jennifer Mulkey	Director for Assessment and Accountability
Leon Elsbecker	Director for Technology
Kim Phillips	Director for Denton County Special Education Co-op
Larry Beam	Principal, Butterfield Elementary
Cari Cockrell	Principal, Chisholm Trail Elementary

Sally Herrell	Principal, Clear Creek Elementary
Larry Shuman	Principal, 6 th Grade Campus
Jim Cain	Principal, Sanger Middle School
Jennie Flaa	Principal, Sanger High School
Anthony Love	Principal, Linda Tutt Learning Center

Helpful Contacts

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors or at the campus or department level, the employee is encouraged to contact the appropriate department as listed below:

Marta Chavez	Executive Assistant to Superintendent
Natalie Key	Accountant
Cheryl Schertz	Payroll Manager-Personnel/Certification
Carrie Briney	Purchasing Specialist
Liz Hayhurst	HR/Employee Benefits
Kiley Clements	Director-Environmental Services
Terry Gleaton	Director-Transportation
Paige Hachmeister	Director-Food Service

District Directory

Larry Beam, Principal Butterfield Elementary 291 Indian Lane 940.458.4377	Cari Cockrell, Principal Chisholm Trail Elementary 812 N. Keaton 940.458.5297	Sally Herrell, Principal Clear Creek Intermediate 1901 Stemmons 940.458.7476
Larry Shuman, Principal 6 th Grade Campus 508 N 7 th Street 940.458.3699	Jim Cain, Principal Sanger Middle School 105 N. Berry Street 940.458.7919	Jennie Flaa, Principal Sanger High School 100 Indian Lane 940.458.7497
Anthony, Love, Principal Linda Tutt Learning Center 404 Hughes	Kim Phillips, Director Denton County Special Education Coop (DCSEC) 601 Elm Street	

Employment

Equal Employment Opportunity

Policies DAA, DIA

In its efforts to promote nondiscrimination and as required by law, Sanger ISD does not discriminate against any employee or applicant for employment because of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the district does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

In accordance with Title IX, the district does not discriminate on the basis of sex and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

The district designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment: Leann Loyless, leann.loyless@sangerisd.net. Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.

The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability: Leann Loyless, leann.loyless@sangerisd.net.

Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

Job Vacancy Announcements

Policy DC

Announcements of job vacancies by position and location are posted on a regular basis to the district's website.

Employment after Retirement

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment after Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Website (www.trs.texas.gov).

Contract and Noncontract Employment

Policy DC series

State law requires the district to employ all full-time professional employees in positions requiring a certificate from the State Board for Educator Certification (SBEC) and nurses under probationary, term, or continuing contracts. Employees in all other positions are employed at-will or by a contract that is not subject to the procedures for nonrenewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the district.

Probationary Contracts. Nurses and full-time professional employees new to the district and employed in positions requiring SBEC certification must receive a probationary contract during their first year of employment. Former employees who are hired after a two-year lapse in district employment or employees who move to a position requiring a new class of certification may also be employed by probationary contract. Probationary contracts are one-year contracts. The probationary period for those who have been employed as a teacher in public education for at least five of the eight years preceding employment with the district may not exceed one school year.

For those with less experience, the probationary period will be three school years (i.e., three one-year contracts) with an optional fourth school year if the board determines it is doubtful whether a term or continuing contract should be given.

Term Contracts. Full-time professionals employed in positions requiring certification and nurses will be employed by term contracts after they have successfully completed the probationary period. The terms and conditions of employment are detailed in the contract and employment policies. All employees will receive a copy of their contract. Employment policies can be accessed online or copies will be provided upon request.

Noncertified Professional and Administrative Employees. Employees in professional and administrative positions that do not require SBEC certification (such as noninstructional administrators) are employed by a one-year contract that is not subject to the provisions for nonrenewal or termination under the Texas Education Code.

Paraprofessional and Auxiliary Employees. All paraprofessional and auxiliary employees, regardless of certification, are employed at will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Certification and Licenses

Policies DBA, DF

Professional employees whose positions require SBEC certification or professional license are responsible for taking actions to ensure their credentials do not lapse. Employees must submit documentation that they have passed the required certification exam and/or obtained or renewed their credentials to Cheryl Schertz in a timely manner. Employees licensed by the Texas Department of Licensing and Regulations (TDLR) must notify Cheryl Schertz when there is action against, or revocation of, their license.

A certified employee's contract may be voided without due process and employment terminated if the individual does not hold a valid certificate or fails to fulfill the requirements necessary to renew or extend a temporary certificate, emergency certificate, probationary certificate, or permit. A contract may also be voided if SBEC suspends or revokes certification because of an individual's failure to comply with criminal history background checks. Contact Leann Loyless, Assistant Superintendent if you have any questions regarding certification or licensure requirements.

Recertification of Employment Authorization

Policy DC

At the time of hire all employees must complete the Employment Eligibility Verification Form (Form I-9) and present documents to verify identity and employment authorization.

Employees whose immigration status, employment authorization, or employment authorization documents have expired must present new documents that show current employment authorization. Employees should file the necessary application or petition sufficiently in advance to ensure that they maintain continuous employment authorization or valid employment authorization documents. Contact Cheryl Schertz, Personnel/Certification if you have any questions regarding reverification of employment authorization.

Searches and Alcohol and Drug Testing

Policy CQ, DHE

Noninvestigatory searches in the workplace including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no legitimate expectation of privacy in those places. In addition, the district reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee,

the employee's personal items, and work areas including district-owned technology resources, lockers, and private vehicles parked on district premises or work sites or used in district business.

Employees Required to Have a Commercial Driver's License. Any employee whose duties require a commercial driver's license (CDL) is subject to drug and alcohol testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people counting the driver, drivers of large vehicles, or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements if their duties include driving a commercial motor vehicle.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty.

All employees required to have a CDL or who otherwise are subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs.

Employees with questions or concerns relating to alcohol and drug testing policies and related educational material should contact Terry Gleaton, Transportation.

Health Safety Training

Policies DBA, DMA

Certain employees who are involved in physical activities for students must maintain and submit to the district proof of current certification or training in first aid, cardiopulmonary resuscitation (CPR), the use of an automated external defibrillator (AED), concussion, and extracurricular athletic activity safety. Certification or documentation of training must be issued by the American Red Cross, the American Heart Association, University Interscholastic League, or another organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to their campus office by August 31, 2020.

School nurses and employees with regular contact with students must complete a Texas Education Agency approved, online training regarding seizure disorder awareness, recognition, and related first aid.

Reassignments and Transfers

Policy DK

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent or designee determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a

change in the employment contract. Campus reassignments must be approved by the principal at the receiving campus except when reassignments are due to enrollment shifts or program changes. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA (Local).

An employee with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. A teacher requesting a transfer to another campus before the school year begins must submit his or her request by March 3, 2021. Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by the Human Resource office and must be approved by the receiving supervisor.

Workload and Work Schedules

Policies DEAB, DK, DL

Professional Employees. Professional employees and academic administrators are exempt from overtime pay and are employed on a 10-, 11-, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including start and end dates and scheduled holidays will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30 minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

Paraprofessional and Auxiliary Employees. Support employees are employed at will and receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees must be compensated for overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor. See Overtime Compensation on page 18 for additional information.

Breaks for Expression of Breast Milk

Policies DEAB, DG

The district supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk. A place, other than a multiple user bathroom, that is shielded from view and free from intrusion from other employees and the public where the employee can express breast milk will be provided.

A reasonable amount of break time will be provided when the employee has a need to express milk. For nonexempt employees, these breaks are unpaid and are not counted as hours worked. Employees should meet with their supervisor to discuss their needs and arrange break times.

Notification to Parents Regarding Qualifications

Policies DK, DBA

In schools receiving Title I funds, the district is required by the Every Student Succeeds Act (ESSA) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. ESSA also requires that parents be notified if their child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to a teacher who does not hold an appropriate teaching certificate. This notice is not required if parental notice under ESSA is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate or permit. Information relating to teacher certification will be made available to the public upon request. Employees who have questions about their certification status can call Human Resources at 940-458-7438.

Outside Employment and Tutoring

Policy DBD

Employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Performance Evaluation

Policy DN series

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and have the opportunity to respond to the evaluation.

Employee Involvement

Policies BQA, BQB

At both the campus and district levels, Sanger ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from the Assistant Superintendent's office.

Staff Development

Policy DMA

Staff development activities are organized to meet the needs of employees and the district. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the campus improvement plan, and approved by a campus-level advisory committee. Staff development for noninstructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

Compensation and Benefits

Salaries, Wages, and Stipends

Policies DEA, DEAA, DEAB

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as nonexempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each hour worked beyond 40 in a workweek. (See *Overtime Compensation*, page 18.)

Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule.

Employees should contact Cheryl Schertz at 940-458-7438 for more information about the district's pay schedules or their own pay.

Paychecks

All professional and salaried employees are paid monthly. Hourly employees are paid every two weeks. Paychecks will not be released to any person other than the district employee named on the check without the employee's written authorization.

The schedule of pay dates for the 2019-2020 school year follows:

September 15, 2020	January 15, 2021	May 14, 2021
October 15, 2020	February 12, 2021	June 15, 2021
November 13, 2020	March 5, 2021	July 15, 2021
December 15, 2020	April 15, 2021	August 13, 2021

Automatic Payroll Deposit

Employees can have their paychecks electronically deposited into a designated account. A notification period of 14 days is necessary to activate this service. Contact Cheryl Schertz for more information about the automatic payroll deposit service.

Payroll Deductions

Policy CFEA

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS) or Social Security employee contributions
- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired after March 31, 1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities; and higher education savings plans or prepaid tuition programs. Employees also may request payroll deduction for payment of membership dues to professional organizations. Salary deductions are automatically made for unauthorized or unpaid leave.

Overtime Compensation

Policies DEAB, DEC

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action

Overtime is legally defined as all hours worked in excess of 40 hours in a workweek and is not measured by the day or by the employee's regular work schedule. For the purpose of calculating overtime, a workweek begins at 12:00 a.m. Saturday and ends at 11:59 p.m. Friday.

Nonexempt employees may be compensated on an hourly basis or on a salary basis. Employees who are paid on an hourly basis shall be compensated for all hours worked. Employees who are paid on a salary basis are paid for up to and including a 40-hour workweek.

A nonexempt employee shall have the approval of his or her supervisor before working overtime. An employee who works overtime without prior approval is subject to discipline but shall be compensated in accordance with the FLSA.

Employees may be compensated for overtime (i.e., hours beyond 40 in a workweek) at time-and-a-half rate with compensatory time off (comp time) or direct pay. The following applies to all nonexempt employees:

- Employees can accumulate up to 60 hours of comp time.

- Comp time must be used in the duty year that it is earned.
- Use of comp time may be at the employee’s request with supervisor approval, as workload permits, or at the supervisor’s direction.
- An employee may be required to use comp time before using available paid leave (e.g., sick, personal, vacation).
- Weekly time records will be maintained on all nonexempt employees for the purpose of wage and salary administration.

Travel Expense Reimbursement

Policy DEE

Before any travel expenses are incurred by an employee, the employee’s supervisor and Superintendent (or designee) must give approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district. Employees must submit receipts, to the extent possible, to be reimbursed for allowable expenses other than mileage.

Health, Dental, and Life Insurance

Policy CRD

Group health insurance coverage is provided through TRS-ActiveCare, the statewide public school employee health insurance program. The district’s contribution to employee insurance premiums is determined annually by the board of trustees. Employees eligible for health insurance coverage include the following:

- Employees who are active, contributing TRS members
- Employees who are not contributing TRS members and who are employed for 10 or more regularly scheduled hours per week

TRS retirees who are enrolled in TRS-Care (retiree health insurance program) are not eligible to participate in TRS-ActiveCare.

The insurance plan year is from September 1 through August 31. Current employees can make changes in their insurance coverage during open enrollment each year or when they experience a qualifying event (e.g., marriage, divorce, birth). Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees in a separate booklet. Employees should contact the benefits office (940-458-7438) for more information.

Supplemental Insurance Benefits

Policy CRD

At their own expense, employees may enroll in supplemental insurance programs for dental, vision, supplemental life, catastrophic illness and disability. Premiums for these programs can be paid by payroll deduction. Employees should contact benefits office (940-458-7438) for more information.

Cafeteria Plan Benefits (Section 125)

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., disability, accidental death and dismemberment, cancer and dread disease, dental, and additional term life insurance). A third-party administrator handles employee claims made on these accounts.

New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

Workers' Compensation Insurance

Policy CRE

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage from Claims Administrative Services, effective immediately.

Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately to Natalie Key (940-458-7438). Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See *Workers' Compensation Benefits*, page 29 for information on use of paid leave for such absences.

Unemployment Compensation Insurance

Policy CRF

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or

reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact Cheryl Schertz (940-458-7438).

Teacher Retirement

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify Cheryl Schertz as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the web (www.trs.texas.gov).

Other Benefit Programs

Sanger ISD provides tuition-free attendance for children of non-resident employees and insurance/deferred compensation. Childcare is available for employees at Tenderfoot Child Development Center. Contact Amanda Baldasaro at 940-458-3279 for more information. Sanger ISD employees are also granted free admission to SISD sporting events by showing their employee badge.

Leaves and Absences

Policies DEC, DECA, DECB

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should call their principal/supervisor and your principal/supervisor will contact Cheryl Schertz (940-458-7438) for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Paid leave must be used in half day (4 hour) increments. Earned comp time must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- Local Leave
- State Sick Leave
- State Personal Leave

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification.

Immediate Family. For purposes of leave other than family and medical leave, immediate family is defined as the following:

- Spouse
- Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands in loco parentis.
- Parent, stepparent, parent-in-law, or other individual who stands in loco parentis to the employee.
- Sibling, stepsibling, and sibling-in-law
- Grandparent and grandchild
- Any person residing in the employee's household at the time of illness or death

For purposes of family and medical leave, the definition of family is limited to spouse, parent, son or daughter, and next of kin. The definition of these are found in Policy DECA (LEGAL).

Medical Certification. Any employee, who is absent more than 5 days because of a personal or family illness, must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee's fitness to return to work.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. 'Genetic information,' as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member, or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Continuation of Health Insurance. Employees, on an approved leave of absence other than family and medical leave, may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the Family and Medical Leave Act will be paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave.

Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FML. If an employee's unpaid leave extends for more than six months, the district will provide the employee with notice of COBRA rights.

Personal Leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is available for use at the beginning of the year. A day of personal leave is equivalent to the number of hours per day in an employee's usual assignment, whether full-time or part-time. State personal leave accumulates without limit, is transferable to other Texas school districts, and generally transfers to education service centers. Personal leave may be used for two general purposes: nondiscretionary and discretionary.

Nondiscretionary. Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of leave allow very little, if any, advance planning. Nondiscretionary may be used in the same manner as state sick leave.

Discretionary. Leave taken at an employee's discretion that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a request to his or her principal or supervisor 3 days in advance of the anticipated absence. The effect of the employee's absence on the educational program or department operations, as well as the availability of substitutes, will be considered by the principal or supervisor.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of state personal leave the employee used beyond his or her pro rata entitlement for the school year.

State Sick Leave

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave can be used only in half day (4 hour) increments, except when coordinated with family and medical leave taken on an intermittent or reduced-schedule basis or when coordinated with workers' compensation benefits.

State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee's immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)
- Death in the immediate family
- Active military service

Local Leave

All employees shall earn five paid local leave days per school year in accordance with administrative regulations.

Local leave shall accumulate to a maximum of 30 leave days.

Local leave shall be used according to the terms and conditions of state personal leave. [See STATE PERSONAL LEAVE, above]

Vacation

Policy DED

All persons serving on an 11-month contract of 202 or 207 days shall begin their vacation on the day after the last day of employment as stated in their contract. Vacation days shall not be reimbursed.

Vacation days must be taken during the specified time. Changes may be made only with the approval of the Superintendent, as long as no additions/deletions to the original number of contract days are made. Any additions or deletions must be submitted for Board approval.

Vacation for professional personnel shall be based on their contracts of either 220 or 230 days. After their first year of employment, noncontractual personnel in positions requiring 12 months of service shall earn ten days of vacation per year.

Vacations may be scheduled from June 1 to the first day of duty each year with approval of the supervisor and Superintendent. If for some reason the entire vacation cannot be taken at one time, at least one week must be taken. The remaining days may be spread out over the year; however, they must be taken before May 31 of the following year.

A schedule of vacations will be circulated in April of each year. Employees will be asked to sign up and hold as closely as possible to the schedule. Maintenance and custodial personnel will schedule their vacation with their appropriate supervisor and the administrative assistant for plant operation.

Sick Leave Pool

Sanger ISD Board of Trustees has granted the district the authority to establish a Sick Leave Pool to which employees may donate local leave days each year to another Sanger ISD employee suffering from a serious health condition. See DEC (Local).

To be eligible to request a sick leave pool be established, an employee must have exhausted all available paid leave, including state and local personal leave, vacation and non-duty days. The employee, who suffers from a catastrophic illness or injury must provide the district with medical certification by the attending physician. Conditions such as routine pregnancy or elective surgery shall not be eligible for the establishment of a sick leave pool. A maximum of 15 days at a time may be donated for a pool for an individual employee.

The following regulations have been established by SISD for the purpose of the Sick Leave Pool:

1. Employee must submit a completed Request for Sick Leave form (available online at www.sangerisd.net) with a medical certification from the attending physician to Liz Hayhurst in the Human Resource Department. The request is then reviewed and approved by the CFO/HR and/or the Superintendent.
2. District employee will be notified of the request and may donate local leave (only) for the use by the eligible employee.

Family and Medical Leave Act (FMLA)—General Provisions

The following text is from the federal notice, *Employee Rights and Responsibilities Under the Family and Medical Leave Act*. Specific information that the district has adopted to implement the FMLA follows this general notice.

Leave Entitlements

Eligible employees who work for a covered employer can take up to 12 weeks of unpaid, job-protected leave in a 12-month period for the following reasons:

- The birth of a child or placement of a child for adoption or foster care;
- To bond with a child (leave must be taken within 1 year of the child’s birth or placement);
- To care for the employee’s spouse, child, or parent who has a qualifying serious health condition;
- For the employee’s own qualifying serious health condition that makes the employee unable to perform the employee’s job;
- For qualifying exigencies related to the foreign deployment of a military member who is the employee’s spouse, child, or parent.

An eligible employee who is a covered service member’s spouse, child, parent, or next of kin may also take up to 26 weeks of FMLA leave in a single 12-month period to care for the service member with a serious injury or illness.

An employee does not need to use leave in one block. When it is medically necessary or otherwise permitted, employees may take leave intermittently or on a reduced schedule.

Employees may choose, or an employer may require, use of accrued paid leave while taking FMLA leave. If an employee substitutes accrued paid leave for FMLA leave, the employee must comply with the employer’s normal paid leave policies.

Benefits and Protections

While employees are on FMLA leave, employers must continue health insurance coverage as if the employees were not on leave.

Upon return from FMLA leave, most employees must be restored to the same job or one nearly identical to it with equivalent pay, benefits, and other employment terms and conditions.

An employer may not interfere with an individual’s FMLA rights or retaliate against someone for using or trying to use FMLA leave, opposing any practice made unlawful by the FMLA, or being involved in any proceeding under or related to the FMLA.

Eligibility Requirements

An employee who works for a covered employer must meet three criteria in order to be eligible for FMLA leave. The employee must:

- Have worked for the employer for at least 12 months;
- Have at least 1,250 hours of service in the 12 months before taking leave;* and
- Work at a location where the employer has at least 50 employees within 75 miles of the employee’s worksite.

*Special hours of service eligibility requirements apply to airline flight crew employees.

Requesting Leave

Generally, employees must give 30-days' advance notice of the need for FMLA leave. If it is not possible to give 30-days' notice, an employee must notify the employer as soon as possible and, generally, follow the employer's usual procedures.

Employees do not have to share a medical diagnosis but must provide enough information to the employer so it can determine if the leave qualifies for FMLA protection.

Sufficient information could include informing an employer that the employee is or will be unable to perform his or her job functions, that a family member cannot perform daily activities, or that hospitalization or continuing medical treatment is necessary. Employees must inform the employer if the need for leave is for a reason for which FMLA leave was previously taken or certified.

Employers can require a certification or periodic recertification supporting the need for leave. If the employer determines that the certification is incomplete, it must provide a written notice indicating what additional information is required.

Employer Responsibilities

Once an employer becomes aware that an employee's need for leave is for a reason that may qualify under the FMLA, the employer must notify the employee if he or she is eligible for FMLA leave and, if eligible, must also provide a notice of rights and responsibilities under the FMLA. If the employee is not eligible, the employer must provide a reason for ineligibility.

Employers must notify its employees if leave will be designated as FMLA leave, and if so, how much leave will be designated as FMLA leave.

Enforcement

Employees may file a complaint with the U.S. Department of Labor, Wage and Hour Division, or may bring a private lawsuit against an employer.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

For additional information:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627
www.wagehour.dol.gov

Local Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period beginning on the first duty day of the school year

Use of Paid Leave. FML runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or injury. The district will designate the leave as FML, if applicable, and notify the employee that accumulated leave will run concurrently.

Combined Leave for Spouses. Spouses who are employed by the district are limited to a combined total of 12 weeks of FML to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent Leave. When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

Fitness for Duty. An employee that takes FML due to the employee's own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. If certification of the employee's ability to perform essential job function is required, the district shall provide a list of essential job functions (e.g., job description) to the employee with the FML designation notice to share with the health care provider.

Reinstatement. An employee returning to work at the end of FML will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FML entitlement, and the district will maintain the employees group health insurance and reinstate the employee at the end of the leave according the procedures outlined in policy (see DECA (LEGAL)).

Failure to Return. If, at the expiration of FML, the employee is able to return to work but chooses not to do so, the district may require the employee to reimburse the district's share of insurance premiums paid during any portion of FML when the employee was on unpaid leave. If the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from the district, the district may not require the employee to reimburse the district's share of premiums paid.

District Contact. Employees that require FML or have questions should contact Cheryl Schertz (940-758-7438) for details on eligibility, requirements, and limitations.

Temporary Disability Leave

Certified Employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, Human Resources should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Certified employees returning from leave will be reinstated to the school to which they were previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employee will be reinstated to a position at the original campus at the beginning of the following school year.

Workers' Compensation Benefits

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use available, partial-day increments of sick leave or any other paid leave benefits to make up the difference between wage benefits and pre-injury or -illness wages. While an employee is receiving workers' compensation wage benefits, the district will charge available leave proportionately so that the employee receives an amount equal to the employee's regular salary.

Assault Leave

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident involving an assault is a work-related injury and should be immediately reported to Human Resources.

An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person nonresponsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

Bereavement Leave

Use of state leave and/or local leave for death in the immediate family shall not exceed five (5) workdays per occurrence, subject to the approval of the district.

Jury Duty

The district provides paid leave to employees who are summoned to jury duty including service on a grand jury. The district will not discharge, threaten to discharge, intimidate, or coerce any regular employee because of juror or grand juror service or for the employee's attendance or scheduled attendance in connection with the service in any court in the United States. Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received and may be required to provide the district a copy of the summons to document the need for leave.

An employee may be required to report back to work as soon as they are released from jury duty. The supervisor may consider the travel time required and the nature of the individual's position when determining the need to report to work. A copy of the release from jury duty or documentation of time spent at the court may be required.

Compliance with a Subpoena

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave. Employees may be required to submit documentation of their need for leave for court appearances.

Truancy Court Appearances

An employee who is a parent, guardian of a child, or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or compensatory time for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

Religious Observance

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may use any accumulated personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

Military Leave

Paid Leave for Military Service. Any employee who is a member of the Texas National Guard, Texas State Guard, reserve component of the United States Armed Forces, or a member of a state or federally authorized Urban Search and Rescue Team is entitled to paid leave when engaged in authorized training or duty orders by proper authority. Paid military leave is limited to 15 days each fiscal year. In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

Reemployment after Military Leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact Cheryl Schertz. In most cases, the length of federal military service cannot exceed five years.

Continuation of Health Insurance. Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact Liz Hayhurst in Human Resource (940-758-7438) for details on eligibility, requirements, and limitations.

Employee Relations and Communications

Employee Recognition and Appreciation

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, in the district newsletter, and through special events and activities.

District Communications

Throughout the school year, the central office publishes newsletters, brochures, fliers, calendars, news releases, and other communication materials. These publications offer employees and the community information pertaining to school activities and achievements.

Complaints and Grievances

Policy DGBA

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the board of trustees. For ease of reference, the district's policy concerning the process of bringing concerns and complaints is reprinted as follows:

<https://pol.tasb.org/Home/Index/389>

Employee Conduct and Welfare

Standards of Conduct

Policy DH

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines, including intentionally making a false claim, offering false statements, or refusing to cooperate with a district investigation may result in disciplinary action, including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See *Reports to the Texas Education Agency*, page 55 for additional information.

The *Educators' Code of Ethics*, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

Texas Educators' Code of Ethics

Purpose and Scope

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. (19 TAC 247.1(b))

Enforceable Standards

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8 The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

3. Ethical Conduct toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Discrimination, Harassment, and Retaliation

Policies DH, DIA

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is reprinted below:

[https://pol.tasb.org/Policy/Download/389?filename=DIA\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/389?filename=DIA(LOCAL).pdf)

Harassment of Students

Policies DH, DHB, FFG, FFH, FFI

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited.

Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. Any district employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct based on sex, including sexual harassment, of a student shall immediately notify the district's Title IX coordinator, the ADA/Section 504 coordinator, or superintendent and take any other steps required by district policy.

All allegations of prohibited harassment of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or suspects child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting Suspected Child Abuse*, page 41 and *Bullying*, page 63 for additional information.

The district's policy that includes definitions and procedures for reporting and investigating harassment of students is reprinted below:

[https://pol.tasb.org/Policy/Download/389?filename=FFG\(XHIBIT\).pdf](https://pol.tasb.org/Policy/Download/389?filename=FFG(XHIBIT).pdf)

Reporting Suspected Child Abuse

Policies DG, FFG, GRA

All employees are required by state law to report any suspected child abuse or neglect, as defined by Texas Family Code §261.001, to a law enforcement agency, Child Protective Services (CPS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within 48 hours of the event that led to the suspicion. Alleged abuse or neglect involving a person responsible for the care, custody, or welfare of the child (including a teacher) must be reported to CPS.

Employees are also required to make a report if they have cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child, elderly person, or person with a disability.

Reports to Child Protective Services can be made online at

<https://www.txabusehotline.org/Login/Default.aspx> or to the Texas Abuse Hotline (800-252-5400). State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against a certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to report suspected child abuse may result in prosecution as a Class A misdemeanor. The offense of failure to report by a professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. In addition, a certified employee's failure to report suspected child abuse may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency.

Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a

student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

Sexual Abuse and Maltreatment of Children

The district has established a plan for addressing sexual abuse and other maltreatment of children, which may be accessed at the district's central office. As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or maltreated. 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. Maltreatment is defined as abuse or neglect. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect following the procedures described above in *Reporting Suspected Child Abuse*.

Reporting Crime

Policy DG

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

Scope and Sequence

Policy DG

If a teacher determines that students need more or less time in a specific area to demonstrate proficiency in the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level, the district will not penalize the teacher for not following the district's scope and sequence.

The district may take appropriate action if a teacher does not follow the district's scope and sequence based on documented evidence of a deficiency in classroom instruction. This documentation can be obtained through observation or substantiated and documented third-party information.

Technology Resources

Policy CQ

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's technology resources
- Has no adverse effect on job performance or on a student's academic performance

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the district's acceptable use agreement and administrative procedures. Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary and legal action. Employees with questions about computer use and data management can contact Leon Elsbecker, Director of Technology at 940-458-7438 ext 29 or Tammy Austin, Director for Instructional Technology at 940-458-7438 ext 35.

Personal Use of Electronic Communications

Policy CQ, DH

Electronic communications includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, Twitter, LinkedIn, Instagram). Electronic communications also include all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic communications as they are for any other public conduct. If an employee's use of electronic communications interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic media for personal purposes shall observe the following:

- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.
- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, meal times, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.

- The employee shall not use the district’s logo or other copyrighted material of the district without express, written consent.
- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee’s immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators’ Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
 - Confidentiality of student records [See Policy FL]
 - Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law [See Policy DH (EXHIBIT)]
 - Confidentiality of district records, including educator evaluations and private e-mail addresses. [See Policy GBA]
 - Copyright law [See Policy CY]
 - Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See Policy DH (EXHIBIT)]

See *Electronic Communications between Employees, Students, and Parents*, below, for regulations on employee communication with students through electronic media.

Electronic Communications between Employees, Students, and Parents

Policy DH

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who are currently enrolled in the district. The employee must comply with the provisions outlined below. Electronic communications between all other employees and students who are enrolled in the district are prohibited. Employees are not required to provide students with their personal phone number or email address.

An employee is not subject to the provisions regarding electronic communications with a student to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee’s child, or a member or participant in the same civic, social, recreational, or religious

organization. An employee who claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee's communications with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- *Electronic communications* means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes email, text messages, instant messages, and any communication made through an Internet website, including a social media website or a social networking website.
- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a *communication*: however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Media*, above. Unsolicited contact from a student through electronic means is not a *communication*.
- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below.
- Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:
 - The employee shall include at least one of the student's parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message;

- The employee shall include his or her immediate supervisor as a recipient on each text message to the student so that the student and supervisor receive the same message; or
- For each text message addressed to one or more students, the employee shall send a copy of the text message to the employee’s district e-mail address.
- The employee shall limit communications to matters within the scope of the employee’s professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).
- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page (“professional page”) for the purpose of communicating with students. The employee must enable administration and parents to access the employee’s professional page.
- The employee shall not communicate directly with any student between the hours of 9:00 p.m. and 6:00 a.m. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
- The employee does not have a right to privacy with respect to communications with students and parents.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators’ Code of Ethics including:
 - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
 - Copyright law [Policy CY]
 - Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DHB]
- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.
- Upon written request from a parent or student, the employee shall discontinue communicating with the student through e-mail, text messaging, instant messaging, or any other form of one-to-one communication.
- An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.

- All staff are required to use school email accounts for all electronic communications with parents. Communication about school issues through personal email accounts or text messages are not allowed as they cannot be preserved in accordance with the district’s record retention policy.
- An employee shall notify his or supervisor in writing within one business day if a student engages in an improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

Public Information on Private Devices

Policy DH

Employees should not maintain district information on privately owned devices. Any district information must be forwarded or transferred to the district to be preserved. The district will take reasonable efforts to obtain public information in compliance with the Public Information Act. Reasonable efforts may include:

- Verbal or written directive
- Remote access to district-owned devices and services

Criminal History Background Checks

Policy DBAA

Employees may be subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual’s fingerprints, photo, and other identification will be conducted on certain employees and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee’s current national criminal history and updates to the employee’s subsequent criminal history.

Employee Arrests and Convictions

Policy DH

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses listed below:

- Crimes involving school property or funds
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes the following:

- Dishonesty
- Fraud
- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse or neglect under the SBEC rules

If an educator is arrested or criminally charged, the superintendent is also required to report the educator's criminal history to the Division of Investigations at TEA.

Alcohol and Drug-Abuse Prevention

Policy DH

Sanger ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug use follows:

Alcohol and Drugs / Notice of Drug-Free Workplace

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered “under the influence” of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee’s job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee’s personal use; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee’s child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

Tobacco Products and E-Cigarette Use

Policies DH, FNCD, GKA

State law prohibits smoking, using tobacco products, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

Fraud and Financial Impropriety

Policy CAA

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety include the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets including employee time
- Impropriety in the handling of money or reporting of district financial transactions
- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties
- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district, except as otherwise permitted by law or district policy
- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment
- Failing to provide financial records required by federal, state, or local entities
- Failure to disclose conflicts of interest as required by law or district policy
- Any other dishonest act regarding the finances of the district
- Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards

Conflict of Interest

Policy CB, DBD

Employees are required to disclose in writing to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest

- Any other obligation or relationship
- Non-school employment

Employees should contact their supervisor for additional information.

Gifts and Favors

Policy DBD

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials such as maps or worksheets that convey information to students or contribute to the learning process.

Copyrighted Materials

Policy CY

Employees are expected to comply with the provisions of federal copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Associations and Political Activities

Policy DGA

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work. Use of district resources including work time for political activities is prohibited.

The district encourages personal participation in the political process, including voting. Employees who need to be absent from work to vote during the early voting period or on election day must communicate with their immediate supervisor prior to the absence.

Charitable Contributions

Policy DG

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fundraiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or coerce an employee to refrain from making a contribution to a charitable organization or in response to a fundraiser or attending a meeting called for the purpose of soliciting charitable contributions.

Safety

Policy CK series

The district has developed and promotes a comprehensive program to ensure the safety of its employees, students, and visitors. The safety program includes guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. See Emergencies on page 50 for additional information.

To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules.
- Keep work areas clean and orderly at all times.
- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

While driving on district business, employees are required to abide by all state and local traffic laws. Employees driving on district business are prohibited from texting and using other electronic devices that require both visual and manual attention while the vehicle is in motion. Employees will exercise care and sound judgment on whether to use hands-free technology while the vehicle is in motion.

Employees with questions or concerns relating to safety programs and issues can contact John Knowles.

Possession of Firearms and Weapons

Policies DH, FNCG, GKA

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the

handgun or firearm or ammunition is properly stored, and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisor or call Dr. Tommy Hunter, Superintendent immediately.

Visitors in the Workplace

Policy GKC

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

Asbestos Management Plan

Policy CKA

The district is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of the district's management plan is kept in the central office and is available for inspection during normal business hours.

Pest Control Treatment

Policies CLB, DI

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located in the respective office complex. In addition, individual employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written, or electric means. Pest control information sheets are available from campus principals or facility managers upon request.

General Procedures

Emergency School Closing

The district may close schools because of severe weather, epidemics, or other emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district's website and notify the following radio and television stations:

Radio Stations:

WBAP 820 AM 96.7 FM www.wbap.com

Television Stations:

FOX Channel 4 www.fox.com

KXAS Channel 5 (NBC) www.nbc5i.com

WFAA Channel 8 (ABC) www.wfaa.com

KTVT Channel 11 (CBS) www.cbs11tv.com

School Messenger System may also be used as a method of notification for students, parents and staff.

Notification will be made by 6:00 AM.

Emergencies

Policies CKC, CKD

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

Standards of Dress

DH (local)

The dress and grooming of District employees shall be clean, neat, in a manner appropriate for assignments and in accordance with any additional standards established by their supervisors and approved by the Superintendent.

Professional and paraprofessional employees shall wear on or off campus only professional attire for days of student instruction and for professional development days on or off campus. Piercings are permitted for female staff only and only ear piercings. No tongue rings, nose, eyebrow, lip, chin, or other visible piercings will be allowed at any time. Tattoos must be covered, to all practical effort, and not visible during the instructional day or while participating in any school event.

Hair colors are limited to natural colors of hair.

Recommended Standards of Dress:

With the exception of Child Care, Custodians, Maintenance, Grounds, Child Nutrition, all school employees will adhere to a minimum standard of professional dress that includes the following:

- Slacks (may be Docker-style), skirts (must be at or below knee length), or dresses of various colors and fabrics
- Shirts (not t-shirts) and blouses with or without collars, can be button-down or plain front
- Dress-style polo shirts
- Sweaters or turtlenecks
- Dress capri/cropped pants that are at least mid-calf length
- Sensible shoes appropriate to the assignment

Conditions Under Which Exceptions Could Be Made

- Cleaning/moving
- Designated Casual Days
- Designated “special occasion day”
- Spirit Day at schools
- Medical necessity
- Teacher Workday
- Other conditions that are deemed occupationally necessary

Clothing Items That Are Inappropriate In Any Venue

- Flip flops/beach wear
- Torn or worn-out clothing
- Pants with frayed hems or that drag the ground
- Tight fitting or revealing clothing
- Tops with spaghetti straps (without a jacket)
- Clothing that shows bare midriffs
- Lingerie-style clothing
- Short skirts or dresses (above the knee)
- Workout clothing/jogging suits/sweatpants and sweatshirts/spandex
- Leggings—except when worn with a dress or skirt that is at or below knee length
- Sheer or see through clothing
- Pajamas/sleepwear/house slippers
 - Nursing/Medical Scrubs Outfits (unless occupationally necessary – Health Clinic)
 - Shorts/skorts (unless occupationally necessary – i.e., PE teachers/coaches*)

**Coaches wear athletic clothing only during athletic periods. Professional dress is required during your instructional teaching assignments.*

Jeans and Spirit Wear

- Jeans may only be worn on Spirit Days in conjunction with a school shirt
- They may also be worn on specially designated days, as approved by the supervisor

The principal/supervisor may authorize exceptions to the dress code for special days and/or when an activity warrants exceptions.

Purchasing Procedures

Policy CH

All requests for purchases must be submitted to the Purchasing department on an official district purchase order (PO) form with the appropriate approval signatures. No purchases, charges, or commitments to buy goods or services for the district can be made without a PO number. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. Contact accounts payable at 940-458-7438 for additional information on purchasing procedures.

Name and Address Changes

It is important that employment records be kept up to date. Employees must notify the Cheryl Schertz, Payroll office if there are any changes or corrections to their name, home address, contact telephone number, marital status, emergency contact, or beneficiary. The form to process a change in personal information can be obtained from the Payroll office.

Personnel Records

Policy DBA, GBA

Most district records, including personnel records, are public information and must be released upon request. In most cases, an employee's personal email address is confidential and may not be released without the employee's permission.

Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number
- Emergency contact information
- Information that reveals whether they have family members

The choice to not allow public access to this information or change an existing choice may be made at any time by submitting a written request to Payroll/HR. New or terminated employees have 14 days after hire or termination to submit a request. Otherwise, personal information may be released to the public until a request to withhold the information is submitted or another exception for release of information under law applies. An employee is responsible for notifying the district if he or she is subject to any exception for disclosure of personal or confidential information.

Facility Use

Policies DGA, GKD

Employees who wish to use district facilities after school hours must follow established procedures. The Executive Director of Operations and Construction is responsible for scheduling the use of facilities after school hours. Contact John Knowles to request to use school facilities and to obtain information on the fees charged.

Termination of Employment

Resignations

Policy DFE

Contract Employees. Contract employees may resign their position without penalty at the end of any school year if written notice is received at least 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to Dr. Tommy Hunter, Superintendent. Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The principal is required to notify the superintendent of an educator's resignation within seven business days following an alleged incident of misconduct for any of the acts listed in *Reports to Texas Education Agency* on page 59. The superintendent will notify SBEC when an employee resigns and reasonable evidence exists to indicate that the employee has engaged in of the same act.

Noncontract Employees. Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to Dr. Tommy Hunter, Superintendent at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or of knowing about an employee's resignation or termination following an alleged incident of misconduct described above.

Dismissal or Nonrenewal of Contract Employees

Policies DF Series

Employees on probationary, term, and continuing contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The timelines and procedures to be followed when a suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee. Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or are available online.

Dismissal of Noncontract Employees

Policy DCD

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, sex, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See *Complaints and Grievances*, page 55.)

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or knew about an employee's resignation or termination following an alleged incident of misconduct described above.

Discharge of Convicted Employees

Policy DF

The district shall discharge any employee who has been convicted of or placed on deferred adjudication community supervision for an offense requiring the registration as a sex offender or convicted of a felony under Title 5 Penal Code if the victim was a minor.

If the offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

Exit Interviews and Procedures

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment.

Reports to Texas Education Agency

Policies DF, DHB, DHC

Certified Employees. The resignation or termination of a certified employee must be reported to the Division of Investigations at TEA if there is evidence that the employee was involved in any of the following:

- Any form of sexual or physical abuse of a minor, or any other unlawful conduct with a student or a minor
- Soliciting or engaging in sexual contact or a romantic relationship with a student or minor
- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The reporting requirements above are in addition to the superintendent’s ongoing duty to notify TEA when a certified employee or an applicant for certification has a reported criminal history or engaged in conduct violating the assessment security procedures established under TEC §39.0301. “Reported criminal history” means any formal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction that is obtained by a means other than the Fingerprint-based Applicant Clearinghouse of Texas (FACT).

Noncertified Employees. The voluntary or involuntary separation of a noncertified employee from the District must be reported to the Division of Investigations at TEA by the superintendent if there is evidence the employee abused or otherwise committed an unlawful act with a student or minor, was involved in a romantic relationship with a student or minor, or solicited or engaged in sexual contact with a student or minor.

Reports Concerning Court-Ordered Withholding

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance. Notice of the following must be sent to the support recipient and the court or, in the case of child support, the Texas Attorney General Child Support Division:

- Termination of employment not later than the seventh day after the date of termination
- Employee’s last known address
- Name and address of the employee’s new employer, if known

Student Issues

Equal Educational Opportunities

Policies FB, FFH

In an effort to promote nondiscrimination and as required by law, Sanger ISD does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in providing education services, activities, and programs, including Career and Technical Education (CTE) programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination of students based on any of the reasons listed above should be directed to Leann Loyless, Assistant Superintendent, 601 Elm Street, Sanger, Texas 76266, leann.loyless@sangerisd.net, 940-458-7438.

Student Records

Policy FL

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

- Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.
- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the campus principal for assistance.

Parent and Student Complaints

Policy FNG

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teacher or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

Administering Medication to Students

Policy FFAC

Only designated employees may administer prescription medication, nonprescription medication, and herbal or dietary supplements to students. Exceptions apply to the self-administration of asthma medication, medication for anaphylaxis (e.g., EpiPen®), and medication for diabetes management, if the medication is self-administered in accordance with district policy and procedures. A student who must take any other medication during the school day must bring a written request from his or her parent and the medicine in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Dietary Supplements

Policies DH, FFAC

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Psychotropic Drugs

Policy FFAC

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

Student Conduct and Discipline

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Student Attendance

Policy FEB

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student upon returning to school, must bring a note signed by the parent that describes the reason for the absence. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

Bullying

Policy FFI

Bullying is defined by §TEC 37.0832. All employees are required to report student complaints of bullying, including cyber bullying, to the campus principal. The district's policy includes definitions and procedures for reporting and investigating bullying of students and is reprinted below:

<https://pol.tasb.org/Home/Index/389>

Hazing

Policy FNCC

Students must have prior approval from the principal or designee for any type of "initiation rites" of a school club or organization. While most initiation rites are permissible, engaging in or permitting "hazing" is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

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SANGER INDEPENDENT SCHOOL DISTRICT

ELEMENTARY GRADING PROCEDURES

Official Grade Reports

Progress Reports/Report Cards (Policy EIA Local)

The District shall issue grade reports/report cards every grading period on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

Interim progress reports may be issued at the teacher's discretion; however, notice of a student's consistent unsatisfactory performance shall be issued in accordance with law.

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

Academic Grading Scales

Pre-Kindergarten

These Report Cards are designed to assist teachers in evaluating the ongoing growth and development of students.

The following symbols are used to indicate a student's progress in all reported areas:

- Green** - On track
- Orange** - Monitor
- Red** - Needs support
- Blue** - Out of range

Kindergarten and First Grade

These Report Cards are designed to assist teachers in evaluating the ongoing growth and development of students.

The following symbols are used to indicate a student's progress in all reported areas:

- 4 Exceeds Grade Level Standard
- 3 Meets Grade Level Standard
- 2 Approaching Grade Level Standard
- 1 Developing Proficiency

Grades 2-5

The District will report nine-week averages to parents/guardians as numerical scores and letter grades in core content areas and through development symbols in enrichment areas.

The following table relates the numerical scores and letter grades used to report Language Arts, Reading, Writing, Mathematics, Science, and Social Studies:

Numeric Average	Letter Grade	Description
90-100	A	Making Progress
80-89	B	Making Limited Progress
70-79	C	Making No Progress
69 and below	F	Incomplete

The following symbols are used to indicate a student’s progress in, Music, Art, and Wellness:

K-1st

- 4 Exceeds Grade Level Standard
- 3 Meets Grade Level Standard
- 2 Approaching Grade Level Standard
- 1 Developing Proficiency

2nd-5th

- E - Excellent
- S - Satisfactory
- N - Needs Improvement
- U - Unsatisfactory

Characteristics of a Successful Learner Grading Scale (PK-5)

The student is assessed using the SISD Core Beliefs by each teacher. The grade indicates how well the student is performing as a member of the learning community. The following letter system is used to report a student's conduct:

Mark	Assessment	Description
E	Excellent	The student consistently and in all settings exhibits the SISD Core Values of exhibiting trustworthiness, demonstrating respect for others, demonstrating self-direction and responsibility, displaying fairness and cooperation, caring for others, and demonstrating citizenship.
S	Satisfactory	The student routinely exhibits the SISD Core Values of exhibiting trustworthiness, demonstrating respect for others, demonstrating self-direction and responsibility, displaying fairness and cooperation, caring for others, and demonstrating citizenship.
N	Needs to Improve	The student rarely and inconsistently exhibits the SISD Core Values of exhibiting trustworthiness, demonstrating respect for others, demonstrating self-direction and responsibility, displaying unfairness and cooperation, caring for others, and demonstrating citizenship.
U	Unsatisfactory	The student does not exhibit the SISD Core Values of exhibiting trustworthiness, demonstrating respect for others, demonstrating self-direction and responsibility, displaying fairness and cooperation, caring for others, and demonstrating citizenship.

Grade Level Expectation Overview - Calculating Nine-Weeks Averages

Weight of Grades (Grades 2-5)

All numeric averages reported on Progress Reports and Report Cards will be determined by using a straight percentage grading for the following areas: Reading, Mathematics, Science, Social Studies. Example: 15 grades taken, all grades are added together and then divided by the total number of grades (15).

Minimum Number of Entries of Progress Measures (K-1)

A minimum of 10-12 grades should be given in reading and math during each nine week grading period. A minimum of 6-8 grades should be given in writing, science, and social studies during each nine week grading period.

Minimum Number of Grades (Grades 2-5)

A minimum of 10-12 grades should be given in reading and math during each nine week grading period. A minimum of 6-8 grades should be given in writing, science, and social studies during each nine week grading period. District Unit Assessments grades will be utilized.

Final Grade Reported

When reporting and recording any failing grade below a 50 for the final grade on the Grade 2-5 Report Card, teachers must provide documentation of the required actions taken and placed in the student's cumulative file by the campus administrator.

Transfer Grades

Students new to the District or who enroll in a school after the start of a grading period shall be treated fairly in awarding grades. Grades shall be computed using a combination of grades from the former school and grades earned for the time the student has been enrolled in the new school.

Reteach and Reassess for Mastery

Mastery of Texas Essential Knowledge and Skills (Grades 2-5)

Sanger Independent School District has provided a well-balanced curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards. SISD will utilize ongoing mastery assessment to determine which students are in need of remediation (re-teaching and acceleration). The use of unit tests, teacher-made tests, performance assessment, formative assessment and teacher observations will help determine which students are not mastering instructional objectives.

1. Teachers will monitor and identify students who need re-teaching.
2. Teachers will provide re-teaching as necessary.
3. Students will be re-evaluated after re-teaching has occurred. Re-evaluation may include, but is not limited to: oral examination, special assignments or a formal test.
4. A grade of 70 shall be the highest grade recorded on re-evaluation to designate the student's mastery of the TEKS.
 - a. Example: If the re-assessment grade is 95 out of 100, a grade of 70 would be recorded. If the first assessment and the reassessment are both below 70, the higher of the two grades will be recorded.

Acceleration (Intervention)

Acceleration (Intervention) is an integral part of the elementary instructional program and is an ongoing process. Frequent evaluation, both formal and informal, will determine the need for acceleration.

- Provides frequent reinforcement and review so that a student does not “get too far behind”
- Occurs at the time the need is identified
- Allows the student to progress systematically through content without experiencing extended, frustrating periods of non-achievement
- Offers a variation in instructional approach – uses other techniques, strategies, materials, opportunities for review and practice
- Includes, but is not limited to, targeted small-group instruction and tutorials

Corrections:

Students shall be allowed one week from the time they receive the assignment/assessment back to make corrections for half credit. This includes class assignments or examinations (daily quizzes, unit tests, etc.). Once the one week option expires, the option for making corrections will no longer be allowed.

In order to support student learning, teachers will provide appropriate interventions for students before they re-do work. Our purpose for students redoing tests, quizzes and assignments is to support student mastery learning of course objectives.

Make-Up Work

Students shall be permitted to make up assignments and tests following any absence.

All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school.

1. A student will be given as many days as he/she was absent to make up tests and other missed assignments.
2. If a student does not complete the work assigned after the allotted number of days has passed, the late work schedule comes into effect.
3. Teachers are not required to provide assignments prior to an absence, unless the absence has been approved by the building principal with two weeks advance notice.
4. Students should not be required, on the day of returning to school, to take a quiz or test that was announced during the student’s absence.

Late Work (Grades 2-5)

Students are given opportunities to complete and turn in their work. Any work not turned in by the end of the grading period will be recorded as a zero.



**GRADING GUIDELINES FOR
SECONDARY CAMPUSES
(GRADES 6-12)**

2020-2021

SANGER INDEPENDENT SCHOOL DISTRICT
ADMINISTRATION

Superintendent of Schools

Dr. Tommy Hunter

Assistant Superintendent

Leann Loyless

School Administration

Sanger High School, Principal: Jennie Flaa

Sanger Middle School, Principal: Jim Cain

Sanger Sixth Grade Center, Principal: Larry Shuman

MISSION STATEMENT

The mission of Sanger High School, a learning community, is to engage, challenge, and inspire all students through innovative learning experiences.

VISION

Sanger High School will be an exceptional campus focused on innovative learning where students are prepared to create their future in an ever-changing world.

Educate - Inspire - Elevate

VALUES

Pride & Tradition

Trust & Integrity

Faith & Community

Exploration & Ownership

Diversity & Uniqueness



Sanger ISD

Our graduates have **DRIVE!**



OVERVIEW

As students progress toward mastery of the skills and concepts of the Sanger Independent School District's curriculum, teachers should use various indicators to monitor and assess this progress. Indicators may include any or all of the following:

- ✓ teacher observation based on specific criteria
- ✓ class discussions
- ✓ oral interviews
- ✓ projects
- ✓ demonstrations
- ✓ journals
- ✓ cooperative learning groups
- ✓ daily practices
- ✓ compositions
- ✓ homework
- ✓ presentations
- ✓ tests
- ✓ research assignments

The above list includes strategies that may be used to monitor and assess student progress. As this document will clarify, it is not required that grades be assigned every time progress is assessed and feedback given.

***NOTE:** This document reflects district and campus expectations. A principal may propose revisions or expectations to these guidelines and submit the request to the Assistant Superintendent of Teaching and Learning prior to the beginning of the school year. Students' grades shall reflect mastery of district objectives. Teachers shall follow district-approved grading guidelines, which have been designed to reflect each student's academic achievement for the grading period, semester, or course. 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, contains an error, or that the teacher did not follow the District's grading guidelines, per Board Policies EI (LEGAL/LOCAL), EIA (LEGAL/LOCAL), EIE (LEGAL/LOCAL) Elementary Grading Guidelines and Secondary Grading Guidelines.*

Class Rank Calculation – Board Policy [EIC(LOCAL)]

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 classes of 2021, 2022, 2023, and 2024.

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. 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.

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.

Graduation, Class Rank, and Honor Designations (Grades 9-12)

HIGHEST RANKING GRADUATES

The district shall recognize at graduation ceremony a Valedictorian and Salutatorian. The Valedictorian/Salutatorian represent each class as the students whose weighted GPA comprises the top two students in the graduating class. To be eligible for recognition as a Valedictorian/Salutatorian, a student must have been continuously enrolled in the District high school for four semesters immediately preceding graduation and have completed the Distinguished graduation program.

EARLY GRADUATES

To be eligible to graduate in three years, a student shall complete all coursework and exit-level testing required of other students in his or her freshman class.

A student wishing to graduate early shall complete an application and submit it to the counselor at least six weeks prior to the end of the student's sophomore year. Early graduates shall not be considered for valedictorian or salutatorian honors. Early graduates shall be included in calculating the top ten percent and shall be included in the list of honor graduates when applicable. Students who graduate in three years shall be eligible to participate in commencement ceremonies.

SUMMER GRADUATES

Students who graduate during the summer (before August 1st) shall be ranked with the class that graduated during the previous spring. Graduates who are deficient in credits shall not be eligible to participate in spring commencement ceremonies and shall not be considered for local scholarships awarded during the spring.

MID-YEAR GRADUATES upcoming

A student who graduates at the end of the fall semester shall be ranked among the students who will graduate during the

spring. Students graduating at mid-year shall be ranked at the end of the year. Mid-year graduates shall be eligible to participate in spring commencement ceremonies and shall be considered for local scholarships awarded during the spring, provided they complete a local scholarship application form.

A student graduating after the end of the school year shall be ranked when all requirements are met. These students shall not be allowed to displace in rank students who graduated at the end of the school year.

Weighted Grade System

Note: The following provisions shall apply to students beginning with the graduating class of 2021.

The District shall categorize weighted courses as Advanced, Level 2 Honors, and Level 1 Regular in accordance with provisions of this policy and as designated in appropriate District publications. Eligible AP courses, dual credit courses, and OnRamps courses shall be categorized and weighted as Advanced courses. Eligible courses locally designated as honors shall be categorized and weighted as Level 2 Honors courses. All other eligible courses shall be categorized and weighted as Level 1 Regular courses.

Official Grade Reports

Progress Reports/Report Cards (Policy EIA Local)

1. The District shall issue grade reports/report cards every grading period on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.
2. Interim progress reports may be issued at the teacher's discretion; however, notice of a student's consistent unsatisfactory performance shall be issued in accordance with law.
3. Teachers shall initiate parent contact within two (2) days from the time interim progress reports are available for students whose average is below 70. Contact should be documented and kept by the teacher.
4. The time period after the progress report but before the report card is an important period to monitor a student's cumulative grade. At any time during this time period, if a student's grade falls below 75, documentation of parent contact for all content areas where the grade is below a 75 should be kept by the teacher for verification purposes. If a student's grade average falls below a 70 during this time period, interventions should be put into place and communicated with parents. Follow-up communication with parents shall occur by the end of the third week of the nine weeks grading period for any content area where a student continues to have a 70 average or below.

Academic Grading Scales

Weight of Grades

All nine-week averages shall be calculated on a percentage system for each type (category) of assignment. All grades shall be reported and recorded as a percentage score (100%) and shall not be scored or reported on accumulation of points.

Minimum Number of Grades

1. Teachers are encouraged to provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.
2. Teachers are required to take a minimum number of grades.
 - a. For on level classes, 16 - 18 formative or quiz grades per nine-weeks beginning the first full week of school.
 - b. For AP/Dual Credit, 12 - 14 formative or quiz grades per nine-weeks beginning the first full week of school.
 - c. Teachers are required to take a minimum of three summative grades per nine-week grading period (this includes the nine-week test/assessment).

Maximum Weight of a Grade

When calculating a nine-week average, no single assignment/assessment grade may count more than 20% of the total average regardless of the grade category. It should be noted, however, that some major projects may comprise of more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%.

Assignment Format Weight of Grade

All Secondary Credit Courses	Sixth Grade Center	Sanger Middle School	Sanger High School Core/Electives
Summative Grades	40%	50%	60% / 50%
Formative and Quiz Grades	60%	50%	40% / 50%

Summative Grades

1. Summative Grades include: Examinations/Tests, Projects, Term Papers, Nine Week Tests, and similar assignments.

2. Unit tests/assessments (department or district-developed) may be given at the end of each unit taught. These tests/assessments will count the same as all other class tests/assessments.

Formative and Quiz Grades

1. Formative grades include: class work, homework, notebooks, journals, notes, performances, and other similar assignments.
2. Paper formatting including but not limited to the header, footer, or cover sheet format for any assignment may comprise no more than 5% of the grade on the assignment unless the primary objective for the assignment is formatting.
3. Grades (and all portions of grades) **shall not** be awarded or reduced for any non-academic activities such as compliance grades (or points) for returning a report card, incomplete paper headings, etc.

Communication Timelines and Review of Materials

1. Student work that receives a numeric grade shall be entered into the grade book within five (5) school days of being given to the teacher, and feedback shall be given. This also includes makeup or missing work that is submitted.
2. For projects/research papers and/or essays, students will be provided the opportunity to re-submit the assignment after receiving the grade/feedback if the grade is below 70%. Projects/research papers and/or essays shall be graded and returned within the same grading period that they are completed and submitted to the teacher. Expectations for long-term assignments include:
 - a. Tasks are actively monitored with timely feedback that tracks a student's work/progress toward mastery major corrections are addressed before a final grade is earned.
 - b. Teachers are expected to provide clear and consistent communication to students concerning deadlines and academic progress on any long-term assignment.
 - c. Students who choose to resubmit projects/research papers and/or essays have five days from the original graded and returned projects/research papers and/or essays.
3. After the second grade of "0" or "Missing Assignment" [M] is assigned to a student in a grading period, the teacher must contact the parent. If the problem persists, a student-teacher-parent conference is required.

4. Students have the right to review their tests. All tests given shall be graded, returned, and recorded within five (5) school days of the date the test was administered. Adherence to this timeline will allow for timely and meaningful remediation.

Promotion, Retention, and Award of Credit

Grades 6-8

In grades 6-8, promotion to the next grade level shall be based on the following: an overall average of 70 on a scale of 100 based upon course-level, grade level standards (TEKS) for all subject areas, and a grade of 70 or above in language arts, mathematics, and in either science or social studies.

A student must pass both semesters or attain an average grade of at least 70 when averaging two semesters to be awarded credit for a high school credit course.

Grades 9-12 (Courses in which a STAAR EOC is not administered, including courses taken in grade 8 for high school credit)

Mastery of at least 70 percent of the objectives on formative and summative assignments shall be required.

1. Grade level advancement for students in grades 9 - 12 shall be earned by course credits.
 - a. If a student earns a grade of 70 or above in a one-semester course, 0.5 credit for the course shall be awarded.
 - b. If a student earns a grade of 70 or above both semesters of a full year course, 1.0 credit for the course shall be awarded.
 - c. If a student earns a failing grade during fall or spring semester in a full year course, and the final average for the year is greater than or equal to 70, 1.0 credit for the course shall be awarded.
 - i. Accredited High School Courses from the fall and spring semester of the same academic year apply.
 - ii. Summer School and alternative delivery (e.g. computer assisted, online, Credit Recovery, correspondence, etc.) will not be considered for year-long averaging.
 - d. If a student earns a grade of 70 or above for one semester of a full year course but not the other semester, only the passed semester credit is awarded.
 - e. Credit shall be awarded for a failed semester when it is repeated and the student

earns a grade of 70 or above. Both grades will be recorded on the transcript and both grades will be factored into the GPA.

All high school students are classified as members of a particular class as of the first day of each school year. However, students who have not been promoted to a higher grade due to lack of credits may be eligible for reclassification at the end of the first semester. In order to be considered for reclassification at the end of the first semester, the student must have an approved graduation plan. Refer to UIL guidelines for UIL eligibility. Students will be promoted based on total credits; however, only state credits will apply toward graduation.

Minimum grade classification requirements for grade levels include:

Freshmen	9th	0 - 5 ½ credits
Sophomore	10th	6 - 12 ½ credits
Junior	11th	13 - 18 ½ credits
Senior	12th	19 + credits
Graduate with Endorsement		26 credits

Dual-Credit Courses

Students in Sanger High School may earn credit toward high school graduation by completing an approved college-level course in any accredited college or university under the following provisions:

1. Students interested in taking a course for dual-credit must obtain a Dual Credit Agreement form from the student’s counselor. This form will be signed by a school designee (counselor or administrator), the parent/guardian, and the student.
2. In addition to the completed Dual Credit Agreement form, the student must complete the college’s Application for Admission and provide the college with an official high school transcript and SAT or ACT scores. If the SAT or ACT scores do not exempt the student from a college entrance exam, then the student must pass the TSI placement test. Search your local colleges for dates, times, and cost of placement testing.
3. Credit for successfully completing one-semester college course(s) is earned in ½ credits increments according to the crosswalk agreement between the high school and college. College number grades, that are considered “passing” for college credit, will be converted to a high school numeric grade of 70 and high school credit will be awarded.

Any grade below the high school’s converted grade of 70 will result in no credit being awarded for any equivalent high school course.

- Students do NOT earn high school credit for concurrent college classes. Students are required to show proof of enrollment in the course for a release for a concurrent class. Grades for concurrent enrollment are not posted to the transcript.

Semester Exams

The following procedures are to be used for semester exams for grades 9-12:

Semester exams are administered in all high school credit courses at the end of the fall and spring semesters.

- Students should use semester exams to certify mastery of objectives. All semester exams shall be comprehensive in nature and must measure the mastery of the skills or content of the course.
- Any exceptions to this policy for the administration of semester exams must be made at the department level with principal approval.
- Missed semester exams shall be recorded as a “0” and should be made up according to the schedule published on the semester exam schedule.
- Semester exam schedules will be published by high school. The campus does not administer semester exams earlier than the published schedule.
- Semester Exams will count as 20% of the semester grade.

1st Nine-Week Average	40%	3rd Nine-Week Average	40%
2nd Nine-Week Average	40%	4th Nine-Week Average	40%
Semester Exam	20%	Semester Exam	20%
Fall Semester Average	100%	Spring Semester Average	100%

Grades and Extracurricular Activities

Grades shall not be increased or reduced for participation or lack of participation in any extracurricular activity. Teachers, coaches, directors, and sponsors should refer to Texas Education Code §76.1 for definition of extracurricular activities. Sponsors of extracurricular clubs and groups are responsible for ensuring that participating students are eligible through confirmation of the campus individual who is designated as the keeper of the grades.

Students participating in UIL activities must adhere to the UIL Academic Eligibility Calendar.

Click Here: [SISD UIL Eligibility Calendar.2020-2021](#)

Incomplete Grades

1. A student receiving an incomplete and/or zero for a missed semester exam must follow campus procedures for making up the exam on an approved day.
2. In unusual cases, where the student has missed a large quantity of class time or work, the time may be extended to a designated time determined by the principal.
3. In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation (generally one week) for completing the work (UIL requirement).

Final Grade Reported

1. When reporting and recording any failing grade below a 50 for the final grade on the Report Card, teachers must provide documentation of the required actions taken to the campus administrator who will place it in the student's cumulative file.
2. The actual grade earned on any assignment may exceed 100%; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.

Evaluation of grades/credits from foreign countries or non-accredited schools.

We do not accept credit from non-accredited programs. Students coming from non-accredited schools may opt to show mastery through credit by examination. Foreign transcripts coming from an accredited school will be accepted, and the alpha grade will be converted to a numeric grade. For foreign transcripts with unconfirmed accreditation, the transcript will be evaluated; students may need to show mastery through credit by examination.

Schedule Changes

1. Schedule changes can have a significant impact on the calculation of the nine-week average. For students with disabilities, special education courses are determined by the Admissions, Review, and Dismissal (ARD) committee.

2. Schedule changes will be considered during the first 10 class days for the following reasons only:
 - a. Student is a senior who is not scheduled in a course needed for graduation.
 - b. Student has already earned credit for a course in which he/she is currently scheduled.
 - c. Student does not have the prerequisite(s) for a class listed on his/her schedule.
 - d. Student has previously failed a course with the same teacher.
 - e. Student has been dismissed from a program where approval must be granted for placement.
 - f. Student does not have a full schedule.
 - g. Data entry error (no lunch, class listed twice, free period, etc.) has occurred.
Student needs remedial coursework for state assessment graduation requirements.

Course Level Changes

Course level changes will be considered at the first progress report and at the end of the first nine-week grading period of the semester for each course that offers a different level of the same course. To be considered for a transfer from an Advanced, Honors, or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and by conferencing with his/her teacher. The parent must conference with the teacher before a course level change will be considered. If these conditions are met and the student is earning less than a grade of 75 on the first progress report or at the end of the first nine week grading period, that student will be considered for a change. Space availability in the receiving course will be a consideration for a course level change.

1. Students approved for a level change at the first progress report into a non-weighted course (e.g. Honors to on-level): The teacher of the weighted course will submit all graded assignments to the non-weighted teacher. Each assignment grade given may not be lower than, but not limited to a grade of 50.
2. Students approved for a level change at the end of the nine-week grading period into a non-weighted course (e.g. Honors to on-level): The teacher of the weighted course will submit the grade for that grading period. The grade submitted must not be lower than, but not limited to a grade of 50. UIL eligibility will be determined using the nine-week grade prior to the level change. (i.e. the nine-week average prior to the grade submitted to the grading period.)
3. Students approved for a level change into a weighted course (e.g. on-level to Honors): The teacher of the new weighted course will insert the grade average recorded by the

previous teacher into all open assignments taken in the new course prior to the date of transfer. A level up will only be allowed until the first progress report.

Withdrawing from Dual Credit Courses

Should a student withdraw from a Dual Credit course, the campus will accept the withdrawal grade and place the student in the comparable high school course (AP). A drop form must be completed and submitted to the dual credit coordinator.

Calculation of Semester Averages

All secondary courses will calculate and report a semester average. Calculated averages reported on Report Cards may not exceed 100%. Grades recorded in a gradebook represent a confidential record for assessment of student performance.

Summer School Grades

1. A student failing the regular semester and attending summer school for that semester shall receive a passing grade for that course if the curriculum is mastered. That grade will be included in the calculation of the student's GPA.
2. Students may take approved courses for acceleration. Students should conference with their counselor to approve courses. In those situations, the numeric grade the student receives in summer school will be factored in the GPA.

Transcript Recording from Non-SISD Schools (EIC Regulation)

A student who transfers into the District shall receive the grades that were earned in courses at other accredited schools. Higher-level course credits earned shall receive grade points according to the list of higher-level courses offered in the District and the grade point scale used for credit earned in the District. Students shall not receive weighted grade points for courses not available in SISD, with the exception of International Baccalaureate courses. Letter grades will be converted as follows:

Letter Grade	Numeric 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

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.

Reteach and Retest/Reassess for Mastery

Mastery of Texas Essential Knowledge and Skills

Sanger Independent School District has provided a well-balanced curriculum on the state prescribed Texas Essential Knowledge and Skills (TEKS). Students will have the opportunity to master the knowledge, skills, and competencies established by the district curriculum and state standards.

SISD will utilize ongoing mastery assessments to determine which students are in need of remediation (re-teaching and acceleration). The use of benchmark tests, teacher-developed tests, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

Required Reteach

1. If 25% (50% for AP) or more of the students in a single subject per teacher do not demonstrate mastery of the TEKS on a classroom test, the teacher will provide the opportunity for re-teaching and re-testing. These opportunities will be provided during class time or through intervention time, using different methods of instruction. This requirement does not apply to semester exams.
2. Students with three or more zeros on assignments over the assessed material may be excluded from the calculation of the 25% (50% for AP). Extenuating circumstances may be taken into consideration.

Required Retest/Reassess for Mastery

1. The students who do not demonstrate mastery are re-evaluated after they are re-taught or after different activities are provided. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections or a formal test. An alternative test should only retest concepts missed by students.
2. Students must attend tutorials to retest, and the retest must be within five days of receiving the original test back outside of scheduled class time.
3. A grade of 70 (SMS, SHS) or a grade of 80 (SGC) is the maximum that can be earned on the re-evaluation and is recorded to designate that mastery. If a student fails to demonstrate mastery on the re-evaluation of the TEKS, the higher of the two grades is recorded.
4. Students only receive $\frac{1}{2}$ credit per question on a retest.
 - a. EX 1: 62 to 70 = missed 38 points so you can earn 19 points back, but you can only take the points you need to get you to a 70.
 - b. EX 2: 0 to 50 = missed every question, comes in and re-tests and scores a 100, but technically could really only make a 50 (could be different based on how many questions were on the test and what the point value was per question).

Other Opportunities for Reteach and Retest/Re-assess

If less than 25% (50% for AP) of all the students in a single subject per teacher do not demonstrate mastery, the teacher is not obligated to reteach and retest during class time. Instead, Intervention or Tutorial time may be used for re-teaching.

Corrections

Students shall be allowed one week from the time they receive the assignment/assessment back to make corrections for half credit. This includes in class formative grades but excludes quizzes and tests. Once the one week option expires, the option for making corrections will no longer be allowed. In order to support student learning, teachers will provide appropriate interventions for students before they redo work. Our purpose for students redoing assignments is to support student mastery learning of course objectives; therefore, if a student earns a 70% or better, mastery has been achieved and corrections will not be an option. A grade of 70% will be the maximum grade for a corrected paper.

Makeup Work

In order to provide the total assessment profile of a student's academic progress for a course, any student missing classroom instruction should be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study.

Makeup Work Guidelines

All students shall be allowed to make up work when they are absent from class.

1. Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
2. Under extenuating circumstances, such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to make-up assignments.

3. In situations where the assignments were given before the student was absent, a shorter time frame may be specified at the teacher’s discretion.
4. Make-up tests or quizzes should be administered during tutorial times to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day.
5. A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
6. Makeup work, including tests, may be of an altered version. Teachers may assign alternate work to assure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine makeup work.
7. School related absences are given the same amount of time to complete makeup work as non-school related absences. Students absent from class due to school sponsored activities are instructed to speak with their classroom teachers prior to the planned absence.

Exceptions may be granted by the administration in extenuating circumstances.

Late Work (per class, per nine weeks)

Secondary students are expected to submit all assignments, including electronic assignments, by the date and time established by the classroom teacher. For assignments that are received after the date and time established by the classroom teacher, please refer to the table below. **Once the summative assessment has been administered and feedback has been provided to students, formative work from that unit will no longer be accepted by teachers.**

Late Assignments	Sixth Grade Center	Sanger Middle School	Sanger High School
1st	Full Credit	Full Credit	Full Credit
2nd	-10 Points	-10 Points	-20 Points
3rd	-20 Points	-25 Points	-40 Points
4th	-30 Points	-40 Points	

5th	-40 Points		
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Absences

Please see the attendance policy, appendix D, within the SISD Student Handbook.

A student found to be truant (a student who stays away from class or school without permission) will receive fifty percent (50%) of the grade achieved on the assignment.

Suspension

A student suspended from his/her regular classes is to request makeup work when he/she returns to school. The student will be given the number of days they were absent to make-up assignments, unless there is an extenuating circumstance.

Academic Integrity

Students are expected to contribute to a fair learning environment by exhibiting honesty while upholding the integrity of Sanger ISD, as well as their own honor and moral character. Students should accept ownership and pride in their own work, as well as establish positive behaviors to support future academic endeavors and workplace expectations. Learning requires students to take responsibility for one's own work at all times and display one's own knowledge, judgment, and creativity. Academically, this means no cheating, plagiarizing, or inappropriate use of technology in any way.

Cheating/Plagiarism

Students will

1. Take full credit only for their own work.
2. Provide full credit to others with whom they have collaborated or who have influenced them.
3. Credit others' work they have incorporated into their own.
4. Collaborate with other students only as specifically directed and authorized. If collaboration has not been specified as permissible, the assignment must be your individual effort. **Unless you are explicitly told you may work together, you may not.**

5. Report breaches of academic integrity to a teacher, counselor or administrator

Cheating and Plagiarism: Cheating includes such acts as copying during a test, sharing answers or test questions with other students, copying information on any assignment in which an individual grade is given, or plagiarizing from an outside source such as the Internet. Consequences for cheating and plagiarism are outlined in this policy and will require the student to reassess.

Cheating is defined as seeking to obtain (or aiding another to obtain) credit or improved scores through the use of any unauthorized or deceptive means. Examples of cheating include, but are not limited to:

- Copying work for homework, test, or any other assignment, whether verbally, in written form, or electronically.
- Allowing another student to copy your work for homework, test, or any other assignment, whether verbally, in written form, or electronically.
- Presenting collaborative work as individual work.
- Fabricating data, information, or sources.
- Using unauthorized help or information during the completion of an assignment or assessment. This may include answer keys in textbooks, study guides such as Sparknotes, cheat sheets, cell phones, or other physical or online sources.
- Asking about or sharing questions and/or answers to quizzes and exams.
- Submitting the same work for more than one assignment without express permission from your teacher(s).
- Altering corrections or scores with the intent of changing your grade.
- Leaving an online assessment screen, such as Canvas, during the assessment for any reason without teacher permission.

The MLA Style Manual and Guide to Scholarly Publishing defines plagiarism as follows: “Forms of plagiarism include the failure to give appropriate acknowledgments when repeating another’s wording or particularly apt phrase, paraphrasing another’s argument, and presenting another’s line of thinking. You may certainly use another person’s words and thoughts, but the borrowed material must not appear to be your creation. In your writing, then, you must document everything you borrow; not only direct quotations and paraphrases, but also information and ideas.” (2016).

“Plagiarism is presenting another person’s ideas, information, expressions, or entire work as one’s own. It is thus a kind of fraud: deceiving others to gain something of value. While plagiarism only sometimes has legal repercussions (e.g., when it involves copyright infringement—violating an author’s exclusive legal right to publication), it is always a serious moral and ethical offense.” MLA Handbook. 8th ed., MLA, 201

Consequences:

1st Offense	2nd Offense	3rd Offense
Grade of zero for the assignment along with reassessment for maximum grade of 50.	Grade of zero for the assignment with no reassessment allowed.	Grade of zero for the assignment with no reassessment allowed.
1 Saturday School	1 Day of ISS	3 Days of ISS
Notify National Honor Society sponsor, extra curricular sponsors/coaches	Notify National Honor Society sponsor, extra curricular sponsors/coaches	Notify National Honor Society sponsor, extra curricular sponsors/coaches

Sanger Independent School District
Teacher Appraisal Procedures and Calendar
2020-2021

Under the directive of House Bill (HB) 1440 (2003), all teachers must be appraised at least once every 5 years. In compliance with HB 1440, local guidelines have been developed.

1. Observations/Appraisal Procedures

- (A) Teachers will receive a formal 45-minute observation using the Texas Teacher Evaluation and Support System (T-TESS) instrument **at least once every two years.** All scheduled formal observations will fall within a ten-day instructional window following teacher notification. The teacher's certified appraiser(s) will conduct a conference with the teacher at the beginning of the school year to review the goals the teacher has established for the year. **The conference must be held before a teacher can be formally observed.** The certified appraiser can complete as many formal observations and walkthroughs as they deem necessary even if it is a year the teacher is not scheduled to be evaluated in the two-year rotation schedule. **All observations will be documented using the DMAC system.**
- (B) **All teachers on a probationary contract will receive a formal evaluation every year.**
- (C) During the appraisal period, the teacher's certified appraiser will conduct **at least four formal 15-minute walkthroughs** on all teachers. Each walkthrough will be documented using the district's evaluation form within the DMAC system and shared with the teacher within 10 working days.
- (D) All teachers must receive a general overview/update of the Texas Teacher Evaluation and Support System (T-TESS) within the first three weeks of school. Teachers new to the district or to the profession must receive the formal T-TESS orientation within the first three weeks of the beginning of school. A formal observation may not be conducted with a teacher until three weeks after they have received the appropriate training.
- (E) **All teachers will complete** (including teachers not being formally evaluated during the current school year) goals and professional development plan either independently or with their appraiser. The plan will be shared with the teacher's appraiser within three weeks of completion of the T-TESS orientation.

(F) A summative conference will be held no fewer than 15 days prior to the last day of instruction. At this conference, the T-TESS Rubric final results will be shared with the teacher as well as a review of the teacher's goals and professional development plan will be reviewed. The end of the year summative scores will be shared with the teacher along with recommendations for improvements and other pertinent information to be discussed. When a teacher leaves Sanger ISD, a copy of their last signed summative information will be placed in the teacher's personnel file.

2. Observation/Appraisal Calendar

(A) The appraisal period for each teacher includes all of the days of a teacher's contract.

(B) The 45-minute observation of the Texas Teacher Evaluation and Support System must take place between **September 28, 2020** and **April 16, 2021**. Teachers on probationary contracts will receive their observations prior to **March 4, 2021**.

(C) No formal observation/evaluation will be made on the following dates unless another appraisal is required or other extenuating circumstances.

November 20, 2020

December 18, 2020

March 5, 2021

(D) No formal observation/evaluation will take place on days scheduled for end of semester or end of the year examinations or days scheduled for standardized tests/state assessments.

(E) All formal observations must be made within ten working days after the teacher has been notified in writing of the observation. The written summary of the formal observation must be provided to the teacher within 10 working days.

(F) Annual Summative conferences will take place between April 19 and May 5, 2021.

3. CERTIFIED APPRAISERS

Sanger High School	Principal, Associate Principal, Asst. Principal
Linda Tutt High School	Principal, Asst. Principal
Sanger Middle School	Principal, Asst. Principal
Sanger Sixth Grade Campus	Principal, Asst. Principal
Butterfield Elementary School	Principal, Asst. Principal
Clear Creek Intermediate	Principal, Asst. Principal
Chisholm Trail Elementary	Principal, Asst. Principal
Superintendent of Schools	
Asst. Superintendent	
Director of Student Interventions	
Director of Assessment and Accountability	

JUVENILE COURT SERVICES



KEN METCALF, Director

July 28, 2020

Dr. Tommy Hunter
Superintendent
Sanger ISD
601 Elm St
Sanger, Texas 76266-9635

Dear Superintendent Hunter,

Enclosed you will find the 2020-2021 Memorandum of Understanding.

I am requesting this document be presented to your school board, approved, and signed by your Board President. If you would like a digital copy of this document for presentation to your board please email your request to Christopher.Walker@dentoncounty.com.

Please return two signed original documents to me and I will secure Judge McCary's signature and return one original back to you.

Please feel free to contact me if further information is needed.

Sincerely,

A handwritten signature in cursive script, appearing to read "Matthew C. Marick".

Matthew C. Marick
Assistant Director
Denton County Juvenile Probation

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into pursuant to Chapter 37 of the Texas Education Code ("TEC") by and between the Independent School Districts ("ISDs") (Denton Independent School District, Aubrey Independent School District, Pilot Point Independent School District, Lewisville Independent School District, Krum Independent School District, Ponder Independent School District, Sanger Independent School District, Argyle Independent School District, Northwest Independent School District, Lake Dallas Independent School District, Little Elm Independent School District, Carrollton-Farmers Branch Independent School District, Valley View Independent School District, Gainesville Independent School District) and the Denton County Juvenile Justice Alternative Education Program ("DCJJAEP") as the agent for the Juvenile Board of Denton County, Texas ("DCJB"), of Denton County, Texas.

WHEREAS Denton County, Texas, has a population greater than 125,000 and the DCJB has been mandated by TEC Section 37.011 to develop a Juvenile Justice Alternative Education Program subject to the approval of the Texas Juvenile Justice Department ("TJJD"); and,

WHEREAS the ISDs are located within Denton County or have requested to participate in the DCJJAEP; and,

WHEREAS the ISDs have been mandated by the TEC Section 37.007 (a), (d), and (e) to expel students for enumerated serious offenses; and,

WHEREAS the ISDs have the discretion to expel students under TEC Sec. 37.007 (b), (c), and (f); TEC Sec 37.0081; TEC Sec 37.309; and,

WHEREAS the Juvenile Court has discretion to order students to attend the DCJJAEP that have not been expelled by an ISD; and,

WHEREAS the State of Texas has determined that public school students who engage in conduct that endangers the school population should be removed from the regular school setting and educated in a separate setting in order for school districts to fulfill their primary mission of educating Texas youth; and,

WHEREAS the State of Texas has directed that Juvenile Courts punish and rehabilitate juvenile offenders; and,

WHEREAS the parties hereto agree that the DCJJAEP is a cooperative effort between the educational community and the juvenile justice system with the primary goals of the program being the education of students with *behavioral* problems and rehabilitation of juvenile offenders, but not the treatment of *emotional* problems;

NOW THEREFORE THE PARTIES AGREE THAT:

I. ADMINISTRATION OF DENTON COUNTY JJAEP

1.1. The daily administration for the DCJJAEP will be conducted by the Denton County

Juvenile Probation Department ("DCJPD") under the direction of the Chief Juvenile Probation Officer. The DCJPD shall conform the DCJJAEP to the standards and guidelines of TJJD. Furthermore, the DCJPD shall be responsible for and maintain all reports, data, assessments, and the like necessary to permit and allow compliance with the TEC, including, but not limited to, Chapters 39 and 42 of the TEC.

II. STUDENT PLACEMENT, DUE PROCESS, AND TERM OF PLACEMENT

2.1. The parties to this MOU acknowledge that the TEC §37.010(a) requires that every expelled student who is not detained or receiving treatment under an order of the Juvenile Court must be enrolled in an educational program. It is therefore the intent of the parties that the DCJJAEP provide an educational program to all expelled students.

2.2. Students who are expelled from participating ISDs will be afforded the appropriate due process within the respective ISD as provided by school district policy and federal and state law.

2.3. As the ISDs have elected to contract with the DCJJAEP, as the agent for/of DCJB, pursuant to TEC §37.011(p), for the placement of students expelled under TEC §37.007(b), (c), and (f), §37.0081; §37.309; any student, under the age of 18 years of age, who has been expelled from an ISD may be placed in or ordered or required to attend the DCJJAEP.

2.4. Every student who has been expelled from an ISD as a mandatory expulsion (i.e., pursuant to TEC §37.007(a), (d), or (e)), and for whom information has been provided by the ISD from which the student has been expelled to the Juvenile Court in accordance with Texas law and this MOU may be placed in or ordered or required to attend the DCJJAEP regardless of the final disposition of the case. After the expelling ISD has received notice under Texas Family Code §52.041(d), placement in the DCJJAEP shall continue as set out in the expelling ISD's expulsion order; however, the expelling ISD shall review and may reconsider its expulsion decision.

2.5. Every student, under the age of 18 years of age, who has been expelled from an ISD as a discretionary expulsion (i.e., pursuant to TEC §37.007(b), (c), or (f); §37.0081; §37.309), and for whom information has been provided by the ISD from which the student has been expelled to the Juvenile Court in accordance with Texas law and this MOU may be placed in or ordered or required to attend the DCJJAEP regardless of the final disposition of the case. After the expelling ISD has received notice under Tex. Fam. Code §52.041(d), placement in the DCJJAEP shall continue as set out in the expelling ISD's expulsion order; however, the expelling ISD shall review and may reconsider the terms and conditions of its expulsion order.

2.6. The DCJJAEP shall, for each student taken into custody for conduct that occurred on school property or at a school-sponsored or school-related activity, use its best efforts to ascertain whether the conduct for which the student was taken into custody would subject the student to mandatory expulsion. If the DCJJAEP ascertains that the conduct for which the student was taken into custody is such that it would subject the student to mandatory expulsion, the Juvenile Court may immediately order the student to attend the DCJJAEP, pending resolution of any ISD disciplinary action, including any expulsion hearings.

2.7. It is the intent of the parties hereto that, for each expelled student who is placed in the

DCJJAEP, the term of such placement will be coterminous with the term of the student's expulsion from school. Pursuant to TEC §37.010, students must remain in the DCJJAEP for the full period ordered by the Juvenile Court unless the student's school district agrees to readmit the student before the date ordered by the Juvenile Court. The Juvenile Court may consider the term of a student's expulsion in entering any order as to the student, including terms and conditions of release from custody, deferred prosecution, or probation.

2.8. In order to avoid undue disruption in the educational process of students attending the DCJJAEP under this MOU, in assigning a term of expulsion, the ISD expelling the student shall assign and order a term of expulsion that is not less than thirty (30) school days nor more than 365 days — unless the expelling ISD conducts a review of the student's placement at least every 365 days. A term of placement, except for a term of placement based upon TEC §37.007(e), may be commuted or reduced, by agreement of the DCJJAEP and the ISD, if the student serving same has not violated and is in compliance with the rules and regulations of the DCJJAEP.

2.9. Notwithstanding anything set out herein, an ISD shall not be obligated or required to pay for a Juvenile Court placement when the student has not been expelled from an ISD.

2.10. Notwithstanding anything set out herein, under no circumstance shall an ISD be obligated or required to pay for a Juvenile Court placement or order requiring a student expelled from an ISD as a discretionary expulsion to attend the DCJJAEP beyond the period of expulsion, unless the affected ISD has been notified by the Juvenile Court and said ISD consents, in writing, to such placement, assuming that the student has successfully completed his term of expulsion.

2.11. Administrators of the ISD and the DCJJAEP may agree on deviations from the minimum and maximum length of stay(s) on a case by case basis.

2.12. A student's grievances about the DCJJAEP shall first be addressed to the DCJJAEP Program Supervisor. In the event that the student is not satisfied with the DCJJAEP Program Supervisor's resolution of the grievance, then the student shall address, direct, and state, in writing, his grievance to the DCJJAEP Program Director or designee. The decision of the DCJJAEP Program Director or designee is final.

2.13. It is the intent of the parties that there be no material interruption (i.e., more than three [3] days) in the provision of educational services to expelled students under this MOU. Therefore, the expelling ISD shall direct and order, in writing, the student and parent to appear and enroll at the DCJJAEP on the first business day -- per the Denton County calendar -- following the student's expulsion and FAX a copy of this notice to the DCJJAEP. Any parent or guardian and child who is at the expulsion hearing shall sign the notice before it is transmitted to the DCJJAEP.

2.14. The ISDs shall use best efforts to assist the Juvenile Probation Department in placing all expellees under court orders requiring or mandating attendance in the DCJJAEP.

III. PAYMENT

DAILY RATE -- The daily rate of ninety-nine and no/100s (\$99.00) dollars per student per day in attendance will be charged for each discretionary expulsion (i.e., TEC §37.007(b), (c),

or (f); §37.0081; §37.309) student enrolled in the DCJJAEP. The DCJJAEP shall charge and invoice the ISDs no later than the tenth (10th) day of each and every month that the MOU is in effect. Upon the first day of the month following receipt of an invoice for educational and rehabilitative services provided to ISD students, the ISD will pay the invoiced amount to Denton County. Payments shall be delivered to the Denton County Juvenile Probation Department, 210 S. Woodrow Lane, Denton, Texas 76205. Because TJJD will pay for mandatory expulsions (i.e., TEC §37.007 (a), (d), or (e)), only if a full and complete offense report has been made by law enforcement personnel showing the elements of the mandatory offense, to the extent State and Federal law allow, the expelling ISD shall use its best efforts to make, seek, or participate in the creation of a law enforcement offense report for mandatory expulsions which involve elements of a criminal offense. Notwithstanding anything set out herein, the ISDs shall not be charged, billed, or invoiced for students attending the DCJJAEP as a result of a mandatory expulsion if a complete offense report has been made by law enforcement personnel showing the elements of the mandatory offense.

IV. SPECIAL SERVICES

4.1. The DCJB and the ISDs shall cooperate in the provision of special services to students placed in the DCJJAEP. In the event a student is placed in the DCJJAEP who has not been identified by the ISD from which the student was expelled as being eligible for special education services, and the DCJJAEP staff believe such student may be eligible to receive such services, the DCJJAEP staff shall refer the student to the ISD from which the student was expelled for evaluation and determination of special education eligibility. In the event the student is eligible for special services, the DCJJAEP shall implement and be responsible for the academic elements of any program, and the expelling ISD shall implement and deliver any required related services and speech therapy.

4.2. The ISDs will invite a representative of the DCJJAEP to participate in any Admission, Review and Dismissal Committee meeting where expulsion will be considered.

4.3 The DCJJAEP, in collaboration with the ISDs, shall ensure that a student who is non-English speaking or who speaks English as a second language is provided ESL services and instruction appropriate to address the student's needs, as determined by a language proficiency assessment committee.

4.4 The DCJJAEP, in collaboration with the ISDs, shall ensure that a student who is eligible for services under section 504 of the Rehabilitation Act of 1973 is provided services and instruction appropriate to address the student's needs, as determined by a section 504 committee.

V. GENERAL CONDITIONS

5.1. When possible, transportation to and from the DCJJAEP shall be the responsibility of the students' parents; however, in the event a student's family does not own or have access to an operational motor vehicle, then the ISD in which the student resides shall provide transportation services for students attending the DCJJAEP.

5.2. The day-to-day operation of the DCJJAEP will conform to the calendar for Lewisville

ISD for the fall and spring semesters. The calendar for any summer session will be set within TJJJ guidelines.

5.3. The fact that a student has been expelled will not prevent the ISD from developing a policy allowing a student to obtain credit by examination, allowing a student to borrow educational course materials from the school, or allowing a student to arrange tutoring. Neither the ISD nor the DCJJAEP is under an obligation to replicate a student's pre-expulsion course of study.

5.4. While a student is attending the DCJJAEP, that student may not participate in or attend any school district extracurricular activity.

5.5. Parents of students attending the DCJJAEP will receive notice of a child's academic progress at a minimum of every 120 school days.

5.6. Notwithstanding TEC Chapter 26, the DCJJAEP may monitor student activities by technological means, including video and/or audio methods and metal detectors. The DCJJAEP will provide a notice and release for such monitoring to the student and the student's parents.

5.7. The DCJJAEP may receive a student from another county when payment, enrollment, and probationary terms have been arranged and approved by the DCJB, in which case, all of the terms of this MOU will be in effect.

5.8. No later than the 30th day after the end of the school year, the DCJPD will provide a program summary to the ISDs.

5.9. This MOU can be modified only in writing by the DCJB and the ISDs and at such a time as the parties may deem appropriate.

5.10. In accordance with TEC §37.011(l), the ISDs shall provide educational services to a student after expulsion for criminal activity and until an order of a court requiring the student to attend DCJJAEP unless the student is in a placement or the student becomes 18 years old. If a student is expelled for non-criminal behavior not otherwise addressed herein the school district shall provide educational services for the student.

5.11. In conformance with TEC §37.011(k)(5), the DCJJAEP will provide services while the student attends the DCJJAEP for transitioning DCJJAEP students back to the school district. The transition plan shall include consultation between appropriate ISD personnel and DCJJAEP personnel. To assist in the transition process the DCJJAEP may offer in-service training to ISD staff.

5.12. In conformance with TEC § 37.011(k)(8), if a student eligible for or receiving special education services required by law is expelled, the services provided or required to be provided by the ISD shall accompany the student to the DCJJAEP and be provided by the ISD at the DCJJAEP.

VI. STUDENT CODES OF CONDUCT

6.1. The DCJJAEP will be operated pursuant to Chapter 37 of the TEC and this MOU. Each ISD shall develop a Student Code of Conduct specifying the circumstances under which a student may be removed from a classroom, campus, or alternative education program.

6.2. The Student Code of Conduct adopted by each ISD shall identify those categories of conduct that the ISD has defined as constituting serious or persistent misbehavior for which a student may be placed in the DCJJAEP.

6.3 A student may be subject to discretionary expulsion (TEC §37.007(c)), if the student, while placed in a disciplinary alternative education program, engages in documented serious misbehavior while on the program campus despite documented behavioral interventions. For purposes of this subsection, "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 Section 21.07, Penal Code;
 - b) indecent exposure under Section 21.08, Penal Code;
 - c) criminal mischief under Section 28.03, Penal Code;
 - d) personal hazing under Section 37.152; or
 - e) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

6.4 The DCJJAEP shall adopt its own Student Code of Conduct in accordance with TEC 37.001

VII. ATTENDANCE

7.1 DCJJAEP shall adopt and implement a student attendance accounting system, whether manual or automated, which includes procedures that ensure the accurate taking, recording, and reporting of attendance accounting data. Said system shall comply with the requirements of Chapter 42 of the TEC and 19 Texas Administrative Code Chapter 129. DCJJAEP shall provide the ISDs with copies of their respective students' attendance records and reports generated by DCJJAEP's attendance accounting system.

7.2 The DCJJAEP may pursue Truant conduct charges for those students who violate compulsory school attendance laws according to 25.085 of the Education Code.

VIII. LANGUAGE SERVICES AND ASSESSMENTS

8.1 Each ISD shall bear the sole and exclusive responsibility for all matters related to the delivery and retrieval of statewide assessment testing materials for students from the ISD. The DCJJAEP shall bear the responsibility of testing students from each ISD placed in the DCJJAEP.

IX. TRANSITION SERVICES

9.1. DCJJAEP shall perform a review of each student's progress at least once during each grading period and shall establish a transition plan for the student prior to the student's return to the school setting. The DCJJAEP liaison shall notify the student's parent or guardian and the appropriate ISD liaison at least five (5) school days in advance of each review performed under this section and TEC §37.011(d), unless such entities mutually agree to waive such five-day notice period.

9.2. On an annual basis, the DCJJAEP shall provide to the ISDs a summative evaluation of the performance of each ISD's students served by the DCJJAEP.

9.3. Prior to the student's completion of the expulsion period, the DCJJAEP shall make recommendations to the ISD concerning the transition of the student from the DCJJAEP to the ISD.

X. DCJJAEP FACILITIES AND STAFFING

10.1. The DCJJAEP is provided in a facility owned by Denton County.

10.2. Personnel and services for the DCJJAEP may be provided by Denton County or an ISD. Personnel and services provided by an ISD to the DCJJAEP will be provided under contract with the DCJB.

XI. STUDENT AND JUVENILE RECORDS

11.1. The governing body of each party to this MOU finds that in order to appropriately serve students receiving services under this MOU, the sharing of information pertinent to the provision of education and rehabilitation services is essential and in the best interests of the students served. Therefore, the expelling ISD shall directly forward any and all school records including special education and health service records on expelled students to the DCJJAEP.

11.2. The parties hereto agree to execute all agreements and statements necessary to effectuate this clause, including, but not limited to, those found in the Family Educational Rights and Privacy Act ("FERPA").

XII. TRANSFERS

Each ISD may, subject to its own policy, permit or accept transfer students ("transferees") attending a Juvenile Justice Alternative Education Program in another county. Such transferees shall be admitted to the DCJJAEP on and under the same terms and conditions set out herein.

XIII. MISCELLANEOUS

13.1 **SEVERABILITY**. In case any one or more of the provisions, articles, and sections contained in this MOU shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision, article,

and section hereof, and this MOU shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

13.2. GOVERNING LAW. This MOU shall be governed by and construed in accordance with the laws of the State of Texas and the United States of America. Unless the obligation(s) of any party shall be materially changed, the amendment, interpretation, or change in any legislation or law cited herein shall be interpreted and understood to work a novation of this MOU.

13.3. TERMINOLOGY. The captions beside the article and section numbers of this MOU are for reference only and shall not modify or affect this MOU in any manner whatsoever. Wherever required by the context, any gender shall include any other gender, the singular shall include the plural, and the plural shall include the singular.

13.4. RULE OF CONSTRUCTION. The parties acknowledge that each party and its counsel have reviewed and revised this MOU, and the parties hereby agree that the normal rule of construction to the effect that any ambiguities are to be resolved against the drafting party shall not be employed in the interpretation of this MOU or any amendments or exhibits hereto.

13.6. COUNTERPARTS. This MOU may be executed in multiple counterparts, each of which shall, for all purposes, be deemed an original, but which together shall constitute one and the same instrument.

Approved by the Denton County Juvenile Board on the ____ day of _____ 2020.

Kimberly McCary
Chairman of the Denton County Juvenile Board

Approved by the Sanger ISD Board of Trustees on the _____ day of _____ 2020.

Board President

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("Memorandum") is by and between Sanger Independent School District ("Sanger ISD") and Sanger Education Foundation, Inc. (the "Foundation"). Sanger ISD and the Foundation by this Memorandum memorialize their relationship, ratify and approve past activities, and mutually acknowledge, for the future, their respective obligations and rights.

Public Purposes

Sanger ISD has identified the following public educational purposes supporting the establishment of the Foundation:

1. Because of the uncertainty and restrictions inherent in the Texas public school finance system, alternative sources of revenue are important in order to continue and enhance its quality education programs;
2. Maximization of alternative revenue sources requires strong community support, which will only be achieved by reciprocal commitment and support of an independent, non-profit education foundation;
3. The important role played by an independent foundation warrant the support of the District through both monetary and non-monetary resources;
4. The District has already realized gains from its investment of support in the establishment of the Foundation which, during its existence, has provided over \$1,000,000 in grants and initiatives to the District;
5. The Foundation has committed to provide funds to the District and its staff for instructional needs in alignment with the District's mission and strategic plan;
6. Continuation of the momentum already achieved by the Foundation will only occur if Sanger ISD continues to support the Foundation by providing some resources for its work;
7. The community's legitimate expectation is that Sanger ISD should support the Foundation by allowing the Foundation limited use of facilities, equipment and personnel in exchange for the Foundation's commitment to provide monetary resources to the District;
8. Allowing the Foundation limited use of facilities, equipment and personnel promotes involvement in the Foundation by more members of the community because Sanger ISD's facilities are conveniently located and its personnel and equipment are suited for the purposes needed by the Foundation.
9. All revenues generated by the Foundation's efforts will be used for the betterment of the District, its students, educators and educational programs.

10. It is essential that the District have some oversight over any individual who represents Sanger ISD or the Foundation, especially individuals involved in seeking additional revenue sources for the District.
11. The community realizes a convenience in having the District allow the Foundation to use its facilities.
12. The Foundation's efforts to solicit revenue relieves, to some extent, the fundraising burden of the District's Superintendent, administrators, teachers and staff, leaving them more freedom to focus on the District's educational mission.
13. The Board of Trustees of the District has determined that support of and investment in the Foundation as authorized herein will yield a substantial benefit and return on investment to the District.

Commitment

Sanger ISD agrees to continue to provide resources to the Foundation, provided that the Foundation's public purposes continue, and the Foundation implements appropriate financial controls, and subject to the Sanger ISD Board of Trustees' continuing right to refuse to appropriate resources in any budget year. All Sanger ISD support to the Foundation shall be within the sole discretion of Sanger ISD through its Board of Trustees. The following resources will be provided under the terms of this paragraph:

1. One or more employees of the District to periodically provide clerical, administrative, and other services to the Foundation on an "as needed" basis.
2. Office space facilities and utilities for the Foundation.
3. Office equipment, telephone service, and minor consumable supplies used by the Foundation while on site at Sanger ISD.
4. Hardware, Network connections and licensed software for authorized personnel performing services for the Foundation, subject to the District's Acceptable Use Policy.

Responsibilities of the Foundation

The Foundation agrees to the following responsibilities in connection with its work for Sanger ISD:

1. The Foundation is, and shall continue to operate, as a tax exempt, nonprofit educational corporation organized in 2005 for educational and charitable purposes for the benefit of Sanger ISD and its educators, students and former students.
2. The Foundation will use its best efforts to solicit, collect, invest and administer funds to be used to enrich the educational environment of Sanger ISD, its educators and students.

3. The Foundation shall contribute more to the District than the value of the District's support of the Foundation or Sanger ISD support may, in the District's discretion, either cease or be decreased for the coming fiscal year. For purposes of this Agreement, amounts contributed to the District in any fiscal year shall include all District, campus, teacher, student, CTE and other instructional and educational initiatives, all student scholarships, all payments to organizations supporting District programs, and all payments to the Foundation's Endowment Funds. Amounts contributed shall not include the Foundation's retained surplus earnings until those are disbursed for the benefit of the District, its campuses, organizations, educators or students.
4. The Foundation agrees to reimburse the District for salary and benefits of the District's Homeless Liaison Margarita Dunn or her successor, prorated on an hourly basis, for time spent performing work for the Foundation, if any.
5. The Foundation agrees that its personnel and any District personnel providing services to the Foundation will follow all policies and procedures of the District when using the District's offices and equipment and when representing the District in any capacity.
6. The Foundation agrees that it will continue to recognize the District, its educators and students as the beneficiaries of its fundraising efforts.

Controls

Sanger ISD and the Foundation agree on the following controls to ensure that a proper public educational purpose is served by this arrangement:

1. District personnel serving the Foundation shall be employees of Sanger ISD, under the direct supervision and control of the Superintendent of Schools. The Foundation should consult with the Superintendent regarding any job performance issues.
2. The Foundation shall abide by all policies and procedures of the District related to facility and equipment use, personnel, public information, and all other applicable policies.
3. The Foundation shall implement a five-year plan, updated annually, which it shall present to the Board at a public meeting at the Board's request.
4. The Foundation shall make its annual IRS Form 990 available to both the public and the District.
5. The District shall determine each year, at the time of development of the District's budget, whether adequate consideration has been received from the Foundation in the previous fiscal year and whether it is likely to continue in the following fiscal year. The District will use this determination in deciding an appropriate level of District support of the Foundation for the next fiscal year.

6. The Foundation understands that, as a result of the District's investment in the Foundation, the documents of the Foundation are likely subject to the Texas Public Information Act. Absent any specific exemption, the Foundation agrees to abide by the Texas Public Information Act.

This Memorandum is effective September 1, 2020.

SANGER ISD BOARD OF TRUSTEES


SANGER EDUCATION FOUNDATION

Ken Scribner, President



Brad Isbell, President

Dr. Tommy Hunter, Superintendent



Valerie Foster, Executive Director

Part I: Attestations

Instructional Schedule

- Teacher interaction** with students is predictable, sufficient to support schedule.
- Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- Students are provided **clear means to engage with academic material on a daily basis**.
- Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half day PreK – 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

- District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment**. This includes:
 - Assessments that ensure continued information on student progress remotely
 - Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
 - Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Student Progress

This draft is for guidance only. Plans must be submitted through a survey link after July 20.

- Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - Data from the Learning Management System (LMS) showing progress made that day
 - Curricular progress evidenced from teacher/student interactions made that day
 - Completion and submission of assignments planned for that day
- Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
 - Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

- Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
 - Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
 - Cover all grade levels and content areas that are participating in asynchronous learning
 - Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
 - Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

Part II: Open Response

<p>Please check the grade level(s) for which these open response descriptions/attachments apply.</p> <p><i>Note: You will be able to submit a response for each grade or grade band, but you may also submit just one response for each question if you prefer, describing any differences by grade level(s) within your responses.</i></p>		
<input type="checkbox"/> PK3	<input type="checkbox"/> 3	<input type="checkbox"/> 8
<input type="checkbox"/> PK4	<input type="checkbox"/> 4	<input type="checkbox"/> 9
<input type="checkbox"/> K	<input type="checkbox"/> 5	<input type="checkbox"/> 10
<input type="checkbox"/> 1	<input type="checkbox"/> 6	<input type="checkbox"/> 11
<input type="checkbox"/> 2	<input type="checkbox"/> 7	<input type="checkbox"/> 12

1. Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

This draft is for guidance only. Plans must be submitted through a survey link after July 20.

2. Describe (or attach a description of) how your instructional materials support your asynchronous environment, including how all students can access instructional materials
3. Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.
4. Describe (or attach a description of) specific supports for educators and families to implement effective remote asynchronous instruction.

Part III: Final Attestation

- The Superintendent and the Board attest that this plan is being executed as described, effective no later than the end of the grace period.
- Include the date the Board approved the final plan or pre-approved the Superintendent's submission of the plan.

This draft is for guidance only. Plans must be submitted through a survey link after July 20.



July 14, 2020

Dear Dr. Tommy Hunter, Superintendent

My name is Doug Chadwick and I am serving in my fifth year on the Denton ISD Board of Trustees. As a native Texan and a forty-one-year resident of Denton County, I am honored to serve the 32,000 children in our District. I firmly believe that the work we all do to help prepare children for success in their futures is crucial to maintaining civil societies in our State and our Nation.

The Board of Directors of the Texas Association of School Boards is the elected body that meets throughout the year to supervise, control and direct the affairs of TASB in accordance with its Articles of Incorporation, Bylaws, and Advocacy Agenda. Each TEA Region – in our case, Region 11 – is allocated a number of representatives to the Board based on population; currently we have 3 representatives.

This year TASB has allocated a new position for Region 11 (Region 11, Position C), and I am pleased to say that my Board has nominated me to serve in this new position. My biographical information can be found on the TASB Director Nomination Information page:

https://www.tasb.org/about-tasb/governance/tasb-director-nomination-information/documents/2020/candidates/11c_chadwick_redacted.pdf.

As our school districts deal with increasing enrollments, implementing HB3, decreasing pools of teaching talent, an upcoming Legislative Session, and now the effects of COVID-19, a steady hand with careful and thoughtful discussion of strategies for the way forward are in high demand. I believe that I can positively contribute to the governance of TASB in the years ahead.

I am asking for your Board's Endorsement of me as a candidate for the new position on the TASB Board of Directors representing Region 11.

To be endorsed, your Board must have a formal vote for Endorsement in an open meeting, and then email the TASB ENDORSEMENT FORM D (see attached) to TASB by August 31, 2020.

I appreciate your consideration of my request for your support, and I look forward to serving the children and the citizens of our Region and State on the TASB Board of Directors.

Sincerely,

A handwritten signature in black ink that reads "Douglas J. Chadwick". The signature is written in a cursive style.

Douglas J. Chadwick, Master Trustee
dchadwick@dentonisd.org



TASB ENDORSEMENT FORM

DATE: _____

Our school board endorses the candidacy of the following individual nominated to fill a position on the TASB Board of Directors.

CANDIDATE INFORMATION NAME: Douglas J. Chadwick

SCHOOL DISTRICT: Denton Independent School District

This endorsement was approved by our school district's board of trustees at a duly called meeting on

(Date)

Best regards,

(Signature of board president or officer)

PRINTED NAME: _____

SCHOOL DISTRICT: _____

MAILING ADDRESS: _____

CITY: _____ **ZIP:** _____

This form is to be used to endorse a nominated individual from a board of trustees within your TASB Region who is a timely candidate for a position on the TASB Board of Directors.

Must be received by TASB on or before AUGUST 31, 2020.

**RETURN TO: E-mail: boardcommunications@tasb.org
FAX: 512.467.3554**

BOARD OF TRUSTEES

JULIE COLE
President

MATT ROMERO
Vice-President

ROCHELLE ROSS
Secretary



STEVE CHAPMAN
Superintendent of Schools

BOARD OF TRUSTEES

FAYE BEAULIEU, Ph.D.

ANDY CARGILE

DAWN JORDAN-WELLS

FRED CAMPOS

July 8, 2020

Dear Sanger ISD Team of 8,

Thank you for your service to the Children of Texas. Your work is extremely impactful to public school students in your district and around the state and does not go unnoticed.

I am writing to ask for your district's support and endorsement for the newly created Region 11, Position C Director position on the TASB Board. My HEB ISD School Board has nominated me for this position, and I am honored that they believe in my leadership ability to serve Region 11 and TASB on their behalf. If elected to the TASB Board I will represent Region 11, your District, and all our students with enthusiasm, energy, a passion for public school advocacy.

I have been privileged to serve on the Hurst Eules Bedford ISD Board of Trustees since 2013 and as Board President since 2017. I have served in multiple leadership roles in my community including with the HEB Chamber of Commerce, the HEB Education Foundation, the HEB Economic Development Foundation, and the Trinity Trojan Football Booster Club Advisory Board. I have served the HEB ISD School Board in the state by leading my district through participation in the TEA Lone Star Governance Exemplar Cohort for two years, participation in NSBA's Advocacy Institute, representing HEB ISD on the TASB Legislative Action Committee, and leading multiple presentations at both TASA/TASB conference and Summer Leadership Institute. When I am not serving Texas Public Education, I work in the financial services industry leading a team of data analysts identifying opportunities for business process improvements using customer experience data and feedback.

I have enclosed a copy of the TASB endorsement form. If your School Board chooses to endorse me, please fill out the form and mail it to TASB as instructed by August 31.

If you have any questions or would like to discuss the TASB Board position with me, feel free to call me at 817-235-7011.

I thank you for your consideration, and I look forward to serving Region 11!

All the Best,

A handwritten signature in black ink that reads "Julie Cole". The signature is fluid and cursive, with the first letter of "Julie" being a large, stylized "J".

Julie Cole
President, Board of Trustees
Hurst Eules Bedford ISD



Julie Cole has served as a Trustee for the Hurst Eules Bedford ISD School Board since May of 2013 and as the Board President since May of 2017. Julie moved to Texas with her husband Curtis and two sons Conner (Trinity HS class of 2011) and Hayden (Trinity HS class of 2016) in 2002 and was drawn to the HEB area for its small town within a big city atmosphere, strong sense of community, and excellent quality education. After serving on PTA and several volunteer committees, Julie spent several years leading the Trinity Trojan Football Booster Club which gave her a chance to support students from diverse backgrounds who had varied needs. Julie is passionate about providing all students with opportunities for successful academic and personal outcomes.

Julie has been employed at Fidelity Investments since 2016 as part of the Customer Knowledge and Strategic Insights group, leading the Interaction Analytics team and before that spent 18 years at American Airlines in various roles. Julie is active in many community organizations including the HEB ISD Education Foundation, the HEB Chamber of Commerce and the HEB Economic Development Foundation. Julie is a 2018 Graduate of Leadership TASB.



TASB ENDORSEMENT FORM

DATE: _____

Our school board endorses the candidacy of the following individual nominated to fill a position on the TASB Board of Directors.

CANDIDATE INFORMATION

NAME: _____

SCHOOL DISTRICT: _____

This endorsement was approved by our school district's board of trustees at a duly called meeting on

(Date)

Best regards,

(Signature of board president or officer)

PRINTED NAME: _____

SCHOOL DISTRICT: _____

MAILING ADDRESS: _____

CITY: _____ ZIP: _____

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August 5, 2020

Dear Region 11 Colleague,

I am a candidate for the Region 11C position on the TASB Board of Directors. I am writing to seek your board's endorsement and have enclosed my candidate-information packet and an endorsement form.

In addition to my service on the Arlington ISD Board of Trustees, I believe my background as an attorney, classroom teacher, first-generation college graduate, and parent would allow me to bring a diverse and unique set of experiences to the TASB Board. By day (and often night), I serve my clients as an advocate, primarily in disputes against—ironically—government regulators, mostly in federal courts and in nonpublic proceedings. So I am sensitive to the possibilities and limitations of government. While in law school, I worked in an education-related legal clinic advocating for special-needs students involved in disputes with school districts, and I also earned an MA in Education. But before I went to law school, I taught 12th Grade Government and Economics in the Rio Grande Valley. This gives me an appreciation of how Board decisions can affect students and educators. I also have a history of service in education-related nonprofit boards and youth-focused volunteer organizations, giving me insight into education from a community member's perspective. Finally, I have the perspective of a public-school parent of three. These experiences will inform my work on the TASB Board and help me serve as an effective advocate for the diverse districts that make up TASB.

I am happy to answer questions about me or my candidacy via phone (817-919-2611) or email (chapa.aisd@gmail.com).

Sincerely,

Justin Chapa, Trustee
Arlington Independent School District



TASB ENDORSEMENT FORM

DATE: _____

Our school board endorses the candidacy of the following individual nominated to fill a position on the TASB Board of Directors.

CANDIDATE INFORMATION

NAME: _____

SCHOOL DISTRICT: _____

This endorsement was approved by our school district's board of trustees at a duly called meeting on

(Date)

Best regards,

(Signature of board president or officer)

PRINTED NAME: _____

SCHOOL DISTRICT: _____

MAILING ADDRESS: _____

CITY: _____ ZIP: _____

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TASB BOARD CANDIDATE BIOGRAPHICAL SKETCH

TODAY'S DATE: **June 29, 2020**

NAME: **Justin Roel Chapa**

ADDRESS: [REDACTED]

CITY: [REDACTED] ZIP: [REDACTED]

BUSINESS PHONE: [REDACTED]

RESIDENCE PHONE: [REDACTED]

CELL PHONE: [REDACTED]

FAX NUMBER: [REDACTED]

E-MAIL: [REDACTED]

SCHOOL DISTRICT: **Arlington ISD**

LOCAL TERM EXPIRES: **May 2022**

YEARS ON BOARD: **~3 Years (appointed to one-year unexpired term in September 2017; elected to one-year term in May 2018 and three-year term in May 2019)**

Upon expiration of current term on your local board, will you seek reelection? **YES**

BOARD POSITIONS HELD/DATES:

- Chair, Governance Committee (May 2019–Present)**
- Member, Finance and Academics Committee (2019–Present)**
- Member, Governance Committee (Sept. 2017–May 2019)**
- Member, Community Engagement Committee (May 2018–May 2019)**
- Member, Audit Committee (Sept. 2017–May 2018)**

OCCUPATION: **Attorney**

CURRENT EMPLOYER: **Morgan, Lewis & Bockius LLP** DATES: **2015–Present**

EDUCATION-HIGH SCHOOL: **Sam Houston HS, Arlington, TX** COLLEGE: **Harvard University**

OTHER EDUCATION: **Stanford Law School and Stanford Graduate School of Education**

DEGREES: **BA Government (cum laude), MA Education, Juris Doctorate**

HOBBIES/SPECIAL INTERESTS: **Family, History, Reading, Football, Baseball**

BUSINESS/PROFESSIONAL/CIVIC GROUP MEMBERS (Offices held and dates): **Please see bio.**

ADDITIONAL COMMENTS (Use reverse side if additional space is required.): **Please see bio.**

Bio and current picture attached.

Justin Chapa Bio

Born and raised on Arlington's eastside, Justin attended Arlington ISD schools from Kindergarten through his graduation from Sam Houston High School, as Valedictorian. Justin spent his undergraduate years at Harvard University, where he earned a BA in Government with honors and became the first person in his immediate family to graduate from college.

Determined to ensure that students from similar backgrounds have the same opportunity, he joined Teach for America after college and taught 12th Grade Government and Economics at Rivera High School in Brownsville, Texas. While at Rivera, he sponsored the campus student council, coordinated an afterschool credit-recovery program, started an AP Macroeconomics class, and served as an officer on the Site-Based Decision Making Committee.

While applying for Teach for America as a college senior, Justin also applied to law school. Most law schools allow Teach for America "Corps Members" to defer admission for two years while completing their teaching commitment. Thus, when he went "back to school" after his second year of teaching, he walked through the doors of Stanford Law School rather than Rivera High School. Today, Justin is Of Counsel in the Dallas office of Morgan, Lewis & Bockius LLP, one of the world's largest law firms.

Although Justin is a lawyer by trade, he is a teacher at heart. While in law school, Justin worked in Stanford's "Youth and Education Law Project," a legal clinic that focuses on representing students with disabilities in special-education disputes. He also worked part-time as a Government teacher at Eastside College Preparatory School, in East Palo Alto, California, which primarily serves future first-generation college students. Additionally, Justin joined the first cohort of Stanford's joint-degree program in education and law, earning an MA in Education concurrently with his law degree. As part of the joint-degree program, Justin authored an article on the evolution of the "Government as Educator" paradigm in Supreme Court case law, which was later published in the *BYU Education & Law Journal*.

After Stanford, Justin and his wife [REDACTED]—also a Sam Houston alum and former teacher—moved back to their hometown with their then-nine-month-old son. Two more kids would follow, both girls. Justin's school-age children attend AISD schools, and Justin and [REDACTED] are both active in PTA.

Before his Board service, Justin served multiple terms on AISD's Financial Futures Committee and Citizens Bond Oversight Committee. Justin also served on the Capital Needs Steering Committee that helped craft the AISD's 2014 Bond package, and he had the privilege to serve on the Board of Directors of the Arlington ISD Education Foundation, a non-profit that distributes grants to AISD teachers.

Outside of AISD activities, Justin regularly speaks to high school students about college and career issues. Along with a friend from high school, Justin co-founded a scholarship for graduating seniors at Sam Houston HS that has awarded over \$35,000 since 2007. Aside from service directly related to the Arlington ISD, Justin currently sits on the Board of Directors and Executive Committee for United Way of Tarrant County and previously served on the Boards of Directors of the Arlington Public Library Foundation and of Leadership Arlington, where for three years he helped direct the Youth Leadership Arlington program.



SUPERINTENDENT REPORT



EXECUTIVE SESSION



**RECONVENE
TO OPEN
SESSION**



BOARD COMMENTS



ADJOURNMENT