

Agenda of Regular Meeting

Board of Trustees

Sanger Independent School District

May 13, 2024

5:00 PM

Notice is hereby given that a Regular Meeting of the Board of Trustees of the Sanger Independent School District will be held May 13, 2024 beginning at 5:00 PM, 6th Grade Campus Cafeteria , 508 7th Street , Sanger, Tx 76266.

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. **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 meetings. All final votes, actions, or decisions will be taken in open session.
 - 2.A. 551.074 - Deliberate the Appointment, Employment, Evaluation, Reassignments, Duties, Discipline, or Dismissal of a Public Employee or to Hear a Complaint or Charge Against an Employee
 - 2.A.1. Discuss & Consider Evaluation, Contract and Salary of Superintendent of Schools
3. **RECONVENE TO OPEN SESSION**
4. **PLEDGE OF ALLEGIANCE**
5. **INVOCATION**
6. **ACTION AFTER EXECUTIVE SESSION**
 - 6.A. Discuss & Consider Contract and Salary of Superintendent of Schools
7. **ELECTION - MAY 4, 2024**
 - 7.A. Certification of Unopposed Candidates after May 4, 2024 General Election - Board Trustees
Presenter: Mrs. Sarah York
 - 7.A.1. Certification of Unopposed Candidate Place 3
 - 7.A.2. Certification of Unopposed Candidate Place 2
 - 7.B. Administer Oath of Office to Elected Board Members
Presenter: Mrs. Robbie Meeks
 - 7.C. Reorganization of the Board
Presenter: Mrs. Sarah York
8. **PUBLIC COMMENT**
9. **RECOGNITIONS**
Presenter: Mrs. Carly Sperry
 - 9.A. Esport Teams State Qualifiers
Presenter: Mrs. Carly Sperry
 - 9.B. Meat Judging Team State Qualifier

- Presenter:** Mrs. Carly Sperry
 - 9.C. Wool Judging Team State Qualifier
 - Presenter:** Mrs. Carly Sperry
- 10. **REPORTS**
 - 10.A. Financials
 - Presenter:** Mrs. Monica Herren
 - 10.B. Utility Report
 - Presenter:** Mrs. Monica Herren
 - 10.C. Operations
 - Presenter:** Dr. Tommy Hunter
 - 10.D. Curriculum & Instruction
 - Presenter:** Mrs. Jennie Flaa
 - 10.D.1. Dual Language Program Presentation
 - Presenter:** Mrs. Tina Yant & Mrs. Kim Mills
 - 10.D.2. Team Sanger Professional Development Plan
 - Presenter:** Mrs. Tina Yant & Mrs. Kim Mills
 - 10.E. Human Resources
 - Presenter:** Mrs. Leann Loyless
 - 10.F. Safety & Security
 - Presenter:** Mrs. Leann Loyless & Chief Mike Picha
 - 10.G. Athletics
 - Presenter:** Mrs. Tracy Sykes & Mr. Chad Rogers
 - 10.H. Construction Manager Update
 - Presenter:** Mr. Kelly Teems
- 11. **COMMUNITY INPUT: ACTION AGENDA ITEMS**
- 12. **ACTION**
 - 12.A. Consent Agenda
 - Presenter:** Dr. Tommy Hunter
 - 12.A.1. Minutes of April
 - 12.B. Employee Sheets for May
 - Presenter:** Mrs. Leann Loyless
 - 12.C. Discuss & Consider for Approval the Dress Code Revisions for the 2024-2025 School Year.
 - Presenter:** Mrs. Jennie Flaa
 - 12.D. Discuss & Consider for Approval the Dual Credit Partnership Agreement between North Central Texas College (NCTC) and Sanger ISD to allow High School Students the Opportunity to earn High School and College Credit.
 - Presenter:** Mrs. Jennie Flaa
 - 12.E. Discuss & Consider for Approval the Career and Technical Education Memorandum of Understanding (MOU): Out-of-District Enrollment Between Sanger ISD and Denton ISD for the 2024-2025 School Year.
 - Presenter:** Mrs. Jennie Flaa
 - 12.F. Discuss & Consider for Approval an Out-of-State Field Trip for the Sanger High School National BBQ Qualifiers.
 - Presenter:** Mrs. Carly Sperry
- 13. **SUPERINTENDENT REPORT**
 - Presenter:** Dr. Tommy Hunter
- 14. **BOARD MEMBER COMMENTS, REPORTS, AND DISCUSSION**
- 15. **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.



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

The Board encourages public comment. All public comments at a regularly scheduled meeting should be limited to school district governance and operations. All public comments at a meeting other than a regularly scheduled meeting should be limited to agenda items posted for the meeting.

All speakers will be limited to no more than 5 minutes, and a total of 30 minutes has been allotted for public comment. Additionally, if there are five or more individuals that would like to speak on the same topic, you are encouraged to appoint an individual to speak on behalf of the group in order to efficiently utilize the time allotted for the public comment section of the meeting.

If you have a specific concern related to an employee of the District or a specific student issue, you are encouraged to utilize the District's grievance procedures provided in Board Policies DGBA (LOCAL), FNG (Local), and GF (LOCAL) or applicable grievance process.

Finally, remember that the Board may not discuss or act upon any issues that are not properly posted on the agenda and may choose to address comments made related to an agenda item, at the time the agenda item is discussed in the meeting.

The Board of Trustees appreciates your active participation in the school district.

Date: _____

Name: _____

Address: _____

Phone: _____ E-mail: _____

Community Input – Topic: _____

Action Agenda Item: #(s) _____

	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	15,517,522.00	.00	-15,366,078.15	151,443.85	99.02%
5730 - TUITION AND FEES	117,000.00	.00	-47,350.00	69,650.00	40.47%
5740 - OTHER REVENUES LOCAL SOURCES	575,000.00	.00	-431,738.87	143,261.13	75.09%
5750 - REVENUES-COCURRIC/ENTERPRISING	56,000.00	.00	-51,903.59	4,096.41	92.68%
5760 - REVENUES FROM INTERMED SOURCES	55,000.00	.00	-52,415.85	2,584.15	95.30%
Total REVENUE-LOCAL AND INTERMEDIATE	16,320,522.00	.00	-15,949,486.46	371,035.54	97.73%
5800 - STATE PROGRAM REVENUES					
5810 - PER CAPITA/FOUNDATION REVENUES	13,894,662.00	.00	-9,181,878.00	4,712,784.00	66.08%
5830 - REV/STATE AGENCIES (NOT TEA)	1,843,232.00	.00	-909,347.57	933,884.43	49.33%
Total STATE PROGRAM REVENUES	15,737,894.00	.00	-10,091,225.57	5,646,668.43	64.12%
5900 - FEDERAL PROGRAM REVENUES					
5930 - FED REV DIST BY STATE(NOT TEA)	481,000.00	.00	-174,344.39	306,655.61	36.25%
Total FEDERAL PROGRAM REVENUES	481,000.00	.00	-174,344.39	306,655.61	36.25%
7000 - OTHER RESOURCES ACCOUNTS					
7900 - OTHER RESOURCE ACCOUNTS					
7910 - OTHER RESOURCES	1,450,000.00	.00	.00	1,450,000.00	.00%
Total OTHER RESOURCE ACCOUNTS	1,450,000.00	.00	.00	1,450,000.00	.00%
Total Revenue Local-State-Federal	33,989,416.00	.00	-26,215,056.42	7,774,359.58	77.13%

	<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	-16,323,621.00	.00	12,101,879.52	37,121.71	-4,221,741.48	74.14%
6200 - PROFESSIONAL & CONTRACTED SVS	-588,632.00	.00	509,328.26	14,022.80	-79,303.74	86.53%
6300 - SUPPLIES AND MATERIALS	-581,434.00	25,751.91	367,633.49	3,507.31	-188,048.60	63.23%
6400 - OTHER OPERATING COSTS	-4,100.00	259.42	2,624.08	.00	-1,216.50	64.00%
6600 - CPTL OUTLY LAND BLDG & EQUIP	.00	.00	.00	.00	.00	.00%
Total Function11 INSTRUCTION	-17,497,787.00	26,011.33	12,981,465.35	54,651.82	-4,490,310.32	74.19%
12 - INSTRUCTIONAL RESOURCES/MEDIA						
6100 - PAYROLL COSTS	-194,617.00	.00	144,019.69	339.22	-50,597.31	74.00%
6200 - PROFESSIONAL & CONTRACTED SVS	-11,500.00	.00	9,288.00	.00	-2,212.00	80.77%
6300 - SUPPLIES AND MATERIALS	-52,400.00	2,526.64	49,130.54	.00	-742.82	93.76%
6400 - OTHER OPERATING COSTS	-1,360.00	.00	1,220.60	.00	-139.40	89.75%
Total Function12 INSTRUCTIONAL	-259,877.00	2,526.64	203,658.83	339.22	-53,691.53	78.37%
13 - CURRICULUM & STAFF DEVELOPMENT						
6100 - PAYROLL COSTS	-118,110.00	.00	79,358.39	270.76	-38,751.61	67.19%
6200 - PROFESSIONAL & CONTRACTED SVS	-31,332.00	.00	26,934.00	.00	-4,398.00	85.96%
6300 - SUPPLIES AND MATERIALS	-185,000.00	2,300.85	73,584.76	.00	-109,114.39	39.78%
6400 - OTHER OPERATING COSTS	-50,675.00	2,630.55	20,814.74	-96.50	-27,229.71	41.07%
Total Function13 CURRICULUM & STAFF	-385,117.00	4,931.40	200,691.89	174.26	-179,493.71	52.11%
21 - INSTRUCTIONAL LEADERSHIP						
6100 - PAYROLL COSTS	-554,785.00	.00	424,657.42	2,302.61	-130,127.58	76.54%
6300 - SUPPLIES AND MATERIALS	-4,750.00	.00	119.99	.00	-4,630.01	2.53%
6400 - OTHER OPERATING COSTS	-1,250.00	.00	230.00	.00	-1,020.00	18.40%
Total Function21 INSTRUCTIONAL LEADERSHIP	-560,785.00	.00	425,007.41	2,302.61	-135,777.59	75.79%
23 - SCHOOL LEADERSHIP						
6100 - PAYROLL COSTS	-2,053,142.00	.00	1,400,512.64	5,096.92	-652,629.36	68.21%
6200 - PROFESSIONAL & CONTRACTED SVS	-2,850.00	.00	389.32	.00	-2,460.68	13.66%
6300 - SUPPLIES AND MATERIALS	-33,350.00	8,439.06	12,326.52	136.90	-12,584.42	36.96%
6400 - OTHER OPERATING COSTS	-20,615.00	2,687.13	4,444.47	.00	-13,483.40	21.56%
Total Function23 SCHOOL LEADERSHIP	-2,109,957.00	11,126.19	1,417,672.95	5,233.82	-681,157.86	67.19%
31 - GUIDANCE AND COUNSELING SVS						
6100 - PAYROLL COSTS	-855,265.00	.00	528,810.57	1,874.25	-326,454.43	61.83%
6300 - SUPPLIES AND MATERIALS	-52,680.00	.00	4,347.89	.00	-48,332.11	8.25%
6400 - OTHER OPERATING COSTS	-15,000.00	763.96	6,389.33	.00	-7,846.71	42.60%
Total Function31 GUIDANCE AND COUNSELING	-922,945.00	763.96	539,547.79	1,874.25	-382,633.25	58.46%
33 - HEALTH SERVICES						
6100 - PAYROLL COSTS	-375,374.00	.00	281,132.98	884.84	-94,241.02	74.89%
6200 - PROFESSIONAL & CONTRACTED SVS	-1,100.00	.00	145.00	.00	-955.00	13.18%
6300 - SUPPLIES AND MATERIALS	-15,685.00	2,730.65	12,305.84	.00	-648.51	78.46%
6400 - OTHER OPERATING COSTS	-2,000.00	.00	1,169.00	300.00	-831.00	58.45%
Total Function33 HEALTH SERVICES	-394,159.00	2,730.65	294,752.82	1,184.84	-96,675.53	74.78%
34 - STUDENT TRANSPORTATION						
6100 - PAYROLL COSTS	-899,012.00	.00	727,172.12	1,258.46	-171,839.88	80.89%
6200 - PROFESSIONAL & CONTRACTED SVS	-74,300.00	5,102.49	47,903.36	.00	-21,294.15	64.47%
6300 - SUPPLIES AND MATERIALS	-180,000.00	1,078.23	174,748.05	.00	-4,173.72	97.08%
6400 - OTHER OPERATING COSTS	-62,855.00	24.00	55,286.47	342.84	-7,544.53	87.96%
6600 - CPTL OUTLY LAND BLDG & EQUIP	.00	.00	.00	.00	.00	.00%
Total Function34 STUDENT TRANSPORTATION	-1,216,167.00	6,204.72	1,005,110.00	1,601.30	-204,852.28	82.65%

	<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	.00	.00	.00	.00	.00	.00%
6200 - PROFESSIONAL & CONTRACTED SVS	.00	400.00	29,245.32	.00	29,645.32	.00%
Total Function35 FOOD SERVICES	.00	400.00	29,245.32	.00	29,645.32	.00%
36 - CO-CURRICULAR ACTIVITIES						
6100 - PAYROLL COSTS	-950,688.00	.00	709,280.65	2,788.10	-241,407.35	74.61%
6200 - PROFESSIONAL & CONTRACTED SVS	-157,402.75	3,908.75	125,372.02	6,584.00	-28,121.98	79.65%
6300 - SUPPLIES AND MATERIALS	-248,617.77	48,332.56	169,120.19	6,917.56	-31,165.02	68.02%
6400 - OTHER OPERATING COSTS	-190,051.48	9,191.47	146,772.79	15,763.25	-34,087.22	77.23%
6600 - CPTL OUTLY LAND BLDG & EQUIP	.00	.00	.00	.00	.00	.00%
Total Function36 CO-CURRICULAR ACTIVITIES	-1,546,760.00	61,432.78	1,150,545.65	32,052.91	-334,781.57	74.38%
41 - GENERAL ADMINISTRATION						
6100 - PAYROLL COSTS	-1,043,525.00	.00	717,120.11	2,324.12	-326,404.89	68.72%
6200 - PROFESSIONAL & CONTRACTED SVS	-257,150.00	.00	133,144.27	350.00	-124,005.73	51.78%
6300 - SUPPLIES AND MATERIALS	-37,700.00	.00	34,299.28	229.35	-3,400.72	90.98%
6400 - OTHER OPERATING COSTS	-113,661.00	200.00	44,059.26	2,083.87	-69,401.74	38.76%
Total Function41 GENERAL ADMINISTRATION	-1,452,036.00	200.00	928,622.92	4,987.34	-523,213.08	63.95%
51 - PLANT MAINTENANCE & OPERATION						
6100 - PAYROLL COSTS	-93,805.00	.00	60,351.85	127.50	-33,453.15	64.34%
6200 - PROFESSIONAL & CONTRACTED SVS	-3,091,960.00	7,104.41	2,194,112.25	164,390.36	-890,743.34	70.96%
6300 - SUPPLIES AND MATERIALS	-23,000.00	.00	.00	.00	-23,000.00	-.00%
6400 - OTHER OPERATING COSTS	-301,000.00	.00	292,299.00	.00	-8,701.00	97.11%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-150,000.00	21,258.70	53,660.64	.00	-75,080.66	35.77%
Total Function51 PLANT MAINTENANCE &	-3,659,765.00	28,363.11	2,600,423.74	164,517.86	-1,030,978.15	71.05%
52 - SECURITY & MONITORING SERVICES						
6100 - PAYROLL COSTS	-312,828.00	.00	231,038.36	459.34	-81,789.64	73.85%
6200 - PROFESSIONAL & CONTRACTED SVS	-40,000.00	.00	22,257.45	.00	-17,742.55	55.64%
6300 - SUPPLIES AND MATERIALS	-45,000.00	228.25	16,889.89	.00	-27,881.86	37.53%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-80,000.00	.00	73,385.00	.00	-6,615.00	91.73%
Total Function52 SECURITY & MONITORING	-477,828.00	228.25	343,570.70	459.34	-134,029.05	71.90%
53 - DATA PROCESSING SERVICES						
6100 - PAYROLL COSTS	-322,029.00	.00	236,317.02	518.83	-85,711.98	73.38%
6200 - PROFESSIONAL & CONTRACTED SVS	-181,092.00	.00	158,677.10	1,350.00	-22,414.90	87.62%
6300 - SUPPLIES AND MATERIALS	-62,250.00	281.00	45,056.77	.00	-16,912.23	72.38%
6400 - OTHER OPERATING COSTS	-4,500.00	.00	3,391.65	.00	-1,108.35	75.37%
Total Function53 DATA PROCESSING SERVICES	-569,871.00	281.00	443,442.54	1,868.83	-126,147.46	77.81%
61 - COMMUNITY SERVICES						
6100 - PAYROLL COSTS	-301,971.00	.00	201,347.51	359.81	-100,623.49	66.68%
6300 - SUPPLIES AND MATERIALS	-19,500.00	617.24	9,522.17	60.67	-9,360.59	48.83%
6400 - OTHER OPERATING COSTS	-4,000.00	.00	.00	.00	-4,000.00	-.00%
Total Function61 COMMUNITY SERVICES	-325,471.00	617.24	210,869.68	420.48	-113,984.08	64.79%
71 - DEBT SERVICE						
6500 - DEBT SERVICE	-5,000.00	.00	.00	.00	-5,000.00	-.00%
Total Function71 DEBT SERVICE	-5,000.00	.00	.00	.00	-5,000.00	-.00%
81 - FACILITIES ACQ & CONSTRUCTION						
6600 - CPTL OUTLY LAND BLDG & EQUIP	-1,450,891.00	.00	1,432,258.22	.00	-18,632.78	98.72%
Total Function81 FACILITIES ACQ &	-1,450,891.00	.00	1,432,258.22	.00	-18,632.78	98.72%

	<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						
93 - PAYMENTS-SHARED SERVICES						
6400 - OTHER OPERATING COSTS	-985,000.00	.00	840,686.25	.00	-144,313.75	85.35%
Total Function93 PAYMENTS-SHARED SERVICES	-985,000.00	.00	840,686.25	.00	-144,313.75	85.35%
95 - PAYMENTS TO JUV JUSTICE ALTERN						
6200 - PROFESSIONAL & CONTRACTED SVS	-20,000.00	.00	.00	.00	-20,000.00	-0.00%
Total Function95 PAYMENTS TO JUV JUSTICE	-20,000.00	.00	.00	.00	-20,000.00	-0.00%
99 - TAX APPRAISAL						
6200 - PROFESSIONAL & CONTRACTED SVS	-150,000.00	.00	123,166.73	.00	-26,833.27	82.11%
Total Function99 TAX APPRAISAL	-150,000.00	.00	123,166.73	.00	-26,833.27	82.11%
8000 - OTHER USES ACCOUNTS						
00 - OTHER USES						
8900 - OTHER USES ACCOUNTS	.00	.00	.00	.00	.00	.00%
Total Function00 OTHER USES	.00	.00	.00	.00	.00	.00%
Total Expenditures	-33,989,416.00	145,817.27	25,170,738.79	271,668.88	-8,672,859.94	74.05%

	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	.00	.00	.00	.00	.00%
5750 - REVENUES-COCURRIC/ENTERPRISING	560,000.00	-100.00	-553,051.40	6,948.60	98.76%
Total REVENUE-LOCAL AND INTERMEDIATE	560,000.00	-100.00	-553,051.40	6,948.60	98.76%
5800 - STATE PROGRAM REVENUES					
5820 - STATE REV DISTRIBUTED BY TEA	7,000.00	.00	-6,515.64	484.36	93.08%
5830 - REV/STATE AGENCIES (NOT TEA)	59,737.00	.00	-35,234.71	24,502.29	58.98%
Total STATE PROGRAM REVENUES	66,737.00	.00	-41,750.35	24,986.65	62.56%
5900 - FEDERAL PROGRAM REVENUES					
5920 - FED REV DISTRIBUTED BY TEA	1,041,875.00	.00	-766,846.91	275,028.09	73.60%
5930 - FED REV DIST BY STATE(NOT TEA)	.00	.00	-121,258.26	-121,258.26	.00%
Total FEDERAL PROGRAM REVENUES	1,041,875.00	.00	-888,105.17	153,769.83	85.24%
Total Revenue Local-State-Federal	1,668,612.00	-100.00	-1,482,906.92	185,705.08	88.87%

	<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	-768,199.00	.00	574,428.43	1,251.92	-193,770.57	74.78%
6200 - PROFESSIONAL & CONTRACTED SVS	-9,600.00	.00	5,253.00	.00	-4,347.00	54.72%
6300 - SUPPLIES AND MATERIALS	-805,813.00	295.00	715,104.25	.00	-90,413.75	88.74%
6400 - OTHER OPERATING COSTS	-5,000.00	.00	456.74	.00	-4,543.26	9.13%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-80,000.00	.00	49,610.70	.00	-30,389.30	62.01%
Total Function35 FOOD SERVICES	-1,668,612.00	295.00	1,344,853.12	1,251.92	-323,463.88	80.60%
Total Expenditures	-1,668,612.00	295.00	1,344,853.12	1,251.92	-323,463.88	80.60%

Fund 599 / 4 DEBT SERVICE

	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	9,402,254.00	.00	-8,087,081.88	1,315,172.12	86.01%
5740 - OTHER REVENUES LOCAL SOURCES	135,000.00	.00	-134,711.20	288.80	99.79%
Total REVENUE-LOCAL AND INTERMEDIATE	9,537,254.00	.00	-8,221,793.08	1,315,460.92	86.21%
5800 - STATE PROGRAM REVENUES					
5820 - STATE REV DISTRIBUTED BY TEA	123,710.00	.00	-289,944.00	-166,234.00	234.37%
Total STATE PROGRAM REVENUES	123,710.00	.00	-289,944.00	-166,234.00	234.37%
7000 - OTHER RESOURCES ACCOUNTS					
7900 - OTHER RESOURCE ACCOUNTS					
7910 - OTHER RESOURCES	.00	.00	.00	.00	.00%
Total OTHER RESOURCE ACCOUNTS	.00	.00	.00	.00	.00%
Total Revenue Local-State-Federal	9,660,964.00	.00	-8,511,737.08	1,149,226.92	88.10%

Comparison of Expenditures and Encumbrances to Budget

SANGER ISD

Fund 599 / 4 DEBT SERVICE

As of May

	<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	-9,660,964.00	.00	4,612,912.50	.00	-5,048,051.50	47.75%
Total Function71 DEBT SERVICE	-9,660,964.00	.00	4,612,912.50	.00	-5,048,051.50	47.75%
Total Expenditures	-9,660,964.00	.00	4,612,912.50	.00	-5,048,051.50	47.75%

**SANGER INDEPENDENT SCHOOL DISTRICT
MONTHLY CASH AND INVESTMENT REPORT
FOR THE MONTH APRIL 2024**

Account	Market Value 31-Mar-24	Interest Earnings	Deposits and Transfers In	Checks and Transfers Out	Market Value 30-Apr-24	Average rate of return
LONE STAR INVESTMENTS:						
General Fund	\$11,631,529.10	\$48,135.49	\$689,450.23	\$1,500,000.00	\$10,869,114.82	5.3253%
Worker's Comp Fund	\$5,062.67	\$22.10	\$0.00	\$0.00	\$5,084.77	5.3253%
Interest and Sinking Fund	\$5,211,579.05	\$22,942.31	\$73,280.53	\$0.00	\$5,307,801.89	5.3253%
SANGER BANK:						
Clearing Account Gen Operating	\$2,641,694.35	\$588.98	\$1,753,198.39	\$3,428,007.43	\$967,474.29	0.4000%
Activity Account	\$436,729.77	\$151.40	\$60,462.35	\$54,787.81	\$442,555.71	0.4000%
Workers Compensation Fund	\$125,825.11	\$43.97	\$0.00	\$956.00	\$124,913.08	0.4000%
Certificates of Deposit	\$1,916,919.93	\$3,955.15			\$1,920,875.08	5.3643%
	\$1,974,909.61	\$10,204.09			\$1,985,113.70	
FNC CERTIFICATES OF DEPOSIT						
TEXAS CLASS INVESTMENT POOL						
General Operating	\$1,093,721.02	\$4,876.93			\$1,098,597.95	5.4286%
Debt Service	\$674,970.60	\$52,459.09	\$15,000,000.00	\$4,203,482.94	\$11,523,946.75	5.4842%
PUBLIC TRUST						
	\$101,172,051.99	\$397,765.23		\$15,000,000.00	\$86,569,817.22	5.4842%
	\$129,099,450.67	\$541,144.74	\$17,576,391.50	\$9,187,234.18	\$120,815,295.26	

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

INVESTMENT OFFICERS:

Monica Herren, CFO

Natalie Key, Accountant

Sanger ISD Utility Report

2023/2024 Budget		September	October	November	December	January	February	March	April	May	June	July	August	YTD	% of Budget
Electricity															
Sanger High School	\$298,000.00	\$38,307.02	\$30,934.28	\$25,243.66	\$21,028.67	\$19,939.33	\$23,487.41	\$24,823.70	\$25,575.12	\$0.00	\$0.00	\$0.00	\$0.00	\$209,339.19	70.25%
Linda Tutt High School	\$26,500.00	\$3,754.03	\$2,945.27	\$1,905.68	\$1,322.17	\$1,696.93	\$2,474.53	\$1,809.18	\$1,868.02	\$0.00	\$0.00	\$0.00	\$0.00	\$17,775.81	67.08%
Sanger Middle School	\$126,500.00	\$20,043.30	\$13,168.75	\$14,621.67	\$9,433.08	\$10,977.59	\$11,997.70	\$9,281.60	\$10,156.10	\$0.00	\$0.00	\$0.00	\$0.00	\$99,679.79	78.80%
Butterfield Elementary	\$67,500.00	\$12,352.37	\$9,738.81	\$7,873.16	\$6,052.56	\$6,131.37	\$6,973.58	\$6,531.02	\$7,889.01	\$0.00	\$0.00	\$0.00	\$0.00	\$63,541.88	94.14%
Clear Creek Int.	\$58,500.00	\$8,131.83	\$5,913.04	\$4,962.56	\$5,637.55	\$7,447.51	\$7,516.84	\$5,203.29	\$6,423.73	\$0.00	\$0.00	\$0.00	\$0.00	\$51,236.35	87.58%
Chisholm Trail	\$53,500.00	\$10,209.15	\$7,184.94	\$6,219.01	\$4,368.58	\$5,210.72	\$5,429.22	\$4,514.20	\$4,898.83	\$0.00	\$0.00	\$0.00	\$0.00	\$48,034.65	89.78%
6th Grade Center	\$36,000.00	\$6,465.25	\$4,359.83	\$2,591.11	\$1,796.52	\$2,224.54	\$2,794.67	\$2,499.54	\$2,974.06	\$0.00	\$0.00	\$0.00	\$0.00	\$25,705.52	71.40%
Water / Sewage															
Sanger High School	\$106,000.00	\$2,640.96	\$1,519.91	\$1,808.29	\$1,600.47	\$1,446.16	\$1,993.12	\$1,747.09	\$3,711.40	\$0.00	\$0.00	\$0.00	\$0.00	\$16,467.40	15.54%
Linda Tutt High School	\$7,400.00	\$555.84	\$515.75	\$560.26	\$555.49	\$1,066.68	\$1,837.99	\$1,500.27	\$497.93	\$0.00	\$0.00	\$0.00	\$0.00	\$7,090.21	95.81%
Sanger Middle School	\$45,000.00	\$4,317.36	\$4,324.17	\$2,716.86	\$3,538.37	\$2,533.44	\$3,879.94	\$2,617.07	\$2,909.87	\$0.00	\$0.00	\$0.00	\$0.00	\$26,837.08	59.64%
Butterfield Elementary	\$40,000.00	\$1,118.04	\$874.77	\$846.15	\$833.61	\$760.29	\$889.08	\$917.70	\$1,047.96	\$0.00	\$0.00	\$0.00	\$0.00	\$7,287.60	18.22%
Clear Creek Int.	\$13,000.00	\$173.15	\$1,294.09	\$206.31	\$184.29	\$184.29	\$194.91	\$173.15	\$173.15	\$0.00	\$0.00	\$0.00	\$0.00	\$2,583.34	19.87%
Chisholm Trail	\$20,000.00	\$910.02	\$769.78	\$938.64	\$711.11	\$516.50	\$837.03	\$758.33	\$1,127.57	\$0.00	\$0.00	\$0.00	\$0.00	\$6,568.98	32.84%
6th Grade Center	\$20,000.00	\$896.10	\$879.01	\$887.29	\$780.07	\$1,036.22	\$926.42	\$807.72	\$926.28	\$0.00	\$0.00	\$0.00	\$0.00	\$7,139.11	35.70%
Natural Gas															
Sanger High School	\$25,000.00	\$614.11	\$2,223.02	\$4,197.77	\$5,801.73	\$8,920.35	\$0.00	\$7,659.32	\$1,818.12	\$0.00	\$0.00	\$0.00	\$0.00	\$31,234.42	124.94%
Linda Tutt High School	\$3,800.00	\$110.15	\$173.38	\$389.11	\$743.57	\$1,509.97	\$539.59	\$286.03	\$144.54	\$0.00	\$0.00	\$0.00	\$0.00	\$3,896.34	102.54%
Sanger Middle School	\$23,000.00	\$407.42	\$988.90	\$2,501.14	\$4,644.95	\$8,000.35	\$4,137.37	\$2,203.04	\$1,154.06	\$0.00	\$0.00	\$0.00	\$0.00	\$24,037.23	104.51%
Butterfield Elementary	\$5,500.00	\$255.24	\$401.49	\$721.22	\$1,002.27	\$1,909.39	\$865.82	\$383.41	\$314.86	\$0.00	\$0.00	\$0.00	\$0.00	\$5,853.70	106.43%
Clear Creek Int.	\$3,500.00	\$262.92	\$258.19	\$318.21	\$468.82	\$821.97	\$511.03	\$392.26	\$119.75	\$0.00	\$0.00	\$0.00	\$0.00	\$3,153.15	90.09%
Chisholm Trail	\$5,000.00	\$113.57	\$406.19	\$974.67	\$1,470.91	\$2,400.57	\$990.23	\$286.84	\$216.51	\$0.00	\$0.00	\$0.00	\$0.00	\$6,859.49	137.19%
6th Grade Center	\$11,000.00	\$323.57	\$604.71	\$1,046.22	\$2,089.67	\$3,679.73	\$1,510.97	\$918.58	\$534.37	\$0.00	\$0.00	\$0.00	\$0.00	\$10,707.82	97.34%
Garbage															
Sanger High School	\$1,946.96	\$1,946.96	\$1,946.96	\$1,946.96	\$2,140.84	\$2,140.84	\$2,140.84	\$2,140.84	\$2,140.84	\$0.00	\$0.00	\$0.00	\$0.00	\$16,351.20	
Linda Tutt High School	\$277.00	\$277.00	\$277.00	\$277.00	\$304.50	\$304.50	\$304.50	\$304.50	\$304.50	\$0.00	\$0.00	\$0.00	\$0.00	\$2,326.00	
Sanger Middle School	\$2,305.18	\$2,305.18	\$2,305.18	\$2,305.18	\$2,534.50	\$2,534.50	\$2,534.50	\$2,534.50	\$2,534.50	\$0.00	\$0.00	\$0.00	\$0.00	\$19,358.72	
Butterfield Elementary	\$931.20	\$931.20	\$931.20	\$931.20	\$527.06	\$527.06	\$872.57	\$872.57	\$872.57	\$0.00	\$0.00	\$0.00	\$0.00	\$6,869.57	
Clear Creek Int.	\$973.48	\$973.48	\$973.48	\$973.48	\$1,084.57	\$1,084.57	\$1,084.57	\$1,084.57	\$1,084.57	\$0.00	\$0.00	\$0.00	\$0.00	\$8,232.20	
Chisholm Trail	\$973.48	\$973.48	\$973.48	\$973.48	\$1,070.42	\$1,070.42	\$1,070.42	\$1,070.42	\$1,070.42	\$0.00	\$0.00	\$0.00	\$0.00	\$8,175.60	
6th Grade Center	\$554.00	\$554.00	\$554.00	\$554.00	\$609.00	\$609.00	\$609.00	\$609.00	\$609.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,652.00	



Facilities Services Report

May
2024

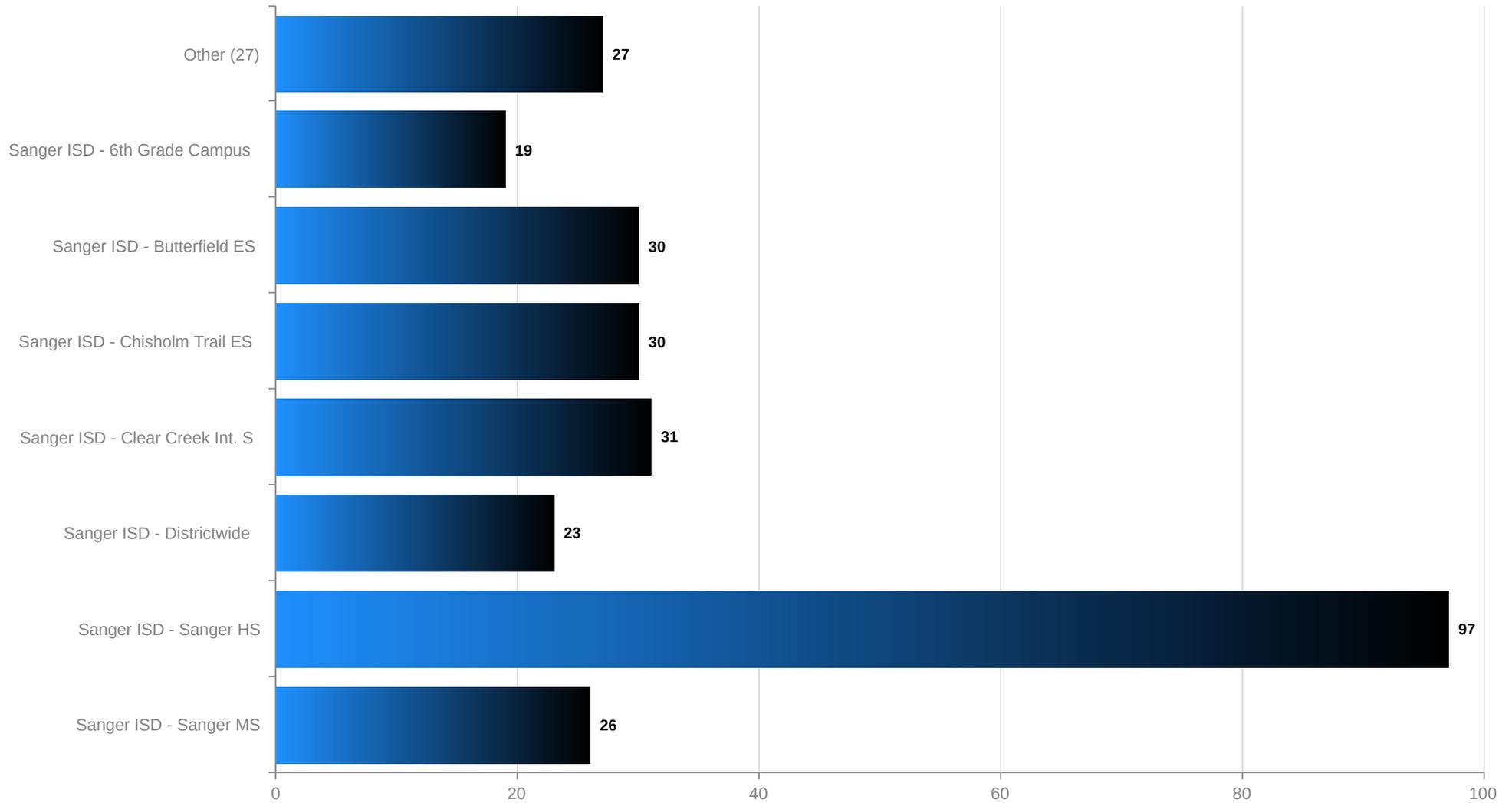


The chart Service Request Count by Campus shows the number of Work Orders created within the shown date range, categorized by School Campus Name. Chisholm Trail has returned to a normal request level.

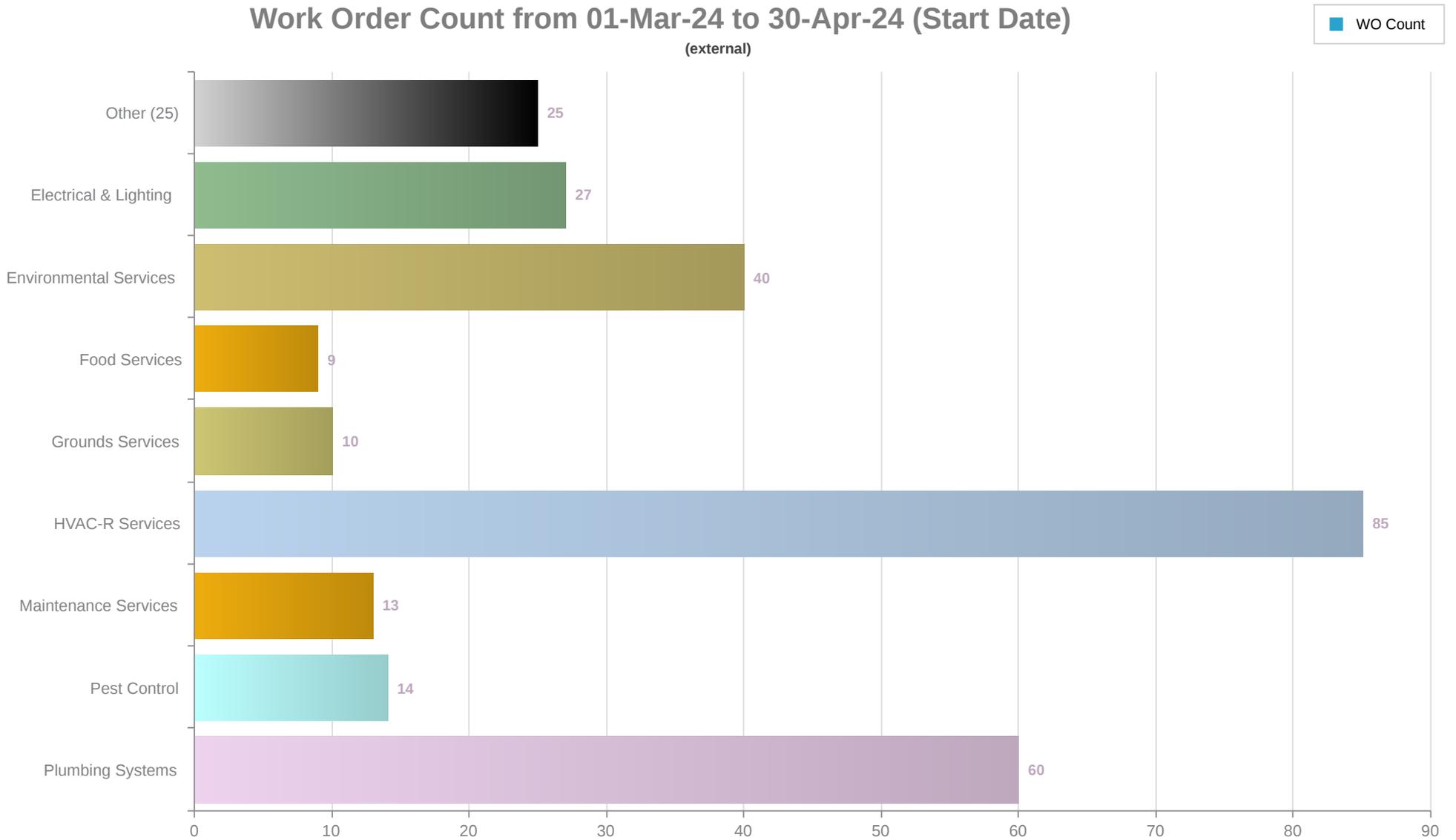
Work Order Count from 01-Mar-24 to 30-Apr-24 (Start Date)

(external)

WO Count



The chart Service Request Count by Service Group shows the number of Work Orders created within the specified date range, grouped by service line. Workload in most categories is normal, with Electrical & Lighting slightly lower.





FORP

Work Effectiveness Report



The Work Effectiveness analytics report in the FORP service request system produces a listing of Service Requests and their class. The table below is a summary of the values calculated for the period shown in the previous section.

In Routine WOs, the performance toward the target of 5 day completion is good, with 95% completed within target time. Workload is still relatively normal, with some increase in HVAC-R requests.

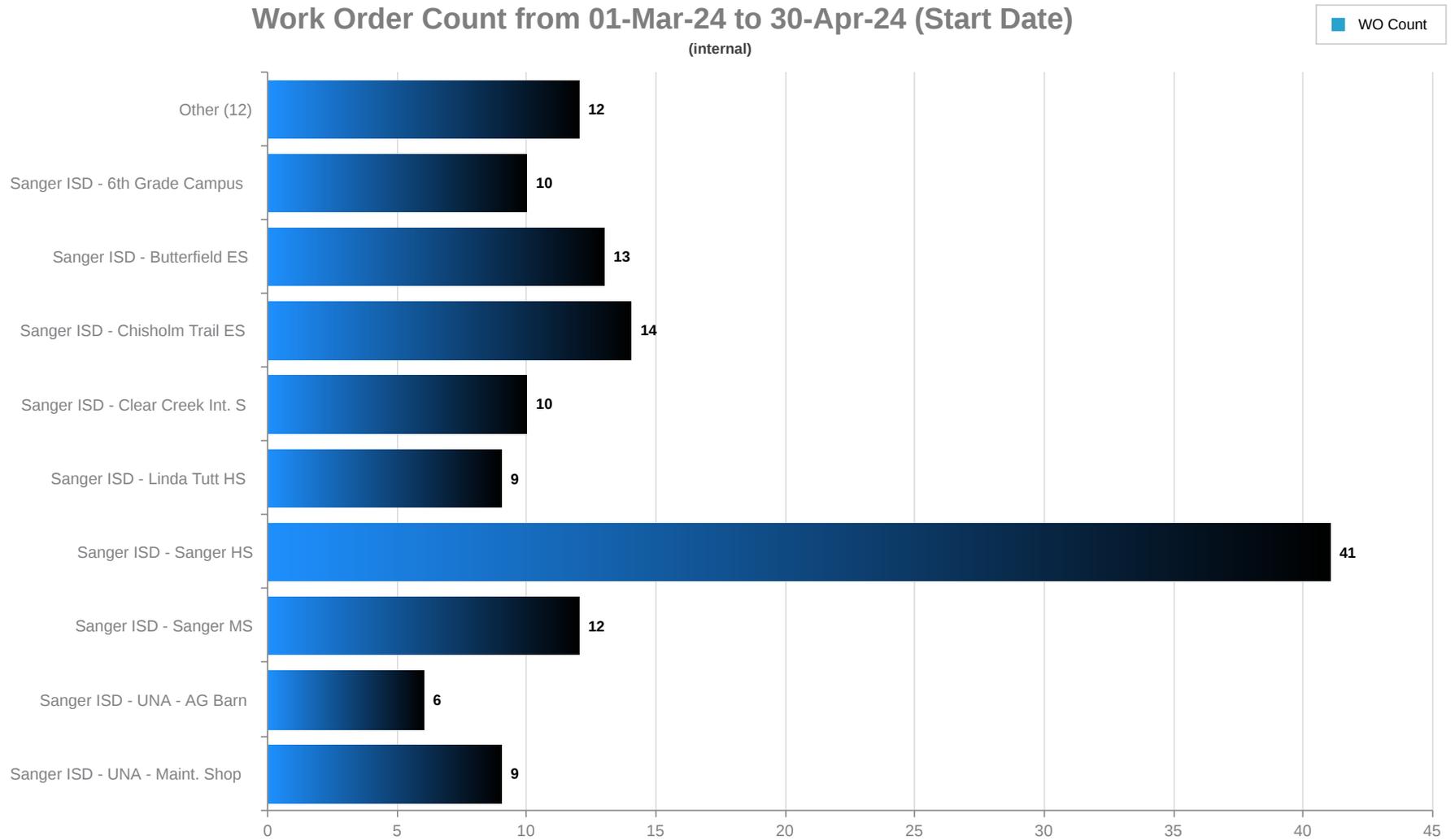
WO Class	WOs	Time Target	Percent Complete before Target	E/C Average Delta	E/C BD Median Delta
Routine	228	5 Days	95%	2.46	0.96
Project	1	30 Days	100%	7.02	5.02
Parts Hold	1	21 Days	100%	7.29	5.29
Emergency	0	< 1 Day	-	-	-
Urgent	0	< 1 Day	-	-	-
Prescheduled	57	90 Days	100%	6.54	3.99
Preventive	12	30 Days	100%	22.30	17.71
Admin Hold	0	30 Days	-	-	-
Transferred	0	14 Days	-	-	-
Operations	0	< 1 Day	-	-	-
Time Permitting	1	90 days	100%	7.92	5.92



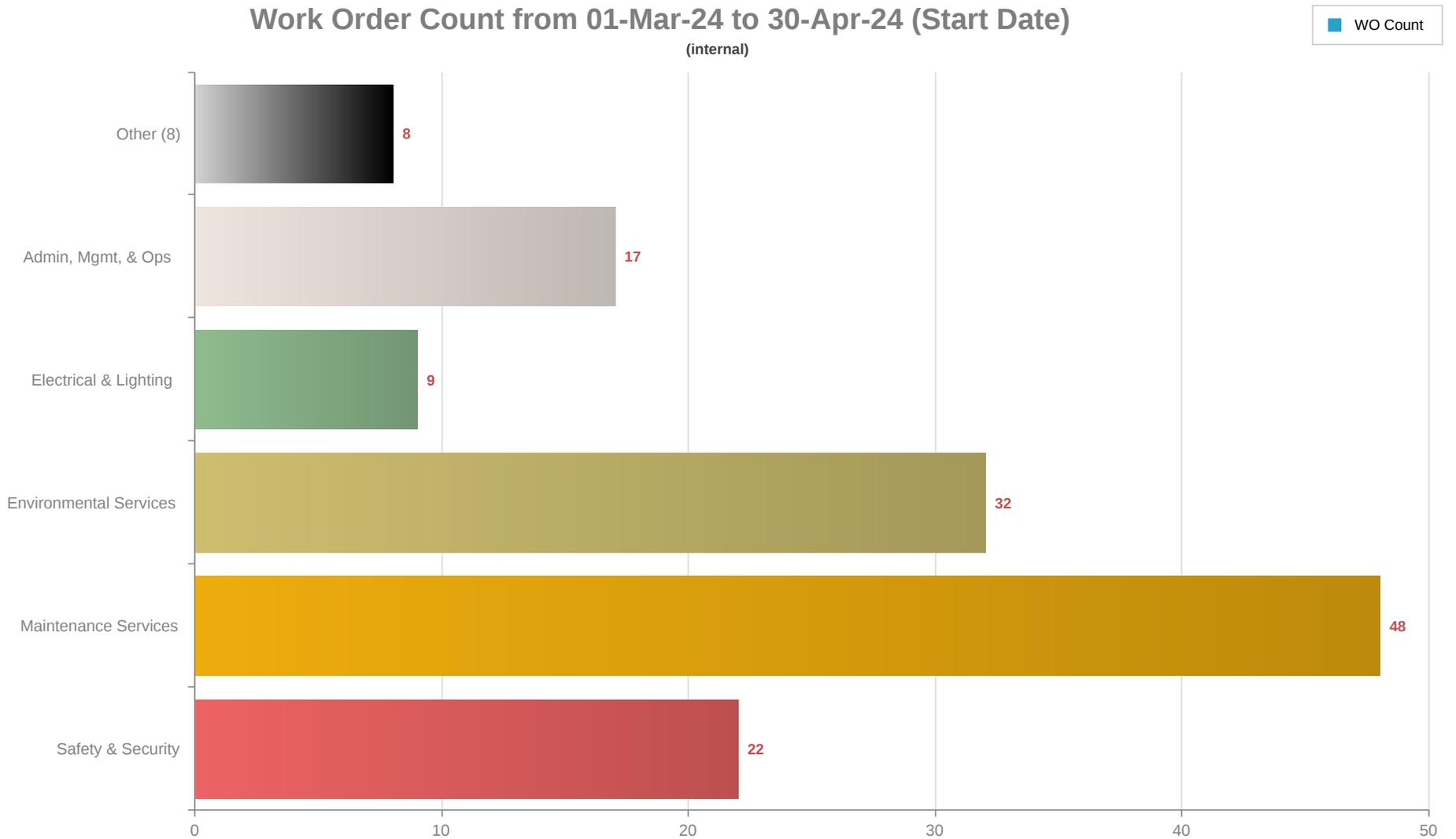
Internal
FORP Report



The internal Service Request Count by Campus shows the number of Work Orders created within the shown date range, categorized by School Campus Name for internal staff. We see here the usage of the FORP system and management of internal staff. Butterfield and Chisholm trail received more attention this time.



The chart Service Request Count by Service Group shows the number of Work Orders created within the specified date range, grouped by service line. Internal work orders, as expected, show a moderate number of Maintenance related requests. Some work orders were also created for the moving of furniture and other portering activities. More Environmental Services requests were made in this data set.





Sanger ISD
Curriculum and Instruction
May 13, 2024



We can't contain our excitement as we announce that these little ones have registered for PreK and Kindergarten for the upcoming 2024-2025 school year! Plus, they have their permit in hand to start building a bright future with Sanger ISD! It's incredible to see them taking their first steps into education!





Sanger ISD administrators attended an Apple Briefing on April 29th. An event designed to explore innovative ways to enhance education through technology. This briefing, hosted at the Apple offices in Austin, provided a series of interactive workshops focusing on various topics such as digital literacy, supporting early literacy with devices, engaging teaching methods, and accessibility features for our diverse student population. These workshops provided practical guidance and resources for administrators to support teachers in integrating technology effectively into their teaching practices.



We are very excited to transition to a Dual Language program for our students this upcoming school year. As the emergent bilingual population grows, SISD prides itself on investing in the students we serve. The dual language program will promote biliteracy in our students, beginning in PreK and Kindergarten. As students progress through the grade levels, they will become fluent in reading, writing, listening, and speaking in their native language and English.



New Teacher Trive Academy - Our first-year teachers are indeed one in a melon! Last week, we had a slice of fun as we celebrated their hard work, dedication, and the sweet success of their first year of teaching in our district! Here's to all the seeds of knowledge they've planted in our students' lives!



SANGER ISD

DUAL LANGUAGE

PROGRAM





SANGER ISD EMERGENT BILINGUAL POPULATION 2023-2024

Sanger ISD Emergent Bilingual Students			
School	BE	ESL	Total EB
Butterfield	0	79	79
Chisholm Trail	22	69	91
Clear Creek	0	63	63
Sixth Grade Center	0	19	19
Sanger MS	0	53	53
Sanger HS	0	60	60
Linda Tutt HS	0	0	0
Total Students	22	343	365

RATIONALE

- **AS A RESULT OF THE FOUR-DAY SCHOOL WEEK, SISD IS NOW ABLE TO STAFF A DUAL LANGUAGE PROGRAM FOR PRE-K AND KINDERGARTEN.**
- **OUR GOAL AS A DISTRICT IS TO GROW THE DUAL LANGUAGE PROGRAM WITH THE ADDITION OF DUAL LANGUAGE TEACHERS IN GRADES PRE-K THROUGH 5TH GRADE.**
- **EACH YEAR, AN ADDITIONAL GRADE LEVEL WILL BE ADDED TO MEET THE GOAL.**

PROGRAM GOALS

- **BECOME BILINGUAL AND BILITERATE WITH HIGH LEVELS OF PROFICIENCY IN BOTH LANGUAGES.**
- **PERFORM AT OR ABOVE GRADE LEVEL IN ACADEMIC AREAS IN BOTH LANGUAGES.**
- **DEVELOP POSITIVE CROSS-CULTURAL ATTITUDES AND GLOBAL UNDERSTANDING.**



WHAT IS DUAL LANGUAGE: ONE WAY

Students attain full literacy in the primary (L1) and secondary language (L2). Students also learn core-area academic content in English and Spanish based on the Language of Instruction (LOI) in a research-based instructional model that honors both languages.

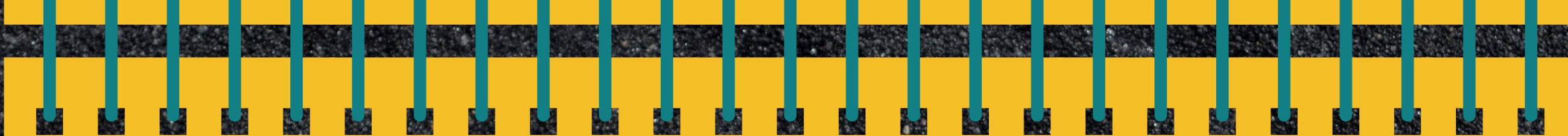
RESEARCH REGARDING DUAL LANGUAGE

Research has demonstrated that out of all Bilingual models, Dual Language programming closes the achievement gap between ELs and their native English English-speaking peers and promotes high levels of achievement (Collier, 1995).

Students who participate in Dual Language programs are less likely than their peers to drop out of school (Thomas & Collier, 2009).

"The time has come to consider biliteracy, the new threshold for literacy achievement in the new millennium."

-Maria de la Luz Reyes



INSTRUCTIONAL IMPLICATIONS

Emergent Bilinguals participating in a One-Way Dual Language Immersion Program receive high quality literacy and academic content instruction in their primary language as well as English from teachers who are certified in bilingual education. At least half of the instruction is delivered in the students' primary language for the duration of the program.

LANGUAGE ALLOCATION PLAN

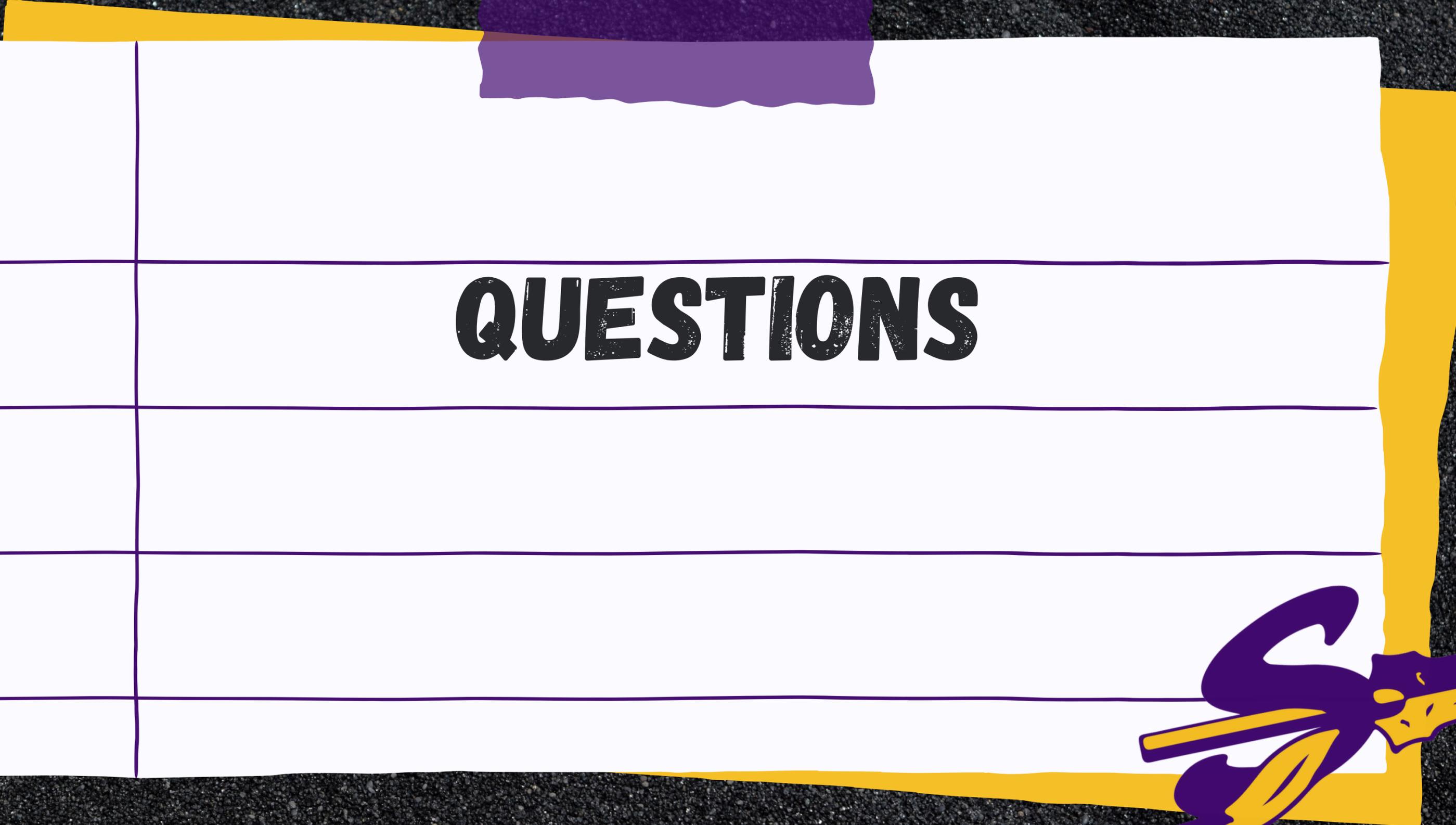
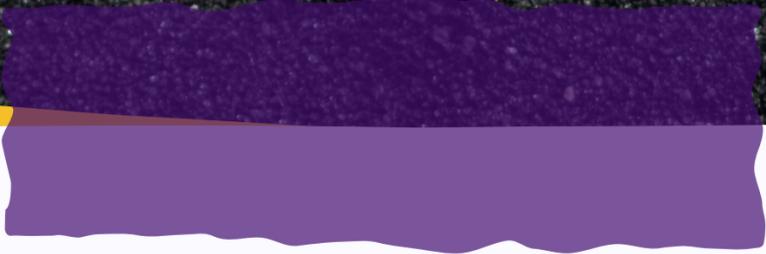
Grade	Spanish	English
Pre-K	90%	10%
Kinder	80%	20%
1st	70%	30%
2nd	60%	40%
3rd- 5th	50%	50%

*Proposed



GÓMEZ-GÓMEZ TRAINING

Dr. Richard Gomez, Jr. is an expert in Dual Language in a school setting. His model of instruction is utilized in many districts throughout Texas. Our dual language teachers will attend a two day training presented by Dr. Gomez that outlines the program. This training will be held on July 18 & 19 in Azle ISD.



QUESTIONS





Game Plan

SANGER ISD



Targeted
Essential
Actionable
Measurable

24-25
&
Beyond



As our district transitions into a new era, this brings with it the need for a heightened focus on Tier 1 instruction.

Providing support to ensure the success of ALL learners is the overall vision of the Curriculum & Instruction Department.



What are the critical components of Tier one instruction that lead to enhanced student success?



1. Standards Based Learning Targets
2. Activation of Learning
3. Modeling
4. Interactive Practice
5. Independent Practice
6. Closure

Sanger ISD
LESSON STRUCTURE

1. Identify high leverage teaching standard(s) connected to the student expectations.
2. Breakdown the standard(s) into what students need to know and be able to do-knowhow.
3. Look at assessment items to refine what students need to know.
4. Write possible learning objectives.
5. Sequence learning objectives to mastery.

1 STANDARDS BASED LEARNING TARGETS

- Planned lessons are standards-aligned, student-centered and based on deep understanding of standards.
- Begin with the end in mind to ensure lesson alignment.
- Scaffolds targeted knowledge and skills to students' prior knowledge and ability levels. Ensures students are engaged in productive struggle from lesson beginning to end.

2 ACTIVATION OF LEARNING

- Readies student for learning, motivates, captures student attention, and bridges their life experiences with the upcoming learning.
- Ignites students' passion for learning new content
- Examples include: Quick Writes, Think-Pair-Share, Open-ended Questions, etc.

3 MODELING

- 1 Do** – Teacher models the skill or concept targeted in the lesson while laying foundations for scaffolding and gradual release of learning to students. Interaction is primarily teacher driven.
- Teacher thinks aloud while demonstrating the thinking processes, skill, or concept and situates it within the lesson's design.
 - Concept or skill is broken down into learnable parts.
 - Presentation is highly focused. Extra stuff is left out.
 - Examples and non-examples are modeled.
 - Uses resources and examples that are relevant.
 - Involves frequent checks for understanding and repetition.
- Example structures include: Think-Alouds, Mnemonic Devices, Use of Anchor Charts

4 INTERACTIVE PRACTICE

- We Do** – Incorporates a partner approach in which students work together in shared practice with a high level of support from the teacher. Interaction is teacher-student and student-student.
- Students work cooperatively in pairs or small groups to make predictions, plan and debate next steps, ask questions, and support each other's learning.
- Teacher scaffolds with questioning prompts, cues, and visual supports.
- Often includes multiple opportunities to practice skill or concept
- Examples include: Call and Response, Probing Questions, Cooperative Structures, Use of Visuals

5 INDEPENDENT PRACTICE

- You Do** – Demonstrates understanding of the lesson's targeted concept or skill independently, in pairs, or small groups with minimal guidance from the teacher. Interaction is student-teacher, student-student, and teacher-student.
- Students working independently, in pairs, or small groups to complete a task aligned to the lesson target(s) that results in a product.
- Students demonstrating understanding through speaking, listening, reading and writing.
- Product designed to measure progress.
- Teacher observes, provides individual support, and elicits feedback to inform next steps.
- Examples include: Writing to demonstrate learning, Cooperative Structures, Gallery Walks, etc.

6 CLOSURE

- Check for Understanding that measures student progress towards the lesson goals, provides reflection, creates a bridge to future learning, and informs next instructional steps.
- Teacher gives information with which a learner can confirm, add to, fine-tune, or restructure information in memory.
- Examples include: Formative assessment strategies
 - Sandy Snow & Associates Formative strategies
 - Lead4ward Instructional Playkit

approximately 10% instructional time (6/60 min. class)

approximately 25% instructional time (15/60 min. class)

approximately 25% instructional time (15/60 min. class)

approximately 15% instructional time (9/60 min. class)



Standards Based Learning Targets

- Planned lessons are standards-aligned, student-centered, and based on deep understanding of standards.
- Begins with the end in mind to ensure lesson alignment.
- Scaffolds targeted knowledge and skills to students' prior knowledge and ability levels. Ensures students are engaged in productive struggle from lesson beginning to end.



Activation of Learning

- Readies student for learning, motivates, captures student attention, and bridges their life experiences with the upcoming learning.
- Ignites students' passion for learning new content



Modeling

- 'I Do' - Teacher models the skill or concept targeted in the lesson while laying foundations from scaffolding and gradual release of learning to students.
- Teacher thinks aloud while demonstrating the thinking processes, skill or concept and situates it within the lesson's design.
 - Concept or skill is broken down into learnable parts
 - Presentation is highly-focused. "Extra stuff" is removed.
 - Examples and non-examples are modeled.
 - Uses resources and examples that are relevant.
 - Involves frequent checks for understanding and repetition.



Interactive Practice

- 'We Do' - Incorporates a partner approach in which students work together in a shared practice with a high level of support from the teacher. Interaction is teacher-student and student-student.
- Students work cooperatively in pairs or small groups to make predictions, plan and debate next steps, ask questions, and support each other's learning.
- Teacher scaffolds with questioning prompts, cues and visual supports.
- Often includes multiple opportunities to practice skill or concept.



Independent Practice

- 'You Do' - Demonstrates understanding of the lesson's targeted concept or skill independently, in pairs, or small groups with minimal guidance from the teacher. Interaction is student-teacher, student-student, and teacher-student.
- Students working independently, in pairs or small groups to complete a task aligned to the lesson target(s) that results in a product.
- Students demonstrating understanding through speaking, listening, reading and writing.
- Product designed to measure progress.
- Teacher observes, provides individual support, and elicits feedback to inform next steps.



Closure

- 'Check for Understanding' that measures student progress towards the lesson goals, provokes reflection, creates a bridge to future learning, and informs next instructional steps.
- Teacher gives information with which a learner can confirm, add to, fine-tune, or restructure information in memory.

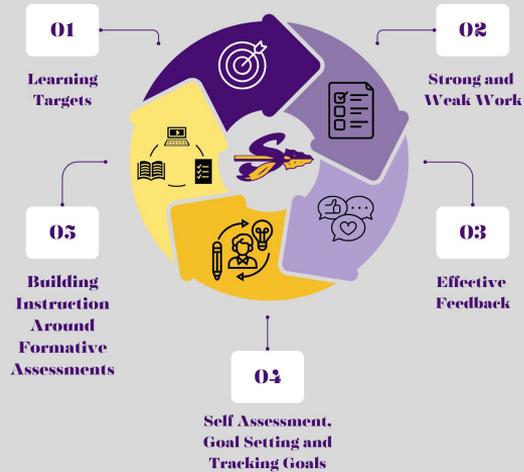


Winning

EDGE



Sanger ISD Five Year Professional Development Plan



*A GUIDE TO CONTINUOUS
IMPROVEMENT*

Year 1- Learning Targets

Year 2- Strong and Weak Work

Year 3- Effective Feedback

Year 4- Self Assessment, Goal Setting
and Tracking Goals

Year 5- Building Instruction Around
Formative Assessment



Learning Targets

Goal: Students will have a clear and understandable vision of the learning target.

“Statements of intended learning that captures what we want students to know and be able to do.”

-Jan Chappuis



Strong and Weak Work

Goal: Students will gain an understanding of quality work so that they can then better evaluate their own.

To know where they are going, students must know what excellent performance looks like.

- Jan Chappuis



Effective Feedback

Goal: Students will receive effective feedback that directs attention to the intended learning.

Effective feedback shows students where they are on their path to attaining the intended learning. It answers for students the questions, “What are my strengths?”; “What do I need to work on?” and “Where did I go wrong and what can I do about it?”

-Jan Chappuis



Self Assessment, Goal Setting, and Tracking Goals

Goal: Students will gain an understanding of self-assessment and become better able to set goals to achieve and master their own learning. They will also learn how to track their progress to determine strengths and areas of growth.

“Goals are the road maps that guide you to your destination.”

-Roy T. Bennett



Building Instruction Around Formative Assessment

Goal: Teacher will learn to use targeted formative assessment to build instruction to close learning gaps.

“Formative assessments are critical in helping teachers uncover strengths and next steps for each student to power individual, small group, and whole class instruction.”

-Jennifer Serravallo



Playbook



First Quarter

- Standards-Based Learning Targets
- Activation of Learning

Second Quarter

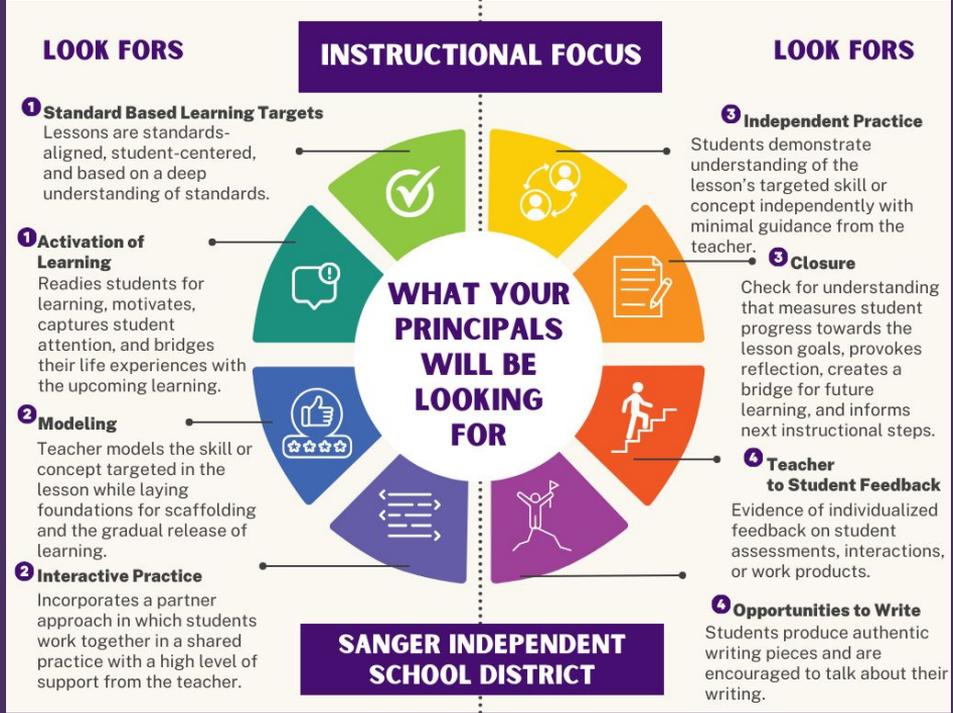
- Modeling
- Interactive Practice

Third Quarter

- Independent Practice
- Closure

Fourth Quarter

- Teacher to Student Feedback
- Opportunities to Write





Questions?



SANGER ISD

NON EXEMPT PERSONNEL NEW HIRES

May 13, 2024

<u>Name</u>	<u>Campus</u>	<u>Assignment</u>	<u>New/Existing Position</u>
Laura Alcantar	SHS	Life Skills Aide 2024-25	New
Sabrina Ritzel	CCE	Special Ed Inclusion 2024-25	Existing
Amanda Watson-Rodriguez	Child Nutrition	Cafeteria Worker	Existing
Anna Mitchell	Tenderfoot	Childcare Provider	Existing
Ashly Taravella	Tenderfoot	Childcare Provider	Existing



Sanger Independent School District

Executive Summary

Date: May 13, 2024

AGENDA SECTION: Safety and Security Report
SUBJECT: Campus Audit

Background Information

Last year, the Texas Education Agency began performing safety and security audits on all school campuses across the State of Texas. Specifically, these audits are checking to ensure all exterior doors of campuses are closed and locked. These audits are continuing for the 2023-2024 school year and are performed at random times throughout the year.

TEA Findings within Sanger ISD

A Safety and Security audit was performed on April 10, 2024, at Chisholm Trail Elementary. I am happy to report that all doors were found to be closed, locked, and secured, and no further action is needed by the district in the way of a corrective action plan. A corrective action plan is only needed if auditors find doors unlocked or left unsecured.

Respectfully submitted,

Leann Loyless
Deputy Superintendent



Sanger Independent School District

Executive Summary

Date: May 13, 2024

AGENDA SECTION: Safety and Security Report
SUBJECT: Campus Audit

Background Information

Last year, the Texas Education Agency began performing safety and security audits on all school campuses across the State of Texas. Specifically, these audits are checking to ensure all exterior doors of campuses are closed and locked. These audits are continuing for the 2023-2024 school year and are performed at random times throughout the year.

TEA Findings within Sanger ISD

A Safety and Security audit was performed on May 2, 2024, at Clear Creek Intermediate. I am happy to report that all doors were found to be closed, locked, and secured, and no further action is needed by the district in the way of a corrective action plan. A corrective action plan is only needed if auditors find doors unlocked or left unsecured.

Respectfully submitted,

Leann Loyless
Deputy Superintendent

Bond Construction Report

May13, 2024

New Sanger High School & Field House:

- Construction of the storm water bypass structure is ongoing.
- Site utilities are complete.
- All the grade beams for the field house/concession/restrooms are complete and we are getting very close to pouring that slab.
- Slabs for all areas of the main building are almost complete. Only areas E & F (Cafeteria, Kitchen & fine arts/CTE areas) are left to pour and the plumbing in those areas is ongoing. We expect to have those slabs poured by the end of this month
- CMU walls are being constructed in areas J & G which is the auxiliary gym and locker rooms/coaches offices and the main competition gym.
- All the ICF walls for the storm shelter (auxiliary gym) are complete except for the roof deck portion.
- The first set of structural steel is scheduled to be delivered on May 28.
- Date of Substantial Completion is set for June 4, 2025.

New Agricultural Science Center:

- All the site utilities are complete.
- CMU walls are complete.
- Structural steel has been delivered and construction of the steel building has begun
- We are already in the process of ordering the storage lockers, animal pens, and other FF&E.
- Date of Substantial Completion is set for August 14, 2024.

Clear Creek Intermediate:

- The new classroom addition/storm shelter area is 90% complete.
- Resinous floors in the new kitchen area are almost complete and the restroom and mop sink fixtures will be going in soon. We will move the new appliances and other fixtures in after the cafeteria expansion work is complete this summer.
- The canopies at the north end and the south end of the school are done.
- Landscaping is scheduled to begin next week.
- All the riser and infrastructure work for the fire suppression system has been installed and we are about to place the water storage tank.
- The access control system and the fire alarm system installation is ongoing.
- Emergency power for the storm shelter area has been installed.
- We will begin demo and construction of the cafeteria expansion immediately when school is out.
- Date of Substantial Completion is set for July 24.



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

The Board encourages public comment. All public comments at a regularly scheduled meeting should be limited to school district governance and operations. All public comments at a meeting other than a regularly scheduled meeting should be limited to agenda items posted for the meeting.

All speakers will be limited to no more than 5 minutes, and a total of 30 minutes has been allotted for public comment. Additionally, if there are five or more individuals that would like to speak on the same topic, you are encouraged to appoint an individual to speak on behalf of the group in order to efficiently utilize the time allotted for the public comment section of the meeting.

If you have a specific concern related to an employee of the District or a specific student issue, you are encouraged to utilize the District's grievance procedures provided in Board Policies DGBA (LOCAL), FNG (Local), and GF (LOCAL) or applicable grievance process.

Finally, remember that the Board may not discuss or act upon any issues that are not properly posted on the agenda and may choose to address comments made related to an agenda item, at the time the agenda item is discussed in the meeting.

The Board of Trustees appreciates your active participation in the school district.

Date: _____

Name: _____

Address: _____

Phone: _____ E-mail: _____

Community Input – Topic: _____

Action Agenda Item: #(s) _____

Sanger Independent School District

The Board of Trustees

Minutes of Regular Meeting

A Regular Meeting of the Board of Trustees of Sanger Independent School District was held Monday, April 8, 2024, beginning at 6:00 p.m. in the 6th Grade Campus Cafeteria
508 7th Street
Sanger, Tx 76266.

1. **CALL TO ORDER** - Meeting was called to order at 6:00 p.m. by Board President Sarah York, noting a quorum was present. Board Members present: Sarah York, Ann Marie Afflerbach, Mitch Hammonds, Bruce Elsey, Jesse Hunter and Jarrod Roberts. (Lisa Cody was not present)
2. **PLEDGE OF ALLEGIANCE**
3. **INVOCATION** – Sarah York
4. **PUBLIC COMMENT**
5. **RECOGNITIONS**
 - A. Campus Teacher and Paraprofessional of the Year
 - B. VASE Art State Qualifiers
 - C. BBQ Teams State Qualifiers
6. **CAMPUS SPOTLIGHT - 6th Grade Center**
7. **REPORTS**
 - A. Financials
 - B. Utility Report
 - C. Operations
 - D. Curriculum & Instruction
 - E. Human Resources
 - F. Safety & Security
 - G. Athletics
 - H. Construction Manager Update
8. **COMMUNITY INPUT: ACTION AGENDA ITEMS**
9. **ACTION**
 - A. Consent Agenda
 1. Minutes of March 18
Motion was made by Mitch Hammonds and seconded by Bruce Elsey to approve the Consent Agenda as presented. Vote: 6-0
 - B. Employee Sheets for April
Motion was made by Ann Marie Afflerbach and seconded by Jarrod Roberts to approve the Employee Sheets as presented. Vote: 6-0

- C. Discuss & Consider Approval of Region 11 Interlocal Agreement for Benefits Cooperative.
Motion was made by Mitch Hammonds and seconded by Ann Marie Afflerbach to Approve the Region 11 Interlocal Agreement as presented. Vote: 6-0
- D. Discuss & Consider for Approval the Purchase of Frontline Software - Implementation and Human Capital Management for Absences and Time Bundle.
Motion was made by Jesse Hunter and seconded by Jarrod Roberts to approve the Purchase of Frontline Software as presented. Vote: 6-0
- E. Discuss & Consider for Approval the Purchase of Portable Panic Buttons and Installation.
Motion was made by Mitch Hammonds and seconded by Ann Marie Afflerbach to approve the Purchase of Portable Panic Buttons as presented. Vote: 6-0
- F. Discuss & Consider Approval of the Provider for the 2024-2025 Friday Educational Opportunities Program.
Motion was made Mitch Hammonds and seconded by Jesse Hunter to approve the Provider of the Friday Educational Program for the 2024-2025 School Year as presented. Vote:6-0
- G. Discuss & Consider Adoption of TASB Policy Update 122 for Local Policies.
Motion was made by Jesse Hunter and seconded by Jarrod Roberts to approve the TASB Policy Update 122 as presented. Vote:6-0
- H. Discuss & Consider for Approval Sanger ISD Certification of Provision of Instructional Materials Survey 2024-2025.
Motion was made by Jesse Hunter and seconded by Jarrod Roberts to approve the Certification of Provision Instructional Materials Survey for the 2024-2025 school year as presented. Vote: 6-0
- I. Discuss & Consider for Approval the Science Textbook Adoption.
Motion was made by Jesse Hunter and seconded by Mitch Hammonds to approve the Science Textbook Adoption as presented. Vote: 6-0
- J. Discuss & Consider for Approval the Memorandum of Understanding (MOU) between Sanger ISD Police Department and Denton County Dispatch Services.
Motion was made by Mitch Hammonds and seconded by Bruce Elsey to approve the MOU between Sanger ISD Police Department and Denton County Dispatch Services as presented. Vote: 6-0
- K. Annual Texas School Board Member Continuing Education Hours
Motion was made by Ann Marie Afflerbach and seconded by Bruce Elsey to approve Board Member Continuing Education Hours as presented. Vote: 6-0

10. SUPERINTENDENT REPORT

11. **EXECUTIVE SESSION** N/A May be called for the purposes permitted 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 (551.102).

Texas Government Code 551.074 - Deliberate the Appointment, Employment, Evaluation, Reassignments, Duties, Discipline, or Dismissal of a Public Employee or to Hear a Complaint or Charge Against an Employee.

- A. Discuss & Consider 2024-2025 Professional Personnel Term Contracts.

12. RECONVENE AND ACTION FROM CLOSED SESSION

- A. Discuss & Consider Approval of the 2024-2025 Professional Personnel Term Contracts.
Motion was made by Jesse Hunter and seconded by Ann Marie Afflerbach to approve the 2024-2025 Professional Personnel Term Contracts as presented. Vote:6-0

13. BOARD MEMBER COMMENTS, REPORTS, AND DISCUSSION

14. ADJOURNMENT – Meeting journald at 7:09 p.m.

Sarah York Board President

Ann Marie Afflerbach Board Secretary

Employment Sheet

TO: Board Members
FROM: Kim Phillips
DATE: May 13, 2024
RE: PERSONNEL INFORMATION

EXEMPT Personnel

NEW HIRES:

<u>Name</u>	<u>Campus</u>	<u>Assignment</u>	<u>New/Existing Position</u>
Laura Avara	DCSEC	SLP	Existing
Rochelle Easler	DCSEC	SLP	Existing
Natalie Harden	DCSEC	SLP	New
Alisa MacFarland	DCSEC	SLP	New
Susan Roth	DCSEC	SLP	New
Jessica Wright	DCSEC	SLP	New
Myca Flowers	DCSEC	SLP-A	Existing
Maureen Steele	DCSEC	SLP-A	New
Laura Crandall	DCSEC	OT	Existing
Lateah Lucero	DCSEC	OT	Existing
Jasmine Wallace	DCSEC	OT	New
Kathy Carter	DCSEC	Diagnostician	Existing
Kelly Hobbs	DCSEC	Diagnostician	New
Michelle Carter	LTHS	Elementary SPED Teacher	Existing
Rachel Linley	LTHS	Science/SPED Teacher	Existing

DISTRICT TRANSFERS:

<u>Name</u>	<u>From/To</u>	<u>Assignment</u>	<u>New/Existing Position</u>
Stephanie Licon	CCI/DCSEC	Diagnostician	New

RESIGNATIONS:

<u>Name</u>	<u>Campus</u>	<u>Assignment</u>	<u>Status /Reason</u>
Rachael Durost	DCSEC	Diagnostician	Resignation

NON-EXEMPT Personnel

NEW HIRES:

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

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

<u>Name</u>	<u>Campus</u>	<u>Assignment</u>	<u>Status/Reason</u>
Linda Sadau	DCSEC	Clerical	Retirement

Denton County Special Education Coop.
Exempt Personnel Sheet #

Date: May 13, 2024

New Hires							
Employee Residence	University	Certification	Exp.	Previous Professional Location	Campus Location	Signature	New Pos.
Laura Avara	Texas Woman's University	Licensed Speech/Language Pathologist	8	Carrollton Farmers Branch ISD	Various	SLP	No
Rochelle Easler	Texas Woman's University	Licensed Speech/Language Pathologist	0	NA	Various	SLP	No
Natalie Harden	University of North Texas	Licensed Speech/Language Pathologist	4	Denton ISD	Various	SLP	Yes
Alisa MacFarland	Lamar University, University of North Texas	Licensed Speech/Language Pathologist	16	Baylor and Cook Childrens	NA	SLP	Yes
Susan Roth	Texas A&M University	Licensed Speech/Language Pathologist	0	NA	NA	SLP	Yes
Jessica Wright	University of Nevada, New York University	Licensed Speech/Language Pathologist	1	Bentonville ISD	Various	SLP	Yes

Myca Flowers	Texas Tech University	Licensed Speech/Language Pathologist Assistant	2	Olney ISD	Various	SLP-A	No
Maureen Steele	University of North Texas	Licensed Speech/Language Pathologist Assistant	0	A to Z Pediatric Therapy	NA	SLP-A	Yes
Laura Crandall	Texas Woman's University	Licensed Occupational Therapist	1	Northwest ISD	Various	OT	No
Lateah Lucero	Texas Woman's University	Licensed Occupational Therapist	3	Birdville ISD	Various	OT	No
Jasmine Wallace	Abilene Christian University	Licensed Occupational Therapist	1	Lake Dallas ISD	Various	OT	Yes
Kathy Carter	University of North Texas	Educational Diagnostician, Special Ed. EC-12, Generalist, ESL	10	Lewisville ISD	Various	Diagnostician	No
Kelly Hobbs	UT Permian Basin	Educational Diagnostician, Special Ed. EC-12	23	Melissa ISD	Various	Diagnostician	Yes
Michelle Carter	University of North Texas	Special Ed. EC-12, Generalist, ESL	10	Aledo ISD	Various	Challenge Elem. Adaptive Behavior Teacher	No

Rachel Linley	Midwestern State University	Special Ed. EC-12, Generalist, ESL		Lewisville ISD	Various	Challenge SPED Science Teacher	No
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SANGER ISD

Exempt Personnel New Hires

May 13, 2024

Employee	University	Certification	Exp.	Previous Professional	Campus	Assignment	New Pos.
Heather Carty	University of Houston Bachelor of Music and Lamar University Masters of Counseling	Music (PK-12), ELAR (7-12), ESL (PK-12) and School Counselor (EC-12)	6-Teacher 2-Counselor	Denton ISD - Calhoun MS	6th Grade Center	Counselor	No
Terry Felderhoff	University of North Texas Bachelor of Science Major Kinesiology and Minor History	Secondary Social Studies Composite (6-12) All Level Physical Educ (PK-12) Secondary History (6-12) Secondary Physical Educ (6-12)	27 Years	Era ISD	SHS	Social Studies Teacher and Coach	No
Marie Morrison	University of North Texas Bachelor of Art in Literature	Secondary Social Studies Composite (6-12) All Level Physical Educ (PK-12) Secondary History (6-	10 Years	Muenster ISD	CCE	Special Education Self Contained	No
Laura Smith	East Central University with Bachelor of Art English Literature and a Masters in Education	English Language Arts & Reading (4-8), Generalist (4-8), English Language Arts & Reading (8-12), Special Education (4-12), ESL (4-12)	20 Years	Era ISD	SMS	English Teacher	No
Elizabeth Smith	Southwestern Assemblies of God University Bachelor of Science in Secondary Bible and English Education	Secondary English (6-12) Designated Exemplary Teacher	15 Years	Founders Classical Academy of Lewisville	SHS	English Teacher	No
Chris Armstrong	Tarleton State University Bachelor of Art in History	Secondary English Language Arts (6-12) Secondary Social Studies Composite (6-12)	29 Years	Tioga ISD	SMS	English Teacher/Coach	No
Erin Howard	UNT Bachelor of Science in Psychology, TWU Masters of Science in Kinesiology, Teaching and Learning and Counseling, UNT PHD in Learning Technologies	PE (EC-12), ESL (EC-12), Gifted and Talented Supplemental (EC-12) Early Childhood Education (PK-6) Elementary Self Contained (PK-6) School Counselor (EC-12) and Principal (EC-12)	17-Teacher 9-Counselor	Aubrey ISD	SMS	Counselor	No
Emily Kloewer REHIRE	Graceland University Iowa Bachelor of Art in Political Science with Minor in Biology	Generalist (EC-6) Generalist (4-8) Generalist (EC-4) ESL (EC-12) Tech Applications (EC-12) Art (EC-12)	13 Years	Prosper ISD	6th Grade Center	English Language Arts and Reading	No
Pamela Parra Reyes	Texas Wesleyan University Bachelor of Art Bilingual Early Childhood Education	Core Subjects (EC-6) Bilingual Education Supplemental -Spanish (EC-6)	0 Years	None	CTE	Pre K Bilingual Teacher	Yes
Thomas Campsey	Suny College of Enviroment Science Bachelor of Science Natural Resources; UT San Antonio Teacher Certification; Our Lady of the Lake Masters Curriculum and Instruction	Secondary Science Composite (6-12)	25 Years	North East ISD	SMS	7th/8th Grade Science	No
Delia Trahan	Sam Houston State University Bachelor of Art in History with a Minor in Political Science; Lamar University Masters in Educational Counseling	Social Studies (4-8) Social Studies (8-12) History (8-12) School Counselor (EC-12)	6-Teacher 2-Testing Coordinator 8-Counselor	Denton ISD	SHS	Counselor	No



Sanger Independent School District

Department: Curriculum and Instruction

Date: May 13, 2024

AGENDA SECTION: Action

SUBJECT: 2024-2025 Dress Code

Background Information

The current dress code was established in May 2019 and modified several years later to address gender neutrality. Updating the dress code ensures that it remains relevant, fair, and supportive of Sanger ISD's values and goals while addressing the evolving dynamics of society and education. This semester, campus principals collaborated to review and refine our current dress code, and a committee of parents met to review those revisions, share concerns, and provide valuable input from a parent and student perspective.

Recommendation

District administration recommends the Board approve the 2024-2025 Elementary and Secondary Dress Codes.

Suggested Motion

I make the motion to approve the 2024-2025 Elementary and Secondary Dress Codes.

Respectfully submitted,

Dr. Tommy Hunter
Superintendent

Dress and Grooming (Elementary)

The elementary dress and grooming policy applies to all schools in Sanger ISD grades PK - 5.

The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians. Any clothing, personal appearance, or personal standard that, in the judgment of administrators, disrupts the educational environment shall not be permitted.

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

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

APPROPRIATE ATTIRE:

Students are expected to come to school in clothes that are clean, neatly kept, and modest in nature. ~~and not torn or damaged.~~

~~Jeans may have holes located below the fingertips when hands are placed at the side. If jeans are shredded above the fingertip length, undergarments or skin must not be showing.~~

Jeans may be worn with holes; however, any holes located above the top of the knee must have a solid fabric material that does not allow any skin to be exposed. Tape, paper, and fabric that is see-through in nature will not be acceptable coverings.

Pants must be worn with the waist at waist level, and shirts, blouses, and **pants** must be buttoned.

All students must wear shoes and appropriate undergarments.

Sweatshirts/jackets with hoods may be worn; however, the hoods may not be worn on the head in the school building.

~~Leggings, flair leggings, tights, jeggings, and yoga pants must be worn with a shirt, blouse or tunic that covers the backside and front. must be below fingertip level. Mesh panels in yoga or athletic pants must be below fingertip level (when fingertips are placed at the side).~~

~~Track shorts may be worn during physical education/athletic classes ONLY.~~

INAPPROPRIATE OR UNACCEPTABLE ATTIRE:

The following clothing and accessories are inappropriate attire for any student at school or school-related or sanctioned activity:

Shorts, including skirts, or dresses shorter than the length of **all the longest** fingertip when standing **upright** with arms at the side and **hand open**.

~~Track shorts are prohibited.~~

~~Spandex shorts are prohibited.~~

Pants worn below the natural waistline or sagging, bagging, or extremely loose pants.

Shirts, blouses, **dresses**, ~~midriff length tops~~ that reveal undergarments or cleavage, exposed skin **when sitting, bending, or reaching**.

Exposed undergarments, including bra straps and boxer/briefs. ~~or undergarments visible under clothing.~~

~~Shirts that reveal skin around the waist when the student is sitting, bending or reaching.~~

Bedtime attire, pajamas with or without pockets, undershirts, or undergarments worn as outerwear, e.g., boxer shorts.

Clothing made of any see-through material, fishnet, or very loosely woven fabric, unless other acceptable clothing is worn underneath.

Sleeveless shirts are not acceptable, e.g., tank tops, **spaghetti straps, halter tops, and strapless**.

~~Shirts or blouses that reveal undergarments or cleavage, midriff length tops that leave exposed skin, halter tops, strapless (off the shoulder), spaghetti straps or racerback shirts are not permitted.~~

Slippers or house shoes.

Hair grooming products such as combs, picks, or rollers worn in the hair are not acceptable.

APPROPRIATE GROOMING

All students will exemplify grooming standards that project a positive image for the student, school, and District.

Students are expected to exhibit basic cleanliness and grooming that will not be a health or safety threat to themselves or to other staff /students.

Student's hair must be clean and neatly groomed.

Bangs or hair must not obstruct a student's vision at any time.

~~Hair must not cover the student's eyes at any time.~~

Hairbands may be worn to ensure proper vision at all times.

INAPPROPRIATE GROOMING

The following hairstyles or colorings are inappropriate grooming for any student at school or a school-related or sanctioned activity:

Liberty spikes or other sculptured hairstyles.

~~Neon or other hair colorings or bleaching, whether permanent or temporary, in shade or tone that the principal determines to be unnatural, such as, but not limited to, neon orange, neon pink, magenta, any shade of blue, any shade of green, violet, purple, white.~~

~~Hair coloring, bleaching, highlighting for the purpose of creating extreme differences in color, shade, or tone between sections of individual strands of hair, hair extensions, weaves, or areas of hair on the head.~~

Hair color must be a natural color.

Distracting styles (i.e., mohawks) will not be allowed.

~~Patterns or designs shaved or cut into the hair, notched eyebrows, etc.~~

~~Goatees, beards, mustaches and other facial hair are not permitted. Sideburns must be neatly trimmed and no longer than the bottom of the earlobes.~~

CLOTHING WITH WORDS OR PICTURES

Clothing worn at school or school-related or sanctioned activities may not display printed statements or pictures:

1. That are vulgar or obscene;
2. That are related to or depict sexual activity;
3. Clothing with words or pictures that promote hate or violence in general or are directed at any specific person or group of persons; or
4. That are related to or depict the use of drugs, alcohol, guns, ammunition, or tobacco.

JEWELRY, TATTOOS, BODY PIERCING

Students may not wear any jewelry or similar artifacts that are obscene or distracting or that are likely to cause a disruption to the educational environment ~~or may be used as a weapon.~~

Students may not wear tongue piercings, facial jewelry (nose, lip, brow), or facial decorations (including but not limited to “pimple stickers,” face paint, glitter, and excessive makeup).

Spacers, spikes, gauges, cartilage bars, and mouth jewelry are not allowed.

Students may wear earrings that are appropriate and not distracting (pins, spikes, cartilage bars, mouth jewelry, and gauges are not acceptable).

Tattoos, ~~including temporary tattoos and skin drawings,~~ must be covered at all times while students are under the school’s jurisdiction.

GANG ATTIRE AND GROOMING

Clothing, grooming, or any attire that identifies or connects a student with a gang is prohibited.

The principal will stay updated on clothing items that are deemed to be gang-related.

OTHER GUIDELINES

Hats, caps, or other head coverings are not permitted in the school building.

Sunglasses may not be worn in the building unless approved with a physician's note.

Excessive makeup or jewelry is not acceptable.

Student contact lenses must be a natural color or shade.

~~Distracting styles or colors are not allowed.~~

Blankets are NOT allowed to be brought to school.

PRINCIPAL’S AUTHORITY

The district reserves the right to prohibit any clothing or grooming style that the administration determines to pose health or safety hazards, or that may cause the disruption of, a distraction from, or interference with general school operations. The district also reserves the right to alter the dress code for special occasions as deemed necessary by the campus administrator. If your child comes to school wearing clothes that violate the dress code or in any other way violate our dress and grooming standards, she or he may be given appropriate modest clothing or placed in in-school suspension until she or he complies. We will make an effort to notify you as soon as possible. If the student changes clothes or otherwise complies with the dress and grooming standards, she or he will return to regular classes immediately. Students who repeatedly violate the dress code will be subject to further disciplinary action in accordance with the Student Code of Conduct.

SPECIAL EXCEPTION

~~This dress code is not to be construed so as to apply to those pupils in certain elective subjects such as band and organized sports or to students in voluntary student organizations, which are called upon from time to time to represent their school in public events. Teachers, sponsors and coaches of these subjects and organizations will continue to require those standards of dress and appearance that they deem appropriate and which have served in the past to mark those school representatives with honor and distinction.~~

Dress and Grooming (Secondary)

The secondary dress and grooming policy applies to all schools in Sanger ISD grades 6-12.

The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians. Any clothing, personal appearance, or personal standard that, in the judgment of administrators, disrupts the educational environment shall not be permitted.

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

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

APPROPRIATE ATTIRE:

Students are expected to come to school in clothes that are clean, neatly kept, and modest in nature. ~~and not torn or damaged.~~

~~Jeans may have holes located below the fingertips when hands are placed at the side. If jeans are shredded above the fingertip length, undergarments or skin must not be showing.~~

Jeans may be worn with holes; however, any holes located above the top of the knee must have a solid fabric material that does not allow any skin to be exposed. Tape, paper, and fabric that is see-through in nature will not be acceptable coverings.

Pants must be worn with the waist at waist level, and shirts, blouses, and **pants** must be buttoned.

All students must wear shoes and appropriate undergarments.

Sweatshirts/jackets with hoods may be worn; however, the hoods may not be worn on the head in the school building.

Leggings, flair leggings, tights, jeggings, and yoga pants must be worn with a shirt, blouse or tunic that covers the backside and front. ~~must be below fingertip level. Mesh panels in yoga or athletic pants must be below fingertip level (when fingertips are placed at the side).~~

~~Track shorts may be worn during physical education/athletic classes ONLY.~~

INAPPROPRIATE OR UNACCEPTABLE ATTIRE:

The following clothing and accessories are inappropriate attire for any student at school or school-related or sanctioned activity:

Shorts, including skirts, or dresses shorter than the length of all **the longest** fingertip when standing **upright** with arms at the side and **hand open**. ~~Track shorts are prohibited.~~

Spandex shorts are prohibited.

Pants worn below the natural waistline or sagging, bagging, or extremely loose pants.

Shirts, blouses, **dresses**, ~~midriff length tops~~ that reveal undergarments or cleavage, exposed skin **when sitting, bending, or reaching**.

Exposed undergarments, including bra straps and boxer/briefs, ~~or undergarments visible under clothing~~.

~~Shirts that reveal skin around the waist when the student is sitting, bending or reaching.~~

Bedtime attire, pajamas with or without pockets, undershirts, or undergarments worn as outerwear, e.g., boxer shorts.

Clothing made of any see-through material, fishnet, or very loosely woven fabric, unless other acceptable clothing is worn underneath.

Sleeveless shirts are not acceptable, .e.g., tank tops, **spaghetti straps, halter tops, and strapless**.

~~Shirts or blouses that reveal undergarments or cleavage, midriff length tops that leave exposed skin, halter tops, strapless (off the shoulder), spaghetti straps or racerback shirts are not permitted.~~

Slippers or house shoes.

Hair grooming products such as combs, picks, or rollers worn in the hair are not acceptable.

APPROPRIATE GROOMING

All students will exemplify grooming standards that project a positive image for the student, school, and District.

Students are expected to exhibit basic cleanliness and grooming that will not be a health or safety threat to themselves or to other staff /students.

Student's hair must be clean and neatly groomed.

Bangs or hair must not obstruct a student's vision at any time.

~~Hair must not cover the student's eyes at any time.~~

Hairbands may be worn to ensure proper vision at all times.

INAPPROPRIATE GROOMING

The following hairstyles or colorings are inappropriate grooming for any student at school or a school-related or sanctioned activity:

Liberty spikes or other sculptured hairstyles.

~~Neon or other hair colorings or bleaching, whether permanent or temporary, in shade or tone that the principal determines to be unnatural, such as, but not limited to, neon orange, neon pink, magenta, any shade of blue, any shade of green, violet, purple, white.~~

~~Hair coloring, bleaching, highlighting for the purpose of creating extreme differences in color, shade, or tone between sections of individual strands of hair, hair extensions, weaves, or areas of hair on the head.~~

Hair color must be a natural color.

Distracting styles (~~i.e., mohawks~~) will not be allowed.

~~Patterns or designs shaved or cut into the hair, notched eyebrows, etc.~~

~~Goatees, beards, mustaches and other facial hair are not permitted. Sideburns must be neatly trimmed and no longer than the bottom of the earlobes.~~

CLOTHING WITH WORDS OR PICTURES

Clothing worn at school or school-related or sanctioned activities may not display printed statements or pictures:

1. That are vulgar or obscene;
2. That are related to or depict sexual activity;
3. Clothing with words or pictures that promote hate or violence in general or are directed at any specific person or group of persons; or
4. That are related to or depict the use of drugs, alcohol, guns, ammunition, or tobacco.

JEWELRY, TATTOOS, BODY PIERCING

Students may not wear any jewelry or similar artifacts that are obscene or distracting or that are likely to cause a disruption to the educational environment ~~or may be used as a weapon.~~

Students may not wear tongue piercings, facial jewelry (nose, lip, brow), or facial decorations (including but not limited to "pimple stickers," face paint, glitter, and excessive makeup).

Spacers, spikes, gauges, cartilage bars, and mouth jewelry are not allowed.

Students may wear earrings that are appropriate and not distracting (pins, spikes, cartilage bars, mouth jewelry, and gauges are not acceptable).

Tattoos, including temporary tattoos and skin drawings, must be covered at all times while students are under the school's jurisdiction.

GANG ATTIRE AND GROOMING

Clothing, grooming or any attire that identifies or connects a student with a gang is prohibited.

The principal will stay updated on clothing items that are deemed to be gang-related.

OTHER GUIDELINES

Hats, caps or other head coverings are not permitted in the school building.

Sunglasses may not be worn in the building unless approved with a physician's note.

Excessive makeup or jewelry is not acceptable.

Student contact lenses must be a natural color or shade.

~~Distracting styles or colors are not allowed.~~

Blankets are NOT allowed to be brought to school.

PRINCIPAL'S AUTHORITY

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

If your child comes to school wearing clothes that violate the dress code or in any other way violate our dress and grooming standards, she or he may be given appropriate modest clothing or placed in in-school suspension until she or he complies. We will make an effort to notify you as soon as possible. If the student changes clothes or otherwise complies with the dress and grooming standards, she or he will return to regular classes immediately. Students who repeatedly violate the dress code will be subject to further disciplinary action in accordance with the Student Code of Conduct.

SPECIAL EXCEPTION

This dress code is not to be construed so as to apply to those pupils in certain elective subjects such as band and organized sports or to students in voluntary student organizations, which are called upon from time to time to represent their school in public events. Teachers, sponsors and coaches of these subjects and organizations will continue to require those standards of dress and appearance that they deem appropriate and which have served in the past to mark those school representatives with honor and distinction.



Sanger Independent School District

Department: Curriculum and Instruction

Date: May 13, 2024

AGENDA SECTION: Action

SUBJECT: North Central Texas College (NCTC) Memorandum of Understanding for years 2024-2025, 2025-2026, 2026-2027

Background Information

This Dual Credit Partnership Agreement between North Central Texas College (NCTC) and the Sanger Independent School District is designated to allow high school students to earn high school and college credit (workforce or transfer).

Recommendation

District administration recommends the Board approve the North Central Texas College (NCTC) Memorandum of Understanding.

Suggested Motion

I make the motion to approve the North Central Texas College (NCTC) Memorandum of Understanding.

Respectfully submitted,

Dr. Tommy Hunter
Superintendent



Dual Credit Partnership Memorandum of Understanding
Academic Years: 2024-2025, 2025-2026, 2026-2027
Sanger Independent School District

This Dual Credit Partnership Agreement between North Central Texas College (NCTC) and the Independent School District (ISD) is designated to allow high school students to earn high school and college credit (workforce or transfer).

This agreement is written in accordance with Texas Administrative Code (TAC) Title 19, Part 1, Chapter 9, Subchapter H pertaining to partnerships between secondary schools and public two-year colleges.

PROGRAM GOALS

Dual credit partnership goals align with the statewide goals collaboratively developed between Texas Higher Education Coordinating Board (THECB) and Texas Education Agency (TEA). These goals provide guidance to institutions of higher education (IHEs) and independent school districts (ISDs) on components that must be in place to ensure quality dual credit are provided to Texas high school students. College and School agree to post the MOU on their respective websites.

Statewide Goal	Partnership Goal	Strategy
<p>STATEWIDE GOAL 1: <i>ISD's and IHEs will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment policies.</i></p>	<p>Partnership Goal 1: Documentation summarizing collaboration and outreach efforts of IHE and secondary school partners will be readily available and posted.</p>	Secondary school partners and IHE dual credit webpages reflect the most current dual credit program information including enrollment policies and FAST information. IHE Dual Credit Success Coaches hold Parent/Student information sessions at various times throughout semesters prior to students enrolling in dual credit. IHE provides secondary school partners marketing brochures, posters and pathway information.
<p>STATEWIDE GOAL 2: <i>Dual Credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.</i></p>	<p>Partnership Goal 2: Enrollment analysis in and persistence through postsecondary education coursework gathered and reviewed by both secondary school partners and IHE.</p>	IHE provides enrollment data for secondary school partners based on semester by semester and year by year information for their review and to use in determining coursework moving forward.
<p>STATEWIDE GOAL 3: <i>All dual credit students will receive academic and college readiness advising and will have access to student support services to bridge them successfully into college course completion.</i></p>	<p>Partnership Goal 3: Secondary school partners provide IHE Dual Credit Success Coaches an area designated for face to face advising and assisting with locations of support services for students.</p>	IHE provides dual credit student visits by Success Coaches to secondary school and access to support services including, but not limited to libraries, electronic library resources, tutorial services, academic accommodations, assessment, admissions, and academic advisement. Email links to all services are provided to students and secondary school advisors as well as posted in the learning management system, Canvas.
<p>STATEWIDE GOAL 4: <i>The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses</i></p>	<p>Partnership Goal 4: IHE ensures that dual credit courses offered on any campus and taught by embedded or full-time faculty are equivalent in curriculum, materials, instruction, method and rigor.</p>	All faculty teaching dual credit courses are required to meet the same standards, reviews, and approval procedures used by the IHE. Faculty attend professional development opportunities provided by the IHE throughout the year.

1. ELIGIBLE COURSES

Dual credit courses must be identified as:

- a. College-level academic courses in the current Lower Division Academic Course Guide (ACGM) or as college-level workforce education courses in the current Workforce Education Course Manual (WECM), but limited to those which lead directly to a certificate or degree in a program offered by NCTC

- b. NCTC Core Curriculum and Foreign Language courses
- c. The college and ISD shall collaborate to determine the course offerings for their students.
- d. Each ISD will transfer offerings into a course crosswalk accompanying the Memorandum of Understanding (MOU). Course crosswalks can be revised yearly throughout the term of the MOU.
- e. The college shall approve all courses in the dual credit program before implementation.
- f. Developmental courses are not offered for dual credit

2. STUDENT ELIGIBILITY REQUIREMENTS

- a. A high school student (9th-12th grades) is eligible to enroll in dual credit courses if the student:
 - i. Demonstrates college readiness by achieving the Texas Success Initiative ("TSI") minimum passing standards as set forth in 19 Texas Administrative Code § 4.57 on relevant assessment instrument section(s) approved by the THECB in 19 Texas Administrative Code § 4.56
 - ii. Demonstrates that the student is exempt under the TSI provisions as set forth in 19 Texas Administrative Code § 4.54.
- b. A high school student is also eligible to enroll in academic and/or Level II workforce dual credit courses if they achieve the minimum score for TSI college readiness in reading, writing, and/or mathematics as set forth in 19 Texas Administrative Code § 4.85 on other approved assessments for dual credit student eligibility requirement.
- c. A high school student is eligible to enroll in workforce education dual credit courses in a postsecondary Level I certificate program, or a program leading to a credential of less than a Level I certificate, at a public junior college or public technical institution and shall not be required to demonstrate college readiness or dual credit enrollment eligibility.
- d. All students enrolled in secondary public (accredited or non-accredited), private, or home school are required to demonstrate college readiness or demonstrate a TSI exemption or submit another approved dual credit eligibility assessment.

Student eligibility scores (TSIA2/EOC/ACT/SAT) are subject to change throughout the term of the MOU based on Texas law or regulations.

- e. Students must have a high school minimum grade point average (GPA) equivalent of a "C" or higher to be eligible for academic or CTE dual credit courses.
 - i. To remain eligible for dual credit courses each semester, students must complete each course with minimum grade of "C"
 - ii. Should a student fail to make a "C" or higher in each course attempted, they will not be permitted to register for one long semester. The student will be eligible to reenroll after a break of enrollment for one long semester and after gaining approval through their high school counselor; Summer I and Summer II constitute a long semester.
- f. Student requirements to be eligible in a Dual Credit Fire/EMT program are based on Fire/EMT Advisory Board decisions: general GPA, submissions of recommendation, few discipline or attendance issues. Each ISD selection process will specifically be related to the Advisory Board requirements, but not limited to and posted on the ISD webpage.
 - i. To remain eligible in the Fire/EMT program, students must complete each course with a numeric grade of a 75 or higher.

- ii. Should a student fail to make a 75 or higher in each course the student will be removed from continuing in the program.
 - iii. Should a student receive complaints from partnering Fire Departments, EMT Units or Clinical Sites as described in the FIRE/EMT Handbook they will be administratively removed from continuing in the program. If the student is a FAST recipient the ISD will remain responsible for paying all costs.
- g. Students with prior disciplinary or attendance problems, as defined by The Texas Education Code, Section 25.92 Minimum Attendance for Class Credit, are not eligible to enroll in college classes.
 - h. Students must meet all regular College prerequisite requirements designated for a course

3. ADMISSION REQUIREMENTS

The ISD shall submit to NCTC all required admission documents in a timely manner to ensure student enrollment.

- a. Application for admissions
- b. Current high school/college transcript
- c. Official test scores or proof of exemption for non CTE courses
- d. Bacterial Meningitis Immunization for face to face classes at NCTC or Dual Credit Fire/EMT Program
- e. Dual Credit Registration Form

4. DUAL CREDIT LOADS

High School students may enroll in the number of classes appropriate to their needs with an institutional upper limit of 18 hours per long semester, with the understanding that a load of 12 hours per long semester should be considered advanced by most metrics for Dual Credit students. Dual credit programs will assist the ISD students in successful transition to and acceleration through postsecondary education.

5. DUAL CREDIT COURSE LOCATIONS

- a. Dual-credit classes may be taught on the ISD campus, online, NCTC campus, or another mutually agreed upon location.
- b. It is the ISD or student's responsibility to provide transportation to the location where classes are being held.
- c. NCTC classes at the high school that contain a "lab" component will have the same equipment, specifications and consumables provided as the college would. Before a lab course can be offered at the high school, the designated NCTC Division Chair or Dean will evaluate the proposed "lab" location to ensure it meets the college minimum standards. The high school will be responsible for maintaining the upkeep and storing consumables and non-consumables related to the "lab" course.
- d. High school classrooms where NCTC faculty are sent in to teach dual credit courses, the ISD will ensure the classrooms are:
 - i. Located in an area promoting a college environment with minimized disruptions
 - ii. Available for the entire allotted instructional class time

- iii. Equipped for college level instruction with computer equipment or docking abilities, projection, and internet access that aligns with the college and State of Texas standards to ensure comparable delivery of instruction as on a college campus.
- e. Security will be provided for students and college staff by the ISD when classes are held at a high school campus.
- f. Any ISD location where dual credit courses are held, the district will appoint a designated liaison who will act as a contact in regards to facilitate support for faculty, supplies and general communication with students.

6. STUDENT COURSE COMPOSITION

- a. Dual credit courses at the ISD may include only dual credit students or both dual and college credit students if taught on NCTC campus or online.
- b. All dual credit courses must have a minimum enrollment of 20 students for a 48-hour, 3 credit hours course regardless of having an embedded instructor or not. Workforce CTE courses may have exceptions to the minimum number of students as they are limited by space and teacher-to-student ratio for safety.
- c. Any ISD location where dual credit courses are held, the district will appoint a designated liaison who will act as a contact in regards to facilitate support for faculty, supplies and general communication with students.

7. FACULTY SELECTION, SUPERVISION AND EVALUATION

- a. Potential instructors shall submit employment applications and official transcripts to NCTC Human Resources prior to employment.
- b. All faculty must be interviewed by NCTC personnel before consideration is given to allow them to teach dual credit.
- c. It is the policy and practice at NCTC to ensure that all faculty possess the appropriate academic preparation, training, and experience to teach in a community college setting. All faculty at NCTC will meet or exceed the minimum credentialing requirements of accrediting bodies and state agencies. This policy applies to all full-time and adjunct faculty on all campuses and in all learning environments (e.g. on-line, face-to-face, off-campus, etc.). A district may want to contact NCTC for clarification on qualifications prior to making offers to ISD faculty members to determine if the individual meets SACS credentialing standards. If questions arise in areas of credentialing, the Dual Credit Department or Division Administration can be contacted for clarification.
- d. Embedded faculty members employed on a full-time basis with the ISD, who teach a dual credit course under the MOU inside or outside of their ISD regular duty hours are considered employees of NCTC for the purpose of the dual credit course and must adhere to all college instructional and administrative procedures as outlined in the NCTC Employee Handbook or as directed by their NCTC Division Chair.
These include, but are not limited to:
 - i. NCTC department approved text or OER
 - ii. NCTC approved course syllabi
 - iii. Follow NCTC calendar
 - iv. Timely submission of certified rosters within NCTC deadlines

- v. Timely submission of midterm and final numeric and letter grades for both 8-week and 16-week courses within NCTC deadlines.
 - vi. Participation in professional development
 - vii. Participation in department meetings
 - viii. Evaluations by NCTC supervisors, including classroom visitation in the same manner as other regular NCTC faculty.
 - ix. Use the college learning management system Canvas
- e. The College may remove and/or replace any Instructor who fails to meet the College procedures and requirements.
 - f. As employees of NCTC, such faculty will be paid directly from NCTC for services rendered under the MOU in accordance with NCTC adjunct faculty compensation plan and are subject to the same agreements and obligations as all other NCTC faculty members. Embedded high school adjunct instructors will receive a pro-rated salary for sections below the required 20 students.

8. COURSE CURRICULUM, INSTRUCTION AND GRADING

A dual credit course and the corresponding course offered at an NCTC campus are equivalent with respect to the curriculum, materials, instruction and rigor.

9. ACADEMIC AND STUDENT SUPPORT SERVICES

Advising

- a. The College shall provide dual credit students with access to services and facilities that college students have on the College's campuses.
- b. The ISD and the College shall establish common advising strategies and terminology related to dual credit and college readiness, provide for endorsements described by Texas Education Code § 28.025(c-1), and identify tools to assist school counselors, students, and families in selecting endorsements offered by the College.

ADVISORS: ISD Designated Counselor or College and Career Specialist
NCTC Dual Credit Success Coach

- c. The College shall require a student enrolled in a dual credit course to file a degree plan with the college no later than the second regular semester's end or term immediately following the semester or term in which the student earned a 15 or more cumulative semester credit hours total for dual credit courses successfully completed by the student.

Career Services

The college center for student career services is dedicated to helping students explore college majors and associated careers, research employers, and prepare for interviews.

Learning Tools

- a. Each campus provides a learning center to extend learning beyond the classroom. Those include libraries, study aids, tutoring and testing centers.
- b. Dual credit students are eligible to utilize the same comparable academic and instructional support services that are afforded college students such as counseling, advising, disability services and library resources, which can be accessed online or in person on an NCTC campus.
- c. Students will have access to internet and library through the ISD and on all college campus locations.

10. DISABILITY SERVICES

- a. NCTC is dedicated to providing the least restrictive environment for all students and promotes equity in academic access by providing reasonable accommodations as required by the Rehabilitation Act of 1973, Title V 504 and 508, the Americans with Disabilities Act of 1990 and the American with Disabilities Amendment Act.
- b. Student accommodations or services approved and provided by the ISD are not transferable to the college or the college course.
- c. Students with disabilities are encouraged to register with an NCTC campus Office for Students with Disabilities (OSD) as early as possible to help ensure accommodations are in place before the semester start. Students request accommodations for a disability in a College course must contact the College's Disability Services Office each semester to register for or renew accommodations for College courses. Seeking college accommodations is the student's responsibility. If the student does not make a request for accommodation and actively participate in the accommodation discussion as needed, the student will not receive an accommodation.
- d. Instructors must receive an approved accommodation letter via College email before students can use their College-approved accommodation in the Instructor's course.

11. STUDENT EXPECTATIONS and RESPONSIBILITIES

- a. A Dual Credit course is a college course in all respects. The curriculum and teaching methods are the same as used in other college courses.
- b. All NCTC college courses whether face to face or online require the use of the college learning management system Canvas as well as additional programs to complete course requirements. Therefore, students will need technology in order to access the systems. Should the student have a device (computer, tablet or laptop) checked out by the ISD, they will need to ensure the appropriate programs are accessible.
- c. While taking courses through NCTC, the student must adhere to all College policies and regulations contained in the college catalog, student handbook, and course syllabus.
- d. Students will be responsible for completing a Title IX module in the learning management system Canvas.
- e. To prepare for college course assignments, all college students should expect to invest at least as much time out of class as in class reading and studying. All students should schedule more study time when they have an exam or when projects are due.
- f. High school courses may not address the same controversial issues or subject matter as a college course, so Dual Credit students should be prepared to participate in adult/college level class discussions.
- g. The students should not expect to repeat work, receive extra credit or do additional work in order to improve a grade.
- h. High school extra-curricular activities may conflict with Dual Credit courses. Parents and students should seriously discuss priorities before and during enrollment in a dual credit course. Students are responsible for all materials related to the course whether or not they are in class the day the information is given or the assignment is made. Students will need to talk to their instructor about

arrangements for receiving handouts, classroom information, obtaining lecture notes, or turning in work.

- i. Students requesting special accommodations while enrolled in dual credit courses must schedule a meeting with the NCTC Office for Students with Disabilities (OSD) prior to the beginning of the semester they are enrolled in.
- j. Students must maintain a "C" or better in each Academic or CTE course to continue in the dual credit program the following semester. Specialty programs such as Fire/EMT and Cosmetology require a numeric grade of 75 or better in each course, each semester to continue in the program the following semester.

12. ATTENDANCE

- a. Dual credit students are expected to attend class. Students must follow the instructor's attendance policy as outlined in the course syllabus. If students will be out of class for an official school function, the high school must notify the NCTC instructor prior to the absence. Students must also notify the instructor prior to the absence and should be aware that approval of make-up work is at the instructor's discretion.
- b. Generally speaking, colleges do not distinguish between an excused or unexcused absence, an absence is defined as "a student not being in class."
- c. Missing more than one week of class will negatively affect student's grade. NCTC instructors reserve the right to withdraw students from courses for excessive absences. Students should be aware of the instructor's policy as stated in their syllabus.
- d. Students who miss more than one week of class due to high school suspension, assignment to alternative education and/or expulsion may be withdrawn from the college course.
- e. NCTC should be notified if a student is assigned to alternative education or suspension.

13. WITHDRAWAL FROM COURSES

- a. If a student wishes to withdraw from a dual credit course, they must first discuss the matter with their high school counselor. It is the high school's responsibility to place the student in an alternative high school course to ensure necessary credits for high school graduation.
- b. Dual credit students are exempt from Senate Bill 1231 that limits the number of withdrawals of college students to 6 total courses during their undergraduate career.
- c. It is the student's responsibility to submit an official withdrawal form to NCTC if the high school grants permission by the college published deadline each semester.

14. TRANSCRIPTION OF CREDIT

- a. NCTC shall transcribe the respective credit immediately upon a student's completing the required course.
- b. NCTC will communicate letter and numeric midterm and final grades each semester for students to the ISD.

- c. If a student wishes to appeal a grade at the end of a semester, they must follow the NCTC grade appeal/change of grade policy as published in the NCTC Student Handbook deadline.
- d. The local ISD is responsible for maintaining the student's high school transcript.
- e. School districts are responsible for creating a crosswalk of course equivalency for each high school course and its associated college course, including number of credits that may be earned for each course offered as dual credit.
- f. The approved course crosswalk will be published on the high school website each academic year and the college will post a link to each ISD's high school dual credit webpage.

15. Tuition, Fees, Textbooks and Supplies

Dual Credit Financial Aid for Swift Transfers (FAST) Students (does not apply to private or homeschool students):

- a. NCTC will pay tuition for all students identified as educationally/economically disadvantaged by ISD PEIMS code 01, 02 or 99 within 4 years of taking a dual credit course and confirmed by THECB based on TEA data.
- b. ISD's will be responsible for checking the PEIMS 01, 02 or 99 status for FAST students over the 4-year period prior to taking dual credit.
- c. FAST applies to all semester a student is eligible to enroll: Fall, Winter, Spring, May and Summers.
- d. The ISD will be responsible for FAST students' textbooks and supplies, plus any additional fees for specialty programs such as Cosmetology and Fire/EMT.
 - i. Selected textbooks will be purchased and coordinated with the college bookstore.
 - ii. NCTC will share bookstore contact information and the textbook price list with the ISD.
 - iii. Other textbooks along with additional fees will be invoice to the ISD by the NCTC Business Office.
- e. It is possible THECB may locate additional students who were FAST eligible based on TEA data and as a result the ISD will be required to cover costs.
- f. It is possible based on TEA data THECB may deny FAST students the ISD identified as eligible and as a result either the student or ISD will be responsible for all costs.
- g. FAST students are NOT eligible to apply for NCTC Scholarships

Traditional Dual Credit Students:

- a. Any dual credit student not identified as a FAST recipient will pay the following tuition rate based on residency:

Cooke County Residents	\$25 per college credit	One 3 credit course such as HIST 1301 = \$75
Graham Residents	\$35 per college credit	One 3 credit course such as HIST 1301 = \$105
All Other Areas	\$55 per college credit	One 3 credit course such as HIST 1301 = \$165

- b. Students will pay all appropriate fees and purchase instructional support materials unless otherwise agreed upon by the ISD and college. Students will be responsible for textbooks and required course supplies for all courses including specialty programs.

- c. Traditional dual credit students are expected to pay in full or set up a payment plan at the time of registration.
- d. Failing to make payment may result in courses being dropped and reinstatement not guaranteed.
- e. ISD's and students must follow specified dual credit registration and payment procedures. Procedures and deadlines may be different than for non-dual credit students.
- f. Traditional Dual Credit students are eligible to apply for NCTC Scholarships.
- g. Tuition rates are subject to change based on Texas Legislation and NCTC Board of Regents policies.

Third Party Billing or Scholarships:

- a. Schools who pay all or a portion of costs for non-FAST students will be required to notify the Dual Credit Department in writing prior to enrolling students for the academic year in order to ensure students are not dropped from classes for nonpayment.
- b. NCTC will invoice an ISD based on the official day of enrollment. Payment by the school is due within 30 days following the receipt of such invoice.
- c. If payment from the ISD is not received within 30 days after the invoice due date, the student will be responsible for paying their unpaid balance and have a hold on their account preventing registration for future terms
- d. Educational Foundations, Rotaries or Chambers who intend to scholarship a student will need to notify the NCTC Scholarship Department as soon as possible to ensure students are not dropped from enrolled courses.

16. SCHOOLS HOSTING FIRE/EMT PROGRAM

- a. ISD and NCTC Fire/EMT Program Director will meet prior to beginning the program to discuss all procedures and requirements for the program.
- b. ISD will provide a classroom for in class teaching and skills necessary for the program.
- c. ISD will provide a locked area near the classroom for storage of all materials and gear students will use during the program. NCTC Fire/EMT Program Director will determine if the area's temperature and space are adequate prior to semester beginning.
- d. Students and parents will be required to attend an information session to ensure they fully understand the requirements to enter the program and the expectations within the program.
- e. Students will be required to follow through with additional program requirements other than the admissions requirements to be eligible to participate in the program.
- f. FAST students are eligible to apply and participate in the program if selected.

17. CIVIL RIGHTS COMPLIANCE, TITLE IX, COMPLAINTS ABOUT STUDENT CONDUCT AND DISCIPLINE

- a. The college and ISD have policies and procedures in place to receive, investigate, and promptly resolve student and employee complaints alleging civil rights or Title IX violations. Nothing in the MOU

changes each parties' obligations to have in place and to utilize its own complaint resolution processes for students enrolled at the college or ISD including dual credit enrolled students. The College and the ISD shall each cooperate with any investigations conducted by the other.

- b. If a student enrolled in the dual credit program taught at the College engages in conduct that would result in disciplinary action against a College student, the College shall advise the School prior to the finalizing any disciplinary action against the student. However, the College may remove a student from the course or from the premises if the student engages in conduct that is disruptive, dangerous, or threatening to others, without prior communication with the School.

18. FERPA COMPLIANCE AND DATA SHARING

- a. If a student is enrolled in a dual credit program, NCTC and the ISD may disclose an education record regarding the student as allowed by United States Code, 34 CFR § 99.34.
- b. NCTC and ISD acknowledge that the ISD is subject to the Family Educational Rights and Privacy Act (20 U.S.C. 12332(g)) ("FERPA"), which federal law and supporting regulations generally address certain obligations of an educational agency or institution that receives federal funds regarding disclosure of personally identifiable information in education records.
 - i. NCTC is a "school official" under FERPA and has a legitimate educational interest in personally identifiable information from education records because NCTC:
 - (1) provides service or function for which the District would otherwise use employees
 - (2) is under the direct control of the District with respect to the use and maintenance of education records
 - (3) is subject to the requirement of FERPA governing the use and re-disclosure of personally identifiable information from education records.
- c. The ISD expects and anticipate that NCTC may receive identifiable information in education records only as an incident of service or training that NCTC provides to the ISD or its students pursuant to this MOU.
- d. The ISD acknowledges that, once a student is registered in a College course, the student under the Family Educational Rights and Privacy Act (FERPA) post-secondary rules and students are given the privacy rights in their educational records when enrolled in College courses, regardless of their age. Any release of the student's records to parents, legal guardians, or third parties by the College is at the College's sole discretion.
- e. The ISD and NCTC acknowledge that each has a legitimate educational interest in the students' educational records for FERPA purposes. Both shall ensure that its employees and agents comply with these and all other federal and state laws governing the dual credit students' rights to educational records and shall protect student education records against accidental or deliberate re-disclosure to unauthorized persons.

19. UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL) ELIGIBILITY

NCTC assumes no responsibility for loss of eligibility for high school students enrolled under this program to participate.

20. TERM AND TERMINATION

This MOU will become effective for the Fall 2024 term and remain in effect through Summer 2027. By law NCTC is required to have an active MOU before servicing your dual credit students for Fall 2024. Therefore, please return this MOU prior to August 1 to ensure the ISD's students remain enrolled for the fall semester. It is agreed that either Party may terminate this MOU with written notice to the other party within thirty (30) days. In the event of termination mid semester, currently enrolled dual credit students would be permitted to complete their courses for that semester. No new dual credit registrations would be permitted for the current or future terms. Either Party may also terminate this MOU with written notice to the other Party immediately for breach. This MOU may also be terminated by mutual agreement of the Parties.

21. LEGAL COMPLIANCE

Both NCTC and the ISD shall operate the dual credit program and perform their obligations under this Agreement in compliance with the applicable federal, state, and local laws, implementing regulations, executive orders, interpreting authorities, and administrative rules and requirements, including, but not limited to, (a) the following federal statutes as may be amended: Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1974; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; the Americans with Disabilities Act; the Family Educational Rights and Privacy Act of 1974; and Title IV of the Higher Education Act of 1965; (b) the Texas Constitution; (c) Texas Education Code's applicable provisions; (d) state and federal laws regarding the reporting of any and all alleged child abuse, school-related crimes, and sexual molestation of students; (e) state record retention laws; (f) Title 19 of the Texas Administrative Code's applicable provisions, including, without limitation, Chapter 4, Subchapters D and Chapter 9, Subchapter H; (g) TEA guidelines and requirements, including, the Student Attendance Accounting Handbook and the Financial Accountability System Resource Guide; (h) THECB guidelines and requirements; and (i) the rules, regulations, and requirements imposed by accrediting agencies applicable to either Party including, the Southern Association of Colleges and Schools. The Parties agree to operate the dual credit program in compliance with their respective applicable board policies and procedures.

The Parties agree to a mutual understanding to resolve issues or concerns that may arise in the course of this partnership that involve students, staff, and/or faculty. In the event a conflict or disagreement should arise in the interpretation or implementation of the obligations, terms and responsibilities of the Parties to this MOU, each Party shall designate administrative liaisons for the purpose of resolving concerns at both the campus (liaison must be a Principal or other designated high school campus administrator) and central administrative levels. If resolution is not found through those levels, a request may be made that the matter be handled through the Parties' respective legal counsel(s). If resolution is not found through those levels, a request may be made that the matter be handled by voluntary mediation through a mutually approved mediator within thirty (30) days of the selection of a mediator.

ADDENDUMS SUBMITTED BY ISD UPON RETURN OF THE MOU:

Crosswalk

Third-Party Billing Letter (if applicable)

Individuals signing below on behalf of NCTC and the ISD agree to execute this MOU according to its terms.

Superintendent

Date

Dr. Bruce King
Provost, North Central Texas College

Date



Sanger Independent School District

Department: Curriculum and Instruction

Date: May 13, 2024

AGENDA SECTION: Action

SUBJECT: 2024-2025 Out-of-District Denton ISD Memorandum of Understanding

Background Information

This Career & Technical agreement aims to facilitate the opportunity for other school district students to be enrolled and attend Career & Technical Education programs in the Denton Independent School District.

Recommendation

District administration recommends the Board approve the 2024-2025 Out-of-District Denton ISD Memorandum of Understanding.

Suggested Motion

I make the motion to approve the 2024-2025 Out-of-District Denton ISD Memorandum of Understanding.

Respectfully submitted,

Dr. Tommy Hunter
Superintendent

Career & Technical Education Denton ISD

Out-of-District Memorandum of Understanding

Sanger Independent School District
&
Denton Independent School District
2024-2025

Statement of Intent:

The purpose of this Career & Technical agreement is to facilitate the opportunity for other school district students to be enrolled and attend Career & Technical Education programs in the **Denton Independent School District**.

Denton Independent School District Equal Opportunity Policy Statement

Denton I.S.D. does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education or providing access to benefits of education services, activities and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of Rehabilitation Act of 1973, as amended; and the Title II of the Americans with Disabilities Act. For inquiries regarding non-discrimination policies please contact Denton ISD at 940-369-0000.

Memorandum of Understanding

DENTON ISD

Out of District Enrollment for Sanger Independent School District

The Denton Independent School District (Denton I.S.D.) and all other school districts which have students seeking enrollment in Career and Technical Education (CTE) programs presented by Denton ISD enter into this Memorandum of Understanding to facilitate the opportunities for Out of District (OOD) students.

Within this Memorandum of Understanding the following words and phrases shall be defined as:

1. Home District: the independent school districts in which the Out-of-District student is enrolled, not including the Denton Independent School District; and
2. Out-of-District Student: a student enrolled in the Career & Technical Education programs whose home district is not Denton Independent School District.

I. Enrollment

- a. Denton I.S.D. will:
 - i. provide partnering school districts with yearly updated Out of District Procedure Manual to include application information, testing, and deadlines;
 - ii. provide information concerning enrollment opportunities and enrollment packets to Home District counselors;
 - iii. allow enrollment and participation in its CTE courses for Out-of-District students as space is available.; and
 - iv. will coordinate OOD student interviews and testing schedules with Home District counselors.
- b. Home District will:
 - i. Notify their students regarding their selection status; and
 - ii. Complete an enrollment packet for each of their students selected for the CTE program.

II. Attendance

- a. The Denton I.S.D. will provide attendance reports on a weekly basis to the OOD school district and enrollment verification at the beginning of each semester.
- b. The Denton I.S.D. will provide the Home District of an OOD student with the student's grade report at the end of grading periods per school year and at the end of each semester based upon the Denton ISD grading period calendar.
- c. The Home District will handle all attendance documentation and truancy related issues concerning students.
- d. The Denton I.S.D. shall provide appropriate academic, grade and/or instructional records for students who are released from the facility.

III. Billing

- a. Denton ISD will bill Home Districts each semester, no later than the end of October for first semester and end of March for second semester. The Home District shall remit payment to Denton I.S.D. within forty-five (45) days from the date of invoice.
- b. The Denton I.S.D. will bill Home Districts per semester based on annual TEA/ADA formula for your district.
- c. The Home District will be charged for an OOD student's attendance from the date of enrollment to the last day of each semester or until the Home District provides official withdrawal notification to Denton ISD. Billings for students that have withdrawn are prorated based on student's withdrawal date within the semester.

IV. Teacher of Record

- a. The Denton I.S.D. will provide the Home District with report information for "Teacher of Record" per requirements documented in the Student Attendance Accounting Handbook for each OOD student enrolled. The Denton I.S.D. shall award credits when the OOD student has complied with the provisions of the Texas Administrative Code and according to local Denton I.S.D. policy for awarding of credits and/or grade level goals.
- b. Denton I.S.D. instructional personal shall hold the appropriate certification or permits as required by the Texas Education Agency. Official copies of certification shall be filed with the Denton I.S.D. and CTE Director. Denton I.S.D. Human Resources shall provide documentation that all district instructional personnel assigned to the CTE Programs have successfully passed background checks and fingerprint checks to be kept on file at human resources. The documentation should include appropriate certifications and "highly qualified" statements.

V. Student Records

- a. Student records, including the enrollment packet completed by the Home District and attendance records and grade records, pertaining to their enrollment in CTE programs shall be maintained by the registrar in accordance with the Denton I.S.D. records retention policy.
- b. To the extent allowed by Federal and State law, including but not limited to the Individuals with Disabilities Education Improvement Act ("IDEA"), the Family Educational Rights and Privacy Act ("FERPA"), and the Health Insurance Portability and Accountability Act ("HIPAA"), the Denton I.S.D. administrators and professional employees shall have access to medical and juvenile information and records to the extent that it applies to the performance of the terms of the Agreement. Each Denton I.S.D. employee involved in this program shall follow all Denton I.S.D. policies and procedures relating to the confidentiality of student information. No student information shall be released to anyone outside of the Denton I.S.D. for any purpose without appropriate legal authorization.
- c. The Denton I.S.D. shall shred all OOD student records, except for grade and attendance records, at the end of each school year.

VI. Students with Disabilities

- a. Students identified by their Home District as being eligible for receiving Special Education services and enrolling in the CTE programs, will be required to have an ARD meeting attended by a member of the staff/Administration.
- b. Upon enrollment, Home District shall provide Denton I.S.D. documentation for all Special Education and 504 students within the first six weeks of school.
- c. Home District will be responsible for any additional costs associated with Denton I.S.D. complying with the requirements of personnel, teacher training, modifications and/or equipment necessary to accommodate students eligible for receiving Special Education services.
- d. Student special education eligibility folders containing documents for audit under Texas Administrative Code shall be maintained by the Home District. On request from Denton I.S.D. the Home District will make such information available for examination by the auditors from the Texas Education Agency and staff or other eligible persons as defined by the Family Education Rights and Privacy Act of 1972 (Buckley Amendment).

VII. Duties of OOD Students

- a. The Denton I.S.D. Student Code of Conduct is available for all students and parents on line at <http://www.dentonisd.org/Domain/5589>, and a printed copy will be provided upon request. Each OOD student is expected to thoroughly review and will be held responsible for knowledge of the Student Code of Conduct.
- b. OOD Students must provide their own transportation to the campus for attendance of their classes.
- c. OOD Students enrolled in Denton I.S.D. CTE program will adhere to the Denton I.S.D. calendar and attendance will be taken pursuant to the Denton I.S.D. calendar.
- d. OOD Students will be required to have a health card on file with Denton ISD.
- e. OOD Students will be held responsible to the same extent as Denton I.S.D. students for all costs associated with the repair or replacement of damaged property resulting from the action of the student. Damage which equals or exceeds fifty dollars (\$50.00) may result in criminal charges against the student, and other disciplinary actions.
- f. OOD Students are expected to meet all application and testing deadlines.
- g. OOD students that lose credit due to excessive absences must complete the credit recovery process through a campus credit recovery program before the end of April.

VIII. Student Discipline

- a. The Denton I.S.D. policies, guidelines, student handbook and student code of conduct prevail at all times.
- b. Students who are verbally or physically aggressive, who damage property, or who do not come under instructional control may be dismissed from class immediately. The teacher or Administration may initiate the dismissal.
- c. Denton I.S.D. Student Code of Conduct Violations that result in the OOD student being placed in In School Suspension Class (ISSC), Disciplinary Alternative Education Program (ADEP), or Juvenile Justice Alternative Education Program (JJAEP) shall be deemed to be sufficient cause for removal from the CTE programs, with the Home District being

responsible for any further disciplinary actions deemed necessary by the Home District. The date of the OOD student's removal will be considered the date of official withdrawal from the CTE program.

IX. Default and Termination

- a. If either party shall default in the performance of any of the terms or conditions of this Agreement, that party shall have ten (10) days after delivery of written notice of such default within which to cure such default. If the defaulting party fails to cure its default in such period of time, then the non-defaulting party shall have the right without further notice to terminate this Agreement.
- b. This Agreement may be terminated by either party, at its sole decision, with or without cause, and without prejudice to any other remedy to which it may be entitled at law or in equity, by giving written notice no later than April 1 of the prior school year, to the other party of its intention to terminate.

X. Notification

All notices, requests, and other communications under the MOU shall be in writing and mailed to the proper addresses as follows:

DENTON I.S.D.:

Dr. Jamie Wilson
Superintendent
1307 North Locust Street
Denton, Texas 76201

Carla Ruge, CTE Director
Geise Support Building
1303 North Elm St
Denton, Texas 76201
Telephone: 940-369-0452

HOME DISTRICT: Sanger Independent School District

XI. Terms of Agreement

- a. This Memorandum Of Understanding will be reviewed annually by the signatory districts. This Memorandum Of Understanding may be revised, modified or amended at any time upon mutual agreement between the Home District and Denton Independent School District.
- b. No revision, modification, or amendment of this Memorandum Of Understanding shall be valid unless in writing and duly executed by the Superintendents of the Denton I.S.D. and Home District.
- c. The failure of the Parties to enforce, or insist upon, compliance with any of the terms or conditions of this Agreement shall not constitute a general waiver or relinquishment of any such terms or conditions, but the same shall be and remain at all times in full force and effect.
- d. Each of the individual affixing their signature below represents to the other party that they are a duly-authorized official of their school district with the power to encumber their district with the obligations set forth herein.

WITNESS our signatures as evidence of our agreement to this Memorandum of Understanding and willingness to abide by its stated obligations.

DENTON INDEPENDENT SCHOOL DISTRICT

Sanger Independent School District

Jamie Wilson, Ed.D., Superintendent

_____, Superintendent
Printed Name

Date: _____

Date: _____



Sanger Independent School District

Department: Superintendent

Date: May 13, 2024

AGENDA SECTION: Action

SUBJECT: Out-of-State BBQ Team National Competition

Background Information

The Sanger High School BBQ Team has Qualified for the National Competition in Branson, Missouri. The National Competition is June 6 - June 10, 2024. 15 Students and 3 Sponsors will attend the Competition.

Recommendation

District Administration recommends the Board's approval for the Sanger High School BBQ Team's trip to Branson, Missouri to compete in the National BBQ Competition, June 6 - June 10, 2024.

Suggested Motion

I make the motion to approve the Sanger High School BBQ Team's Out-of-State trip to Branson, Missouri for the National BBQ Competition, June 6 - June 10, 2024.

Respectfully submitted,

Dr. Tommy Hunter
Superintendent

Educate - Inspire - Elevate