Agenda of Regular Meeting

Board of Trustees

Sanger Independent School District

July 15, 2024

6:00 PM

Notice is hereby given that a Regular Meeting of the Board of Trustees of the Sanger Independent School District will be held July 15, 2024 beginning at 6:00 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. **PLEDGE OF ALLEGIANCE**
3. **INVOCATION**
4. **PUBLIC COMMENT**
5. **RECOGNITIONS**
   Presenter: Mrs. Jennie Flaa
   5.A. Sanger High School Varsity Softball Team
   Presenter: Mrs. Jennie Flaa
6. **REPORTS**
   6.A. Financials
   Presenter: Mrs. Monica Herren
   6.B. Utility Report
   Presenter: Mrs. Monica Herren
   6.C. Operations
   Presenter: Dr. Tommy Hunter
   6.D. Curriculum & Instruction
   Presenter: Mrs. Jennie Flaa
   6.D.1. STAAR UPDATE
   Presenter: Mrs. Tina Yant
   6.E. Human Resources
   Presenter: Mrs. Leann Loyless
   6.F. Safety & Security
   Presenter: Mrs. Leann Loyless & Chief Mike Picha
   6.G. Athletics
   Presenter: Mrs. Tracy Sykes & Mr. Chad Rogers
   6.H. Construction Manager Update
   Presenter: Mr. Kelly Teems
   6.I. Budget Workshop - Preliminary Data
   Presenter: Mrs. Monica Herren
7. **PREVIEW: First Reading of Two - TASB Policy Update 123**

Presenter: Mrs. Leann Loyless

8. **COMMUNITY INPUT: ACTION AGENDA ITEMS**
9. **ACTION**
   - 9.A. Consent Agenda
     Presenter: Dr. Tommy Hunter
     - 9.A.1. Minutes of June
     - 9.A.2. TASB Property & Liability Insurance Renewal
       Presenter: Dr. Tommy Hunter
   - 9.B. Employee Sheets for June
     Presenter: Mrs. Leann Loyless
   - 9.C. Discuss & Consider for Approval the use of The National Incident Management System for all School Emergencies.
     Presenter: Chief Mike Picha
   - 9.D. Discuss & Consider for Approval to recognize the 4-H Organization as a Sanctioned Extracurricular Activity.
     Presenter: Dr. Tommy Hunter
   - 9.E. Discuss & Consider for Approval the 2024-2025 ESC Region 11 Service Contracts.
     Presenter: Dr. Tommy Hunter
   - 9.F. Discuss & Consider for Approval the T-TESS Appraisal Calendar for the 2024-2025 School Year.
     Presenter: Mrs. Jennie Flaa
   - 9.G. Discuss & Consider for Approval the Professional Development Plan for the 2024-2025 School Year.
     Presenter: Mrs. Jennie Flaa
   - 9.H. Discuss & Consider for Approval the 2024-2025 Sanger ISD Employee Handbook.
     Presenter: Mrs. Leann Loyless
   - 9.I. Discuss & Consider for Approval EIC & DED (Local) Revisions.
     Presenter: Mrs. Jennie Flaa
   - 9.J. Discuss & Consider for Approval the 2024-2025 Student Handbook.
     Presenter: Mrs. Jennie Flaa
   - 9.K. Discuss & Consider for Approval the 2024-2025 Student Code of Conduct.
     Presenter: Mrs. Jennie Flaa
   - 9.L. Discuss & Consider 2024-2025 School Transportation.
     Presenter: Mrs. Kiley Clements
10. **SUPERINTENDENT REPORT**
    Presenter: Dr. Tommy Hunter
11. **BOARD MEMBER COMMENTS, REPORTS, AND DISCUSSION**
    - 11.A. Review of Summer Leadership Institute at Ft. Worth
12. **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	-134,044.87	-15,459,650.83	57,871.17	99.63%
5730 - TUITION AND FEES	117,000.00	-1,540.00	-55,290.00	61,710.00	47.26%
5740 - OTHER REVENUES LOCAL SOURCES	575,000.00	-34,199.83	-555,020.21	19,979.79	96.53%
5750 - REVENUES-COCURRIC/ENTERPRISING	56,000.00	-1,000.00	-53,137.59	2,862.41	94.89%
5760 - REVENUES FROM INTERMED SOURCES	55,000.00	773.32	-119,433.00	-64,433.00	217.15%
Total REVENUE-LOCAL AND INTERMEDIATE	**16,320,522.00**	**-170,011.38**	**-16,242,531.63**	**77,990.37**	**99.52%**
5800 - STATE PROGRAM REVENUES					
5810 - PER CAPITA/FOUNDATION REVENUES	13,894,662.00	-165,558.00	-9,410,825.00	4,483,837.00	67.73%
5830 - REV/STATE AGENCIES (NOT TEA)	1,843,232.00	-261,874.69	-1,301,937.41	541,294.59	70.63%
Total STATE PROGRAM REVENUES	**15,737,894.00**	**-427,432.69**	**-10,712,762.41**	**5,025,131.59**	**68.07%**
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**	**-597,444.07**	**-27,129,638.43**	**6,859,777.57**	**79.82%**

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000 - EXPENDITURES/EXPENSES						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-16,323,621.00	.00	13,874,877.56	341,056.36	-2,448,743.44	85.00%
6200 - PROFESSIONAL & CONTRACTED SVS	-584,804.40	.00	588,464.27	27,151.96	3,659.87	100.63%
6300 - SUPPLIES AND MATERIALS	-585,261.60	5,481.05	434,377.12	37,374.72	-145,403.43	74.22%
6400 - OTHER OPERATING COSTS	-4,100.00	.00	3,423.78	799.70	-676.22	83.51%
6600 - CPTL OUTLY LAND BLDG & EQUIP	.00	.00	.00	.00	.00	.00%
Total Function11 INSTRUCTION	**-17,497,787.00**	**5,481.05**	**14,901,142.73**	**406,382.74**	**-2,591,163.22**	**85.16%**
12 - INSTRUCTIONAL RESOURCES/MEDIA						
6100 - PAYROLL COSTS	-194,617.00	.00	166,148.74	3,402.69	-28,468.26	85.37%
6200 - PROFESSIONAL & CONTRACTED SVS	-11,500.00	.00	9,288.00	.00	-2,212.00	80.77%
6300 - SUPPLIES AND MATERIALS	-52,360.00	234.16	51,479.64	4.44	-646.20	98.32%
6400 - OTHER OPERATING COSTS	-1,400.00	.00	1,400.00	179.40	.00	100.00%
Total Function12 INSTRUCTIONAL	**-259,877.00**	**234.16**	**228,316.38**	**3,586.53**	**-31,326.46**	**87.86%**
13 - CURRICULUM & STAFF DEVELOPMENT						
6100 - PAYROLL COSTS	-118,110.00	.00	98,111.16	9,035.79	-19,998.84	83.07%
6200 - PROFESSIONAL & CONTRACTED SVS	-41,332.00	.00	26,934.00	.00	-14,398.00	65.17%
6300 - SUPPLIES AND MATERIALS	-175,000.00	187.27	77,576.97	1,082.79	-97,235.76	44.33%
6400 - OTHER OPERATING COSTS	-50,675.00	4,008.24	25,859.44	2,413.83	-20,807.32	51.03%
Total Function13 CURRICULUM & STAFF	**-385,117.00**	**4,195.51**	**228,481.57**	**12,532.41**	**-152,439.92**	**59.33%**
21 - INSTRUCTIONAL LEADERSHIP						
6100 - PAYROLL COSTS	-554,785.00	.00	542,296.66	62,370.08	-12,488.34	97.75%
6300 - SUPPLIES AND MATERIALS	-4,750.00	.00	269.99	150.00	-4,480.01	5.68%
6400 - OTHER OPERATING COSTS	-1,250.00	.00	230.00	.00	-1,020.00	18.40%
Total Function21 INSTRUCTIONAL LEADERSHIP	**-560,785.00**	**.00**	**542,796.65**	**62,520.08**	**-17,988.35**	**96.79%**
23 - SCHOOL LEADERSHIP						
6100 - PAYROLL COSTS	-2,053,142.00	.00	1,752,989.58	170,946.57	-300,152.42	85.38%
6200 - PROFESSIONAL & CONTRACTED SVS	-2,850.00	.00	389.32	.00	-2,460.68	13.66%
6300 - SUPPLIES AND MATERIALS	-33,350.00	460.99	24,578.16	5,649.06	-8,310.85	73.70%
6400 - OTHER OPERATING COSTS	-20,615.00	.00	7,350.44	2,905.97	-13,264.56	35.66%
Total Function23 SCHOOL LEADERSHIP	**-2,109,957.00**	**460.99**	**1,785,307.50**	**179,501.60**	**-324,188.51**	**84.61%**
31 - GUIDANCE AND COUNSELING SVS						
6100 - PAYROLL COSTS	-855,265.00	.00	644,483.13	46,017.98	-210,781.87	75.35%
6300 - SUPPLIES AND MATERIALS	-52,680.00	12,500.00	11,231.94	293.05	-28,948.06	21.32%
6400 - OTHER OPERATING COSTS	-15,000.00	443.96	6,709.33	.00	-7,846.71	44.73%
Total Function31 GUIDANCE AND COUNSELING	**-922,945.00**	**12,943.96**	**662,424.40**	**46,311.03**	**-247,576.64**	**71.77%**
33 - HEALTH SERVICES						
6100 - PAYROLL COSTS	-375,374.00	.00	322,860.64	6,270.35	-52,513.36	86.01%
6200 - PROFESSIONAL & CONTRACTED SVS	-1,100.00	.00	185.00	.00	-915.00	16.82%
6300 - SUPPLIES AND MATERIALS	-15,685.00	.00	15,097.78	813.94	-587.22	96.26%
6400 - OTHER OPERATING COSTS	-2,000.00	.00	1,169.00	.00	-831.00	58.45%
Total Function33 HEALTH SERVICES	**-394,159.00**	**.00**	**339,312.42**	**7,084.29**	**-54,846.58**	**86.09%**
34 - STUDENT TRANSPORTATION						
6100 - PAYROLL COSTS	-899,012.00	.00	864,498.09	49,191.48	-34,513.91	96.16%
6200 - PROFESSIONAL & CONTRACTED SVS	-74,300.00	1,010.75	57,567.35	2,570.84	-15,721.90	77.48%
6300 - SUPPLIES AND MATERIALS	-180,000.00	197.50	179,769.44	3,466.75	-33.06	99.87%
6400 - OTHER OPERATING COSTS	-62,855.00	24.00	56,605.67	725.76	-6,225.33	90.06%
6600 - CPTL OUTLY LAND BLDG & EQUIP	.00	23,677.45	.00	.00	23,677.45	.00%
Total Function34 STUDENT TRANSPORTATION	**-1,216,167.00**	**24,909.70**	**1,158,440.55**	**55,954.83**	**-32,816.75**	**95.25%**

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000 - EXPENDITURES/EXPENSES						
35 - FOOD SERVICES						
6100 - PAYROLL COSTS	.00	.00	.00	.00	.00	.00%
6200 - PROFESSIONAL & CONTRACTED SVS	.00	400.00	34,240.14	3,687.76	34,640.14	.00%
Total Function35 FOOD SERVICES	**.00**	**400.00**	**34,240.14**	**3,687.76**	**34,640.14**	**.00%**
36 - CO-CURRICULAR ACTIVITIES						
6100 - PAYROLL COSTS	-950,688.00	.00	844,750.87	48,330.66	-105,937.13	88.86%
6200 - PROFESSIONAL & CONTRACTED SVS	-155,695.32	708.75	144,961.32	2,968.10	-10,025.25	93.11%
6300 - SUPPLIES AND MATERIALS	-253,331.61	23,729.12	217,293.11	22,897.61	-12,309.38	85.77%
6400 - OTHER OPERATING COSTS	-187,045.07	11,089.32	182,377.88	22,368.59	6,422.13	97.50%
6600 - CPTL OUTLY LAND BLDG & EQUIP	.00	.00	.00	.00	.00	.00%
Total Function36 CO-CURRICULAR ACTIVITIES	**-1,546,760.00**	**35,527.19**	**1,389,383.18**	**96,564.96**	**-121,849.63**	**89.83%**
41 - GENERAL ADMINISTRATION						
6100 - PAYROLL COSTS	-1,043,525.00	.00	923,217.82	121,863.06	-120,307.18	88.47%
6200 - PROFESSIONAL & CONTRACTED SVS	-261,650.00	.00	220,957.46	8,575.50	-40,692.54	84.45%
6300 - SUPPLIES AND MATERIALS	-37,700.00	1,067.10	41,507.22	6,578.46	4,874.32	110.10%
6400 - OTHER OPERATING COSTS	-109,161.00	200.00	53,041.26	3,809.11	-55,919.74	48.59%
Total Function41 GENERAL ADMINISTRATION	**-1,452,036.00**	**1,267.10**	**1,238,723.76**	**140,826.13**	**-212,045.14**	**85.31%**
51 - PLANT MAINTENANCE & OPERATION						
6100 - PAYROLL COSTS	-93,805.00	.00	76,124.01	8,393.90	-17,680.99	81.15%
6200 - PROFESSIONAL & CONTRACTED SVS	-3,091,960.00	1,200.00	2,648,195.72	326,042.75	-442,564.28	85.65%
6300 - SUPPLIES AND MATERIALS	-23,000.00	.00	382.19	382.19	-22,617.81	1.66%
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	26,250.41	78,724.52	.00	-45,025.07	52.48%
Total Function51 PLANT MAINTENANCE &	**-3,659,765.00**	**27,450.41**	**3,095,725.44**	**334,818.84**	**-536,589.15**	**84.59%**
52 - SECURITY & MONITORING SERVICES						
6100 - PAYROLL COSTS	-312,828.00	.00	275,028.80	15,215.15	-37,799.20	87.92%
6200 - PROFESSIONAL & CONTRACTED SVS	-40,000.00	2,400.00	27,018.07	471.31	-10,581.93	67.55%
6300 - SUPPLIES AND MATERIALS	-43,000.00	1,085.00	19,390.90	2,539.10	-22,524.10	45.10%
6400 - OTHER OPERATING COSTS	-2,000.00	.00	224.43	224.43	-1,775.57	11.22%
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**	**3,485.00**	**395,047.20**	**18,449.99**	**-79,295.80**	**82.68%**
53 - DATA PROCESSING SERVICES						
6100 - PAYROLL COSTS	-322,029.00	.00	263,491.72	-2,485.83	-58,537.28	81.82%
6200 - PROFESSIONAL & CONTRACTED SVS	-181,092.00	6,673.00	163,352.10	4,112.50	-11,066.90	90.20%
6300 - SUPPLIES AND MATERIALS	-62,250.00	913.75	54,277.70	501.05	-7,058.55	87.19%
6400 - OTHER OPERATING COSTS	-4,500.00	.00	3,447.55	-4.11	-1,052.45	76.61%
Total Function53 DATA PROCESSING SERVICES	**-569,871.00**	**7,586.75**	**484,569.07**	**2,123.61**	**-77,715.18**	**85.03%**
61 - COMMUNITY SERVICES						
6100 - PAYROLL COSTS	-301,971.00	.00	234,591.79	11,457.74	-67,379.21	77.69%
6300 - SUPPLIES AND MATERIALS	-19,500.00	.09	10,937.94	89.88	-8,561.97	56.09%
6400 - OTHER OPERATING COSTS	-4,000.00	.00	.00	.00	-4,000.00	-.00%
Total Function61 COMMUNITY SERVICES	**-325,471.00**	**.09**	**245,529.73**	**11,547.62**	**-79,941.18**	**75.44%**
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%**

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000 - EXPENDITURES/EXPENSES						
93 - PAYMENTS-SHARED SERVICES						
6400 - OTHER OPERATING COSTS	-985,000.00	.00	1,417,618.17	576,931.92	432,618.17	143.92%
Total Function93 PAYMENTS-SHARED SERVICES	**-985,000.00**	**.00**	**1,417,618.17**	**576,931.92**	**432,618.17**	**143.92%**
95 - PAYMENTS TO JUV JUSTICE ALTERN						
6200 - PROFESSIONAL & CONTRACTED SVS	-20,000.00	.00	.00	.00	-20,000.00	-.00%
Total Function95 PAYMENTS TO JUV JUSTICE	**-20,000.00**	**.00**	**.00**	**.00**	**-20,000.00**	**-.00%**
99 - TAX APPRAISAL						
6200 - PROFESSIONAL & CONTRACTED SVS	-150,000.00	.00	164,934.75	41,768.02	14,934.75	109.96%
Total Function99 TAX APPRAISAL	**-150,000.00**	**.00**	**164,934.75**	**41,768.02**	**14,934.75**	**109.96%**
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**	**123,941.91**	**29,744,251.86**	**2,000,592.36**	**-4,121,222.23**	**87.51%**

Fund 240 / 4 NATL BREAKFAST/LUNCH PROGRAM | **As of June**

	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	74.08	-631,920.29	-71,920.29	112.84%
Total REVENUE-LOCAL AND INTERMEDIATE	**560,000.00**	**74.08**	**-631,920.29**	**-71,920.29**	**112.84%**
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	-9,948.07	-49,992.95	9,744.05	83.69%
Total STATE PROGRAM REVENUES	**66,737.00**	**-9,948.07**	**-56,508.59**	**10,228.41**	**84.67%**
5900 - FEDERAL PROGRAM REVENUES					
5920 - FED REV DISTRIBUTED BY TEA	1,041,875.00	.00	-986,783.62	55,091.38	94.71%
5930 - FED REV DIST BY STATE(NOT TEA)	.00	-296.70	-121,947.96	-121,947.96	.00%
Total FEDERAL PROGRAM REVENUES	**1,041,875.00**	**-296.70**	**-1,108,731.58**	**-66,856.58**	**106.42%**
Total Revenue Local-State-Federal	**1,668,612.00**	**-10,170.69**	**-1,797,160.46**	**-128,548.46**	**107.70%**

Fund 240 / 4 NATL BREAKFAST/LUNCH PROGRAM — **As of June**

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000 - EXPENDITURES/EXPENSES						
35 - FOOD SERVICES						
6100 - PAYROLL COSTS	-768,199.00	.00	665,302.02	23,926.45	-102,896.98	86.61%
6200 - PROFESSIONAL & CONTRACTED SVS	-9,600.00	.00	5,813.00	560.00	-3,787.00	60.55%
6300 - SUPPLIES AND MATERIALS	-805,813.00	55.14	876,120.07	62,063.82	70,362.21	108.72%
6400 - OTHER OPERATING COSTS	-5,000.00	.00	606.74	150.00	-4,393.26	12.13%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-80,000.00	48,741.79	49,610.70	.00	18,352.49	62.01%
Total Function35 FOOD SERVICES	**-1,668,612.00**	**48,796.93**	**1,597,452.53**	**86,700.27**	**-22,362.54**	**95.74%**
Total Expenditures	**-1,668,612.00**	**48,796.93**	**1,597,452.53**	**86,700.27**	**-22,362.54**	**95.74%**

Fund 599 / 4 DEBT SERVICE — **As of June**

	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	-68,500.29	-8,172,253.59	1,230,000.41	86.92%
5740 - OTHER REVENUES LOCAL SOURCES	135,000.00	-23,452.53	-182,154.80	-47,154.80	134.93%
Total REVENUE-LOCAL AND INTERMEDIATE	**9,537,254.00**	**-91,952.82**	**-8,354,408.39**	**1,182,845.61**	**87.60%**
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**	**-91,952.82**	**-8,644,352.39**	**1,016,611.61**	**89.48%**

Fund 599 / 4 DEBT SERVICE **As of June**

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000 - EXPENDITURES/EXPENSES						
71 - DEBT SERVICE						
6500 - DEBT SERVICE	-9,660,964.00	.00	5,242,912.50	630,000.00	-4,418,051.50	54.27%
Total Function71 DEBT SERVICE	**-9,660,964.00**	**.00**	**5,242,912.50**	**630,000.00**	**-4,418,051.50**	**54.27%**
Total Expenditures	**-9,660,964.00**	**.00**	**5,242,912.50**	**630,000.00**	**-4,418,051.50**	**54.27%**

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

Account	Market Value 31-May-24	Interest Earnings	Deposits and Transfers In	Checks and Transfers Out	Market Value 30-Jun-24	Average rate of return
LONE STAR INVESTMENTS:						
General Fund	**$8,230,130.97**	**$28,283.56**	**$857,390.74**	**$3,000,000.00**	**$6,115,805.27**	**5.3238%**
Worker's Comp Fund	**$5,107.70**	**$22.31**	**$0.00**	**$0.00**	**$5,130.01**	**5.3238%**
Interest and Sinking Fund	**$5,348,464.38**	**$23,452.53**	**$68,500.29**	**$0.00**	**$5,440,417.20**	**5.3238%**
SANGER BANK:						
Clearing Account Gen Operating	**$715,003.34**	**$380.93**	**$5,033,166.90**	**$3,412,526.60**	**$2,336,024.57**	**0.4000%**
Activity Account	**$400,062.38**	**$125.72**	**$57,117.22**	**$65,436.42**	**$391,868.90**	**0.4000%**
Workers Compensation Fund	**$124,424.41**	**$38.08**		**$796.00**	**$123,666.49**	**0.4000%**
Certificates of Deposit	**$1,936,720.36**	**$9,779.32**			**$1,946,499.68**	**5.3960%**
FNC CERTIFICATES OF DEPOSIT	**$1,992,403.77**	**$6,072.70**			**$1,998,476.47**	
TEXAS CLASS INVESTMENT POOL						
General Operating	**$1,103,659.11**	**$4,920.34**			**$1,108,579.45**	**5.4278%**
Debt Service	**$7,008,416.77**	**$30,392.18**		**$516,184.93**	**$6,522,624.02**	**5.4278%**
PUBLIC TRUST	**$86,941,615.17**	**$347,437.89**			**$87,289,053.06**	**5.4278%**
	$116,020,465.83	**$450,905.56**	**$6,016,175.15**	**$6,994,943.95**	**$113,278,145.12**	

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

INVESTMENT OFFICERS:

Monica Herren, CFO

Natalie Key, Accountant

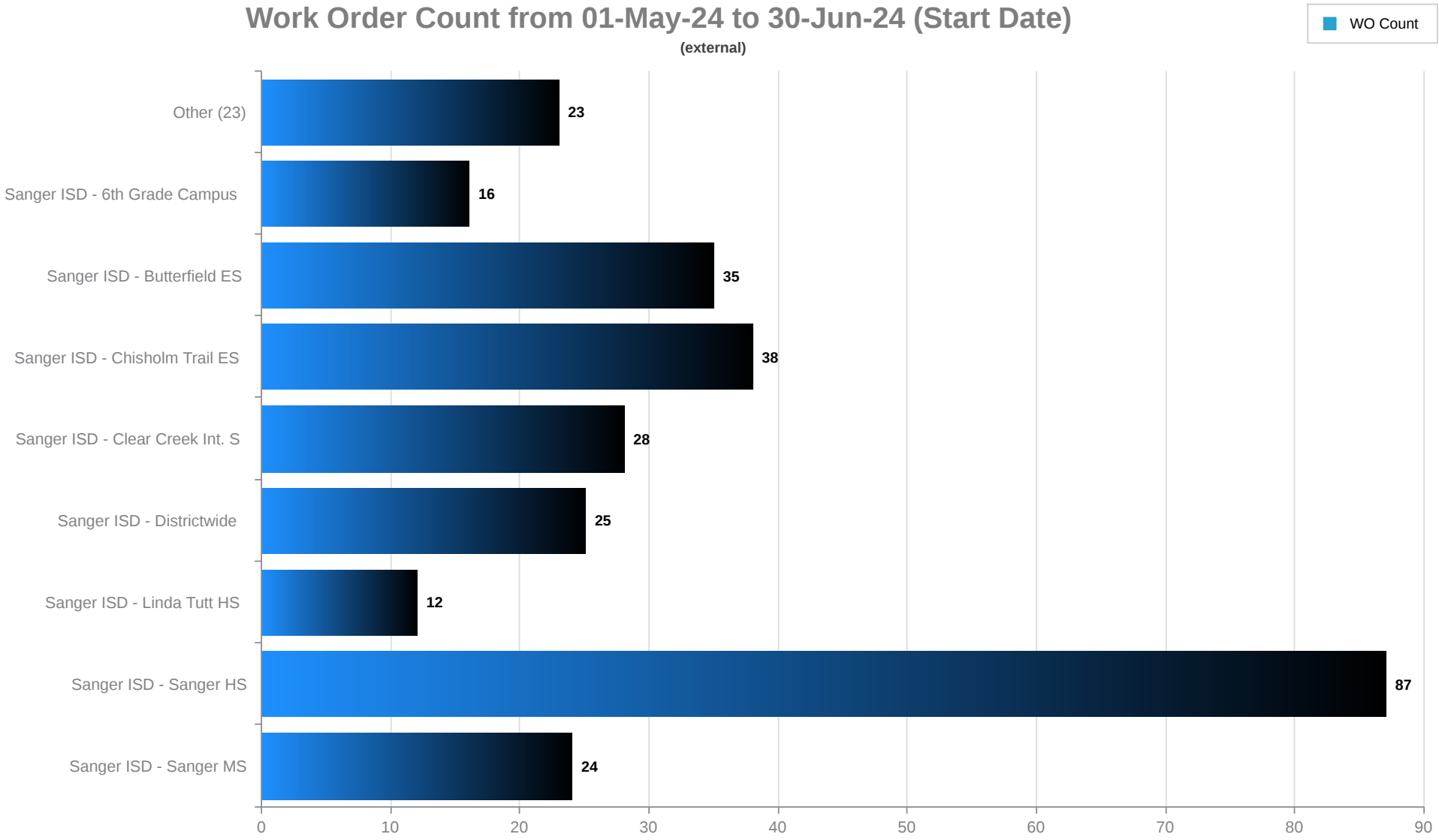
Sanger ISD Utility Report

	2023/2024 Budget	September	October	November	Decmber	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	$31,589.67	$34,529.84	$0.00	$0.00	$275,458.70	92.44%
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	$2,548.30	$2,868.88	$0.00	$0.00	$23,192.99	87.52%
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	$14,271.34	$16,293.19	$0.00	$0.00	$130,244.32	102.96%
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	$9,599.47	$10,783.19	$0.00	$0.00	$83,924.54	124.33%
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	$7,987.96	$8,765.06	$0.00	$0.00	$67,989.37	116.22%
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	$7,341.08	$8,369.89	$0.00	$0.00	$63,745.62	119.15%
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	$4,377.11	$3,800.09	$0.00	$0.00	$33,882.72	94.12%
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	$1,677.78	$767.67	$0.00	$0.00	$18,912.85	17.84%
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	$485.21	$378.60	$0.00	$0.00	$7,954.02	107.49%
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	$2,467.00	$2,315.47	$0.00	$0.00	$31,619.55	70.27%
Butterfield Elementary	$40,000.00	$1,118.04	$874.77	$846.15	$833.61	$760.29	$889.08	$917.70	$1,047.96	$946.32	$399.28	$0.00	$0.00	$8,633.20	21.58%
Clear Creek Int.	$13,000.00	$173.15	$1,294.09	$206.31	$184.29	$184.29	$194.91	$173.15	$173.15	$184.03	$173.15	$0.00	$0.00	$2,940.52	22.62%
Chisholm Trail	$20,000.00	$910.02	$769.78	$938.64	$711.11	$516.50	$837.03	$758.33	$1,127.57	$1,084.60	$350.97	$0.00	$0.00	$8,004.55	40.02%
6th Grade Center	$20,000.00	$896.10	$879.01	$887.29	$780.07	$1,036.22	$926.42	$807.72	$926.28	$930.70	$569.44	$0.00	$0.00	$8,639.25	43.20%
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	$804.37	$234.48	$0.00	$0.00	$32,273.27	129.09%
Linda Tutt High School	$3,800.00	$110.15	$173.38	$389.11	$743.57	$1,509.97	$539.59	$286.03	$144.54	$110.96	$133.82	$0.00	$0.00	$4,141.12	108.98%
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	$625.93	$441.91	$0.00	$0.00	$25,105.07	109.15%
Butterfield Elementary	$5,500.00	$255.24	$401.49	$721.22	$1,002.27	$1,909.39	$865.82	$383.41	$314.86	$325.86	$215.45	$0.00	$0.00	$6,395.01	116.27%
Clear Creek Int.	$3,500.00	$262.92	$258.19	$318.21	$468.82	$821.97	$511.03	$392.26	$119.75	$385.77	$205.95	$0.00	$0.00	$3,744.87	107.00%
Chisholm Trail	$5,000.00	$113.57	$406.19	$974.67	$1,470.91	$2,400.57	$990.23	$286.84	$216.51	$487.22	$172.66	$0.00	$0.00	$7,519.37	150.39%
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	$427.12	$429.21	$0.00	$0.00	$11,564.15	105.13%
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	$2,140.84	$0.00	$0.00	$20,632.88	
Linda Tutt High School		$277.00	$277.00	$277.00	$277.00	$304.50	$304.50	$304.50	$304.50	$304.50	$304.50	$0.00	$0.00	$2,935.00	
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	$2,534.50	$0.00	$0.00	$24,427.72	
Butterfield Elementary		$931.20	$931.20	$931.20	$931.20	$527.06	$872.57	$872.57	$872.57	$872.57	$872.57	$0.00	$0.00	$8,614.71	
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	$1,084.57	$0.00	$0.00	$10,401.34	
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	$1,070.42	$0.00	$0.00	$10,316.44	
6th Grade Center		$554.00	$554.00	$554.00	$554.00	$609.00	$609.00	$609.00	$609.00	$609.00	$609.00	$0.00	$0.00	$5,870.00	

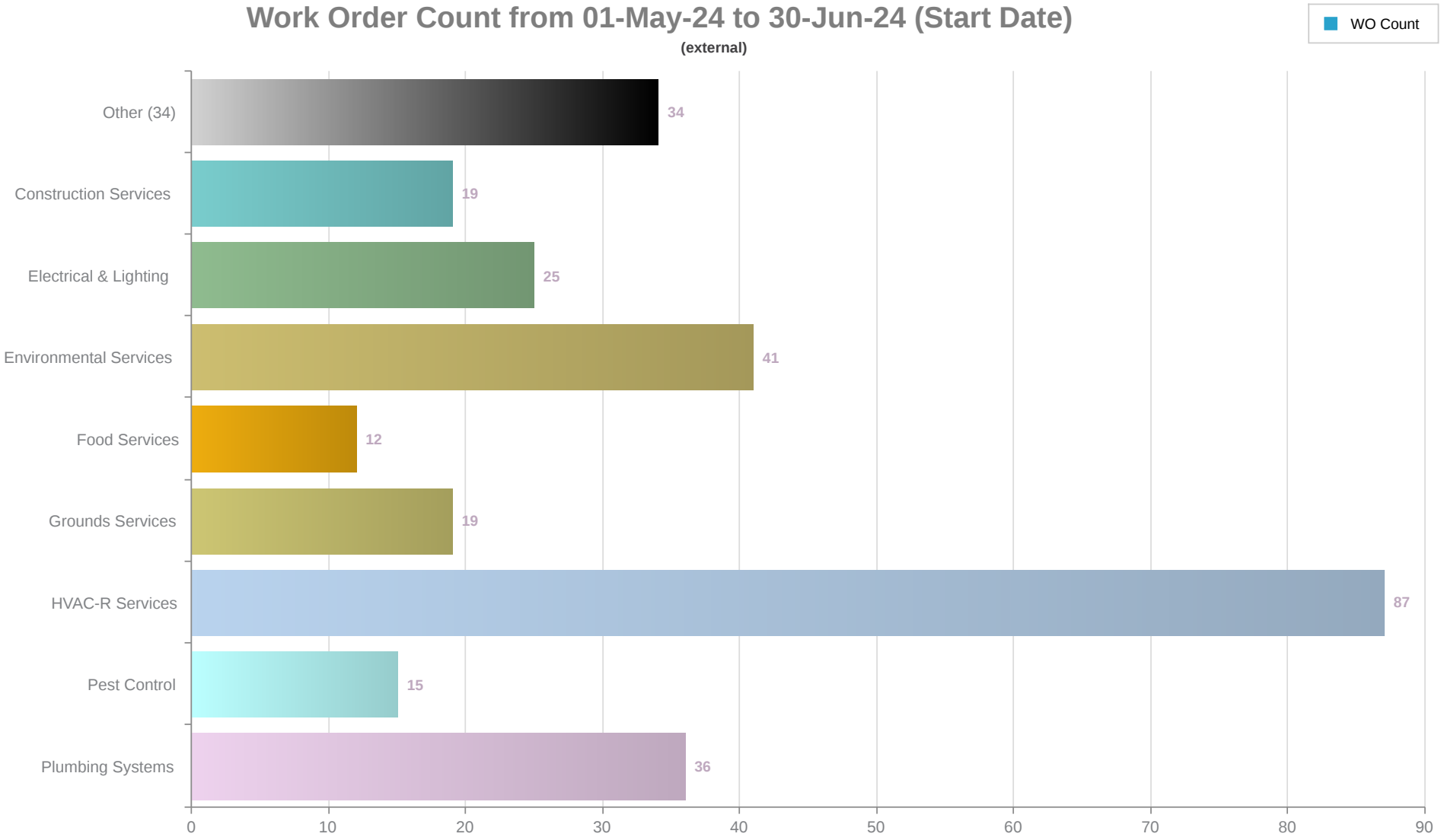
Facilities Services Report

July
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. This time, there are normal request levels, due to summer start.



The chart Service Request Count by Service Group shows the number of Work Orders created within the specified date range, grouped by service line. Construction Services work orders have increased this period.



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.

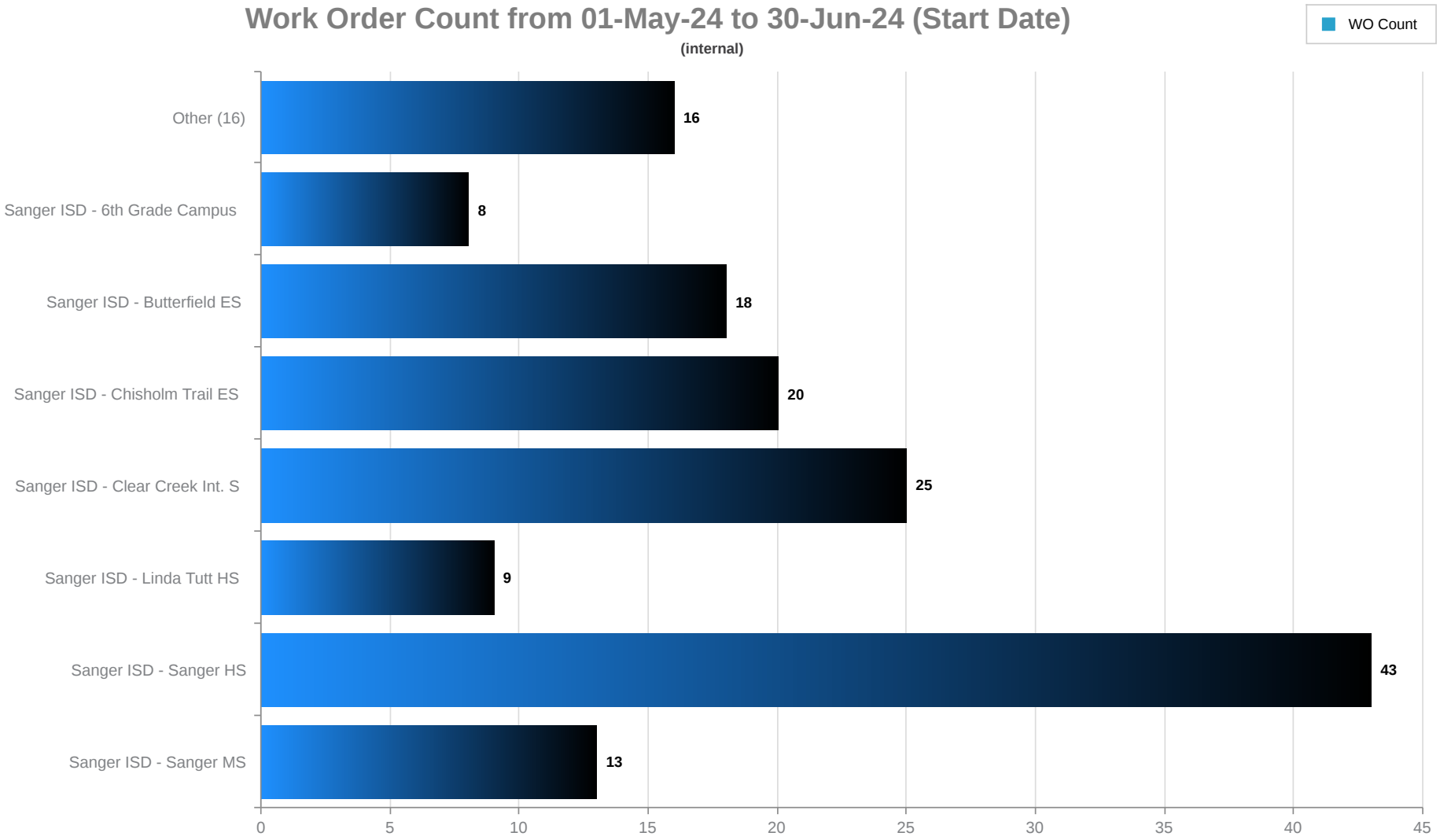
In Routine WOs, the performance toward the target of 5 day completion is good, with 92% completed within target time. Workload is normal, with some anomalous requests for tree removal in Grounds Services due to the storm.

WO Class	WOs	Time Target	Percent Complete before Target	E/C Average Delta	E/C BD Median Delta
Routine	223	5 Days	92%	3.08	0.75
Project	6	30 Days	100%	23.97	17.54
Parts Hold	1	21 Days	100%	22.17	16.17
Emergency	0	< 1 Day	-	-	-
Urgent	0	< 1 Day	-	-	-
Prescheduled	34	90 Days	100%	8.13	3.02
Preventive	14	30 Days	100%	9.39	5.57
Admin Hold	2	30 Days	100%	24.54	17.54
Transferred	0	14 Days	-	-	-
Operations	1	< 1 Day	100%	6.96	4.96
Time Permitting	4	90 days	100%	20.90	9.75

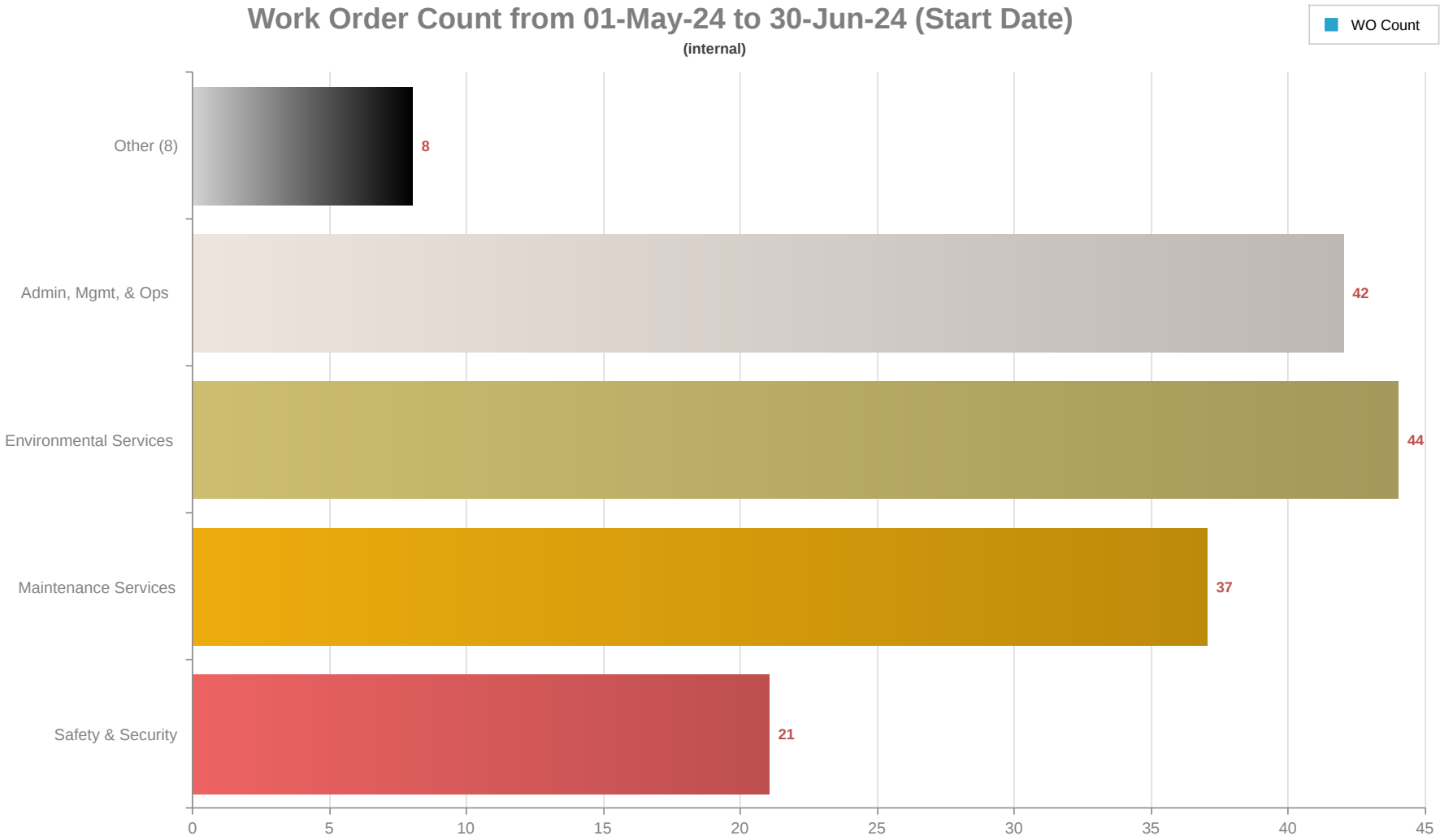
Internal

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. Clear Creek Int. has a higher number of internal requests 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 number of Maintenance related requests. Some work orders were also created for the moving of furniture and other portering activities.



2024
STAAR RESULTS

SANGER INDEPENDENT SCHOOL DISTRICT

RLA Grades 3 - 8

SPRING 2019, 2021, 2022, 2023, and 2024 STAAR GRADES 3-8 RESULTS								
RLA	**Performance**	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**		**Spring 2023**	**Spring 2024**
3	Approaches	75%	COVID	79%	76%	STAAR Redesign*	79%	78%
	Meets	40%		47%	47%		40%	49%
	Masters	25%		25%	30%		20%	22%
4	Approaches	74%		66%	88%		83%	88%
	Meets	44%		41%	62%		50%	62%
	Masters	23%		21%	31%		23%	26%
5	Approaches	79%		77%	83%		89%	82%
	Meets	55%		48%	63%		66%	57%
	Masters	27%		31%	35%		34%	30%
6	Approaches	75%		69%	81%		88%	86%
	Meets	49%		38%	55%		68%	62%
	Masters	21%		18%	29%		34%	29%
7	Approaches	76%		71%	81%		83%	81%
	Meets	44%		49%	57%		56%	61%
	Masters	26%		23%	38%		33%	35%
8	Approaches	83%		77%	82%		87%	83%
	Meets	63%		51%	61%		63%	53%
	Masters	32%		25%	40%		41%	31%

*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated resetting of standards and scales from 2022 to 2023.

Math Grades 3 - 8

SPRING 2019, 2021, 2022, 2023, and 2024 STAAR GRADES 3-8 RESULTS								
MATH	**Performance**	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**		**Spring 2023**	**Spring 2024**
3	Approaches	77%	COVID	74%	72%	STAAR Redesign*	72%	65%
	Meets	46%		37%	40%		40%	35%
	Masters	19%		18%	20%		13%	11%
4	Approaches	71%		63%	82%		75%	70%
	Meets	49%		44%	44%		49%	49%
	Masters	30%		24%	23%		19%	17%
5	Approaches	87%		73%	78%		91%	76%
	Meets	55%		38%	44%		56%	46%
	Masters	34%		18%	20%		21%	16%
6	Approaches	93%		84%	86%		82%	74%
	Meets	56%		50%	52%		50%	45%
	Masters	29%		20%	18%		23%	15%
7	Approaches	82%		58%	63%		65%	48%
	Meets	39%		18%	19%		25%	23%
	Masters	6%		4%	5%		1%	2%
8	Approaches	84%		63%	76%		74%	84%
	Meets	56%		27%	33%		44%	57%
	Masters	12%		8%	7%		12%	15%

*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated resetting of standards and scales from 2022 to 2023.

Science & Social Studies Grades 5 & 8

Science and Social Studies – Grades 5 & 8 STAAR Results								
GRADE SUBJECT	**Performance**	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**		**Spring 2023**	**Spring 2024**
5th Science	Approaches	81%	COVID	69%	79%	STAAR Redesign*	75%	64%
	Meets	53%		33%	51%		40%	27%
	Masters	29%		10%	25%		17%	10%
8th Science	Approaches	86%		70%	82%		74%	67%
	Meets	61%		41%	40%		43%	40%
	Masters	19%		24%	16%		12%	13%
8th Social Studies	Approaches	68%		72%	61%		67%	65%
	Meets	23%		40%	28%		36%	36%
	Masters	8%		20%	17%		17%	18%

*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated resetting of standards and scales from 2022 to 2023.

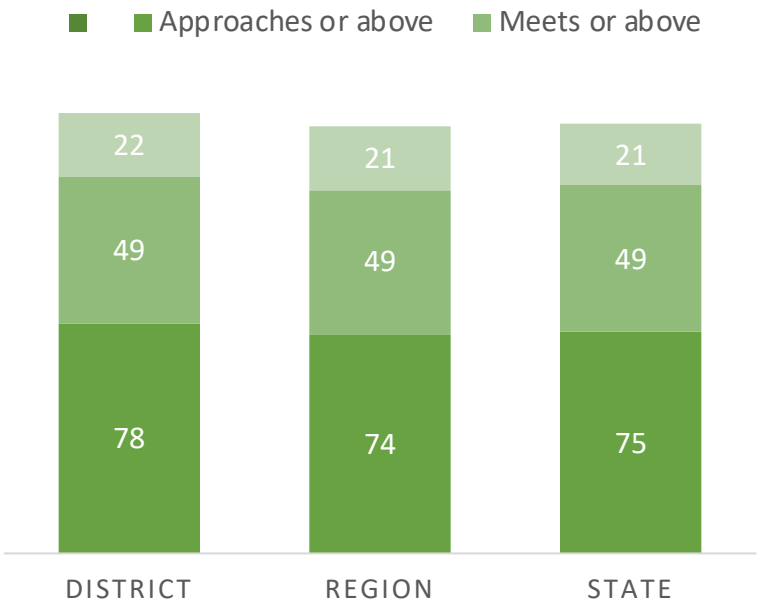
End-of-Course Results

Spring 2019, 2021, 2022, 2023, and 2024– EOC STAAR Results								
SUBJECT	**Performance**	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**		**Spring 2023**	**Spring 2024**
8th Algebra I	**Approaches**	100%	COVID	100%	100%	STAAR Redesign*	100%	100%
	Meets	97%		92%	100%		89%	95%
	Masters	86%		64%	82%		47%	74%
Algebra I	**Approaches**	80%		76%	82%		84%	84%
	Meets	54%		35%	42%		40%	44%
	Masters	26%		13%	15%		11%	19%
Biology	**Approaches**	88%		86%	88%		93%	92%
	Meets	65%		57%	71%		60%	58%
	Masters	26%		14%	25%		22%	15%
English I	**Approaches**	63%		74%	74%		85%	77%
	Meets	52%		53%	59%		69%	67%
	Masters	9%		7%	8%		20%	22%
English II	**Approaches**	66%		74%	81%		87%	84%
	Meets	48%		63%	68%		67%	72%
	Masters	5%		12%	6%		13%	13%
US History	**Approaches**	94%		94%	93%		96%	97%
	Meets	79%		78%	77%		70%	78%
	Masters	60%		55%	53%		31%	44%

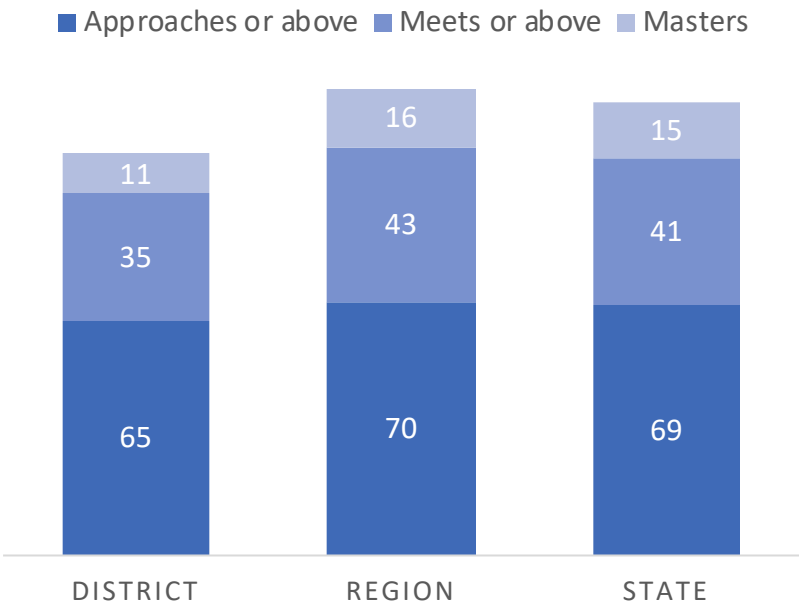
*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated resetting of standards and scales from 2022 to 2023.

District – Region – State Comparison

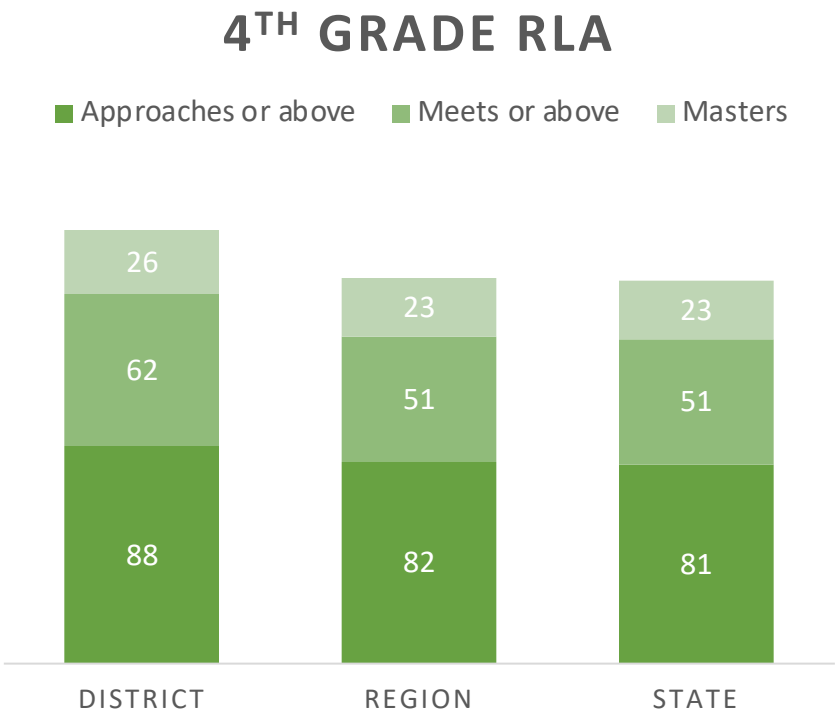
3RD GRADE RLA

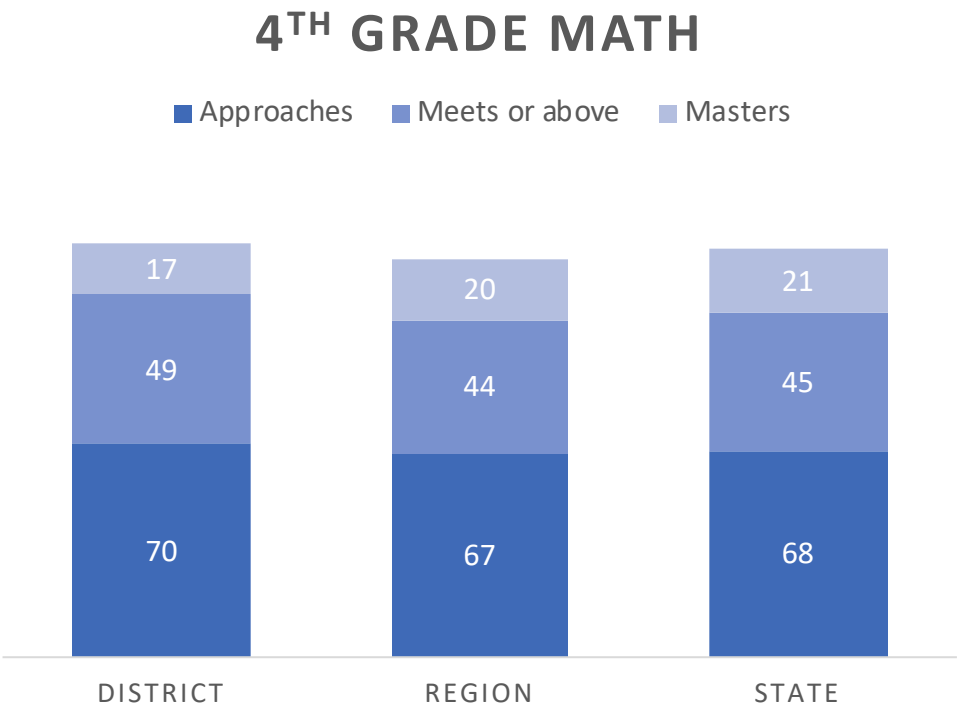


3RD GRADE MATH



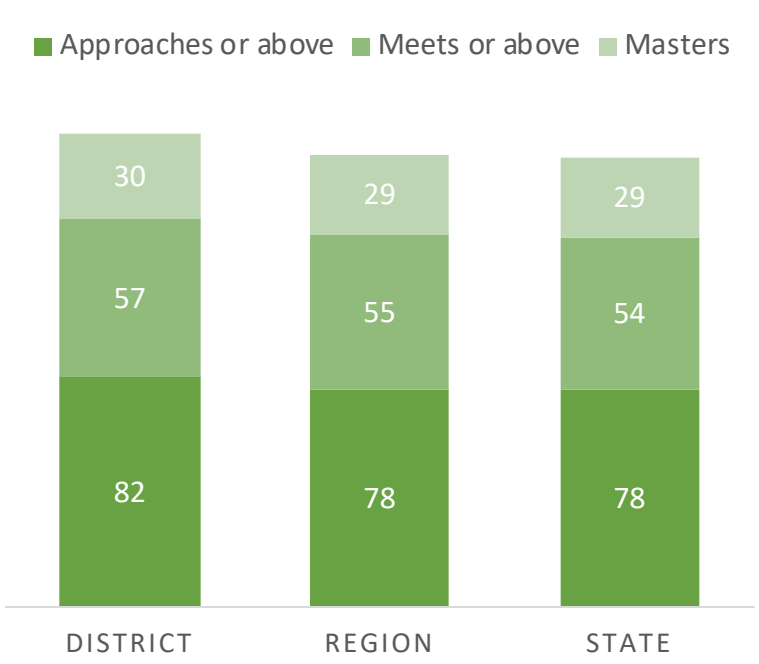
District – Region – State Comparison



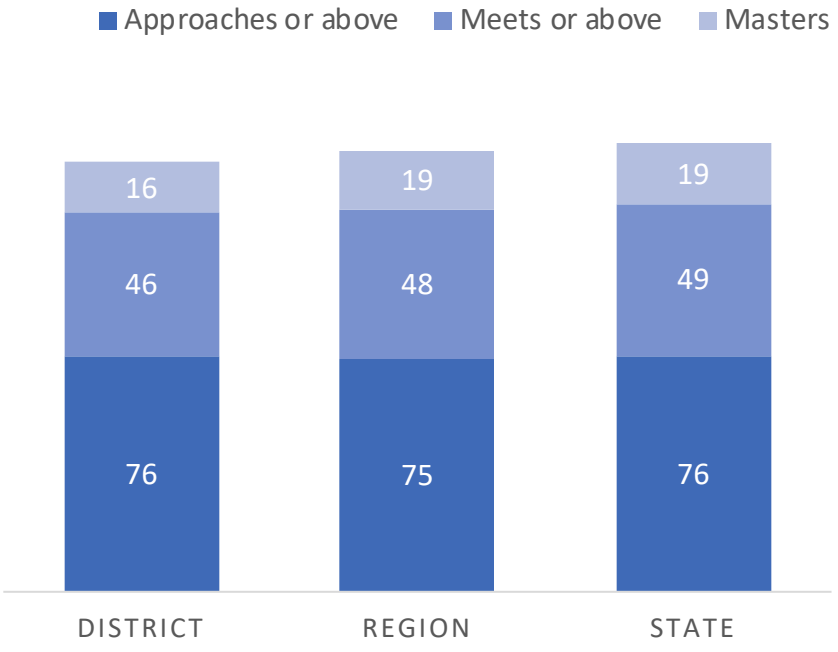


District – Region – State Comparison

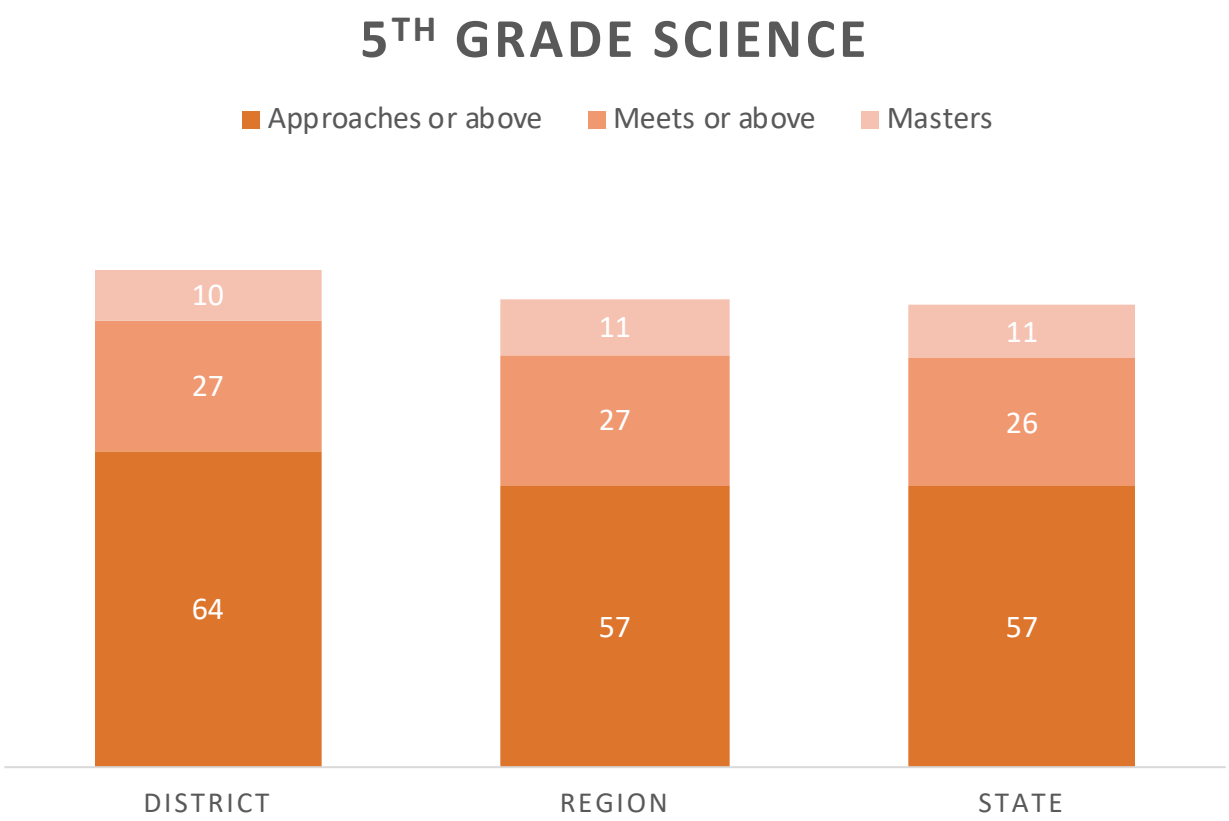
5TH GRADE RLA



5TH GRADE MATH

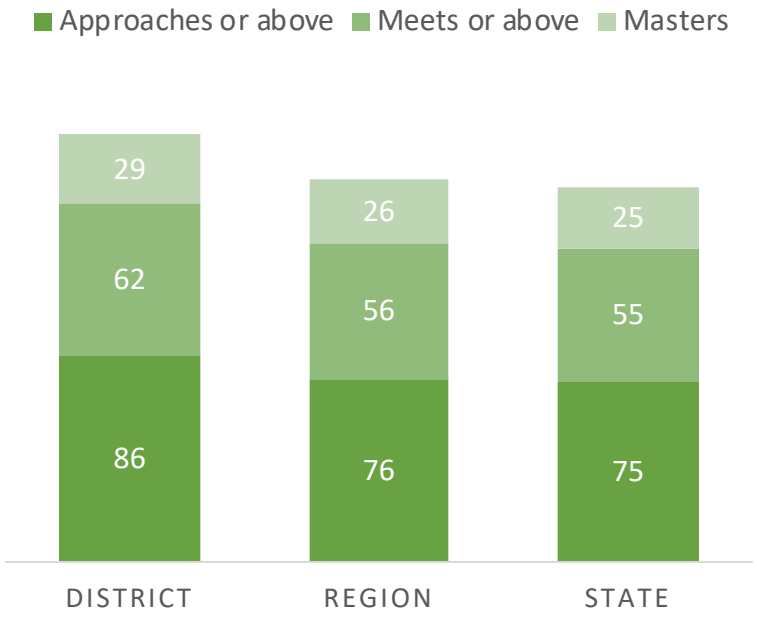


District – Region – State Comparison

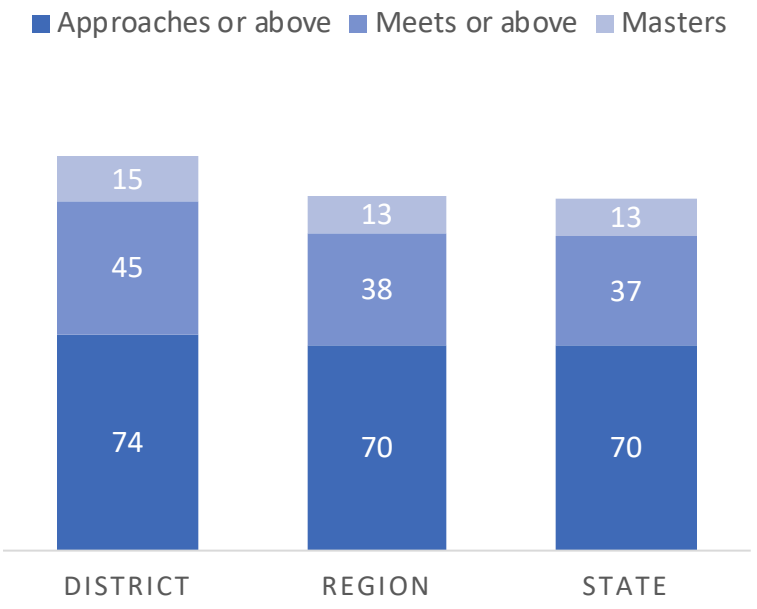


District – Region – State Comparison

6TH GRADE RLA

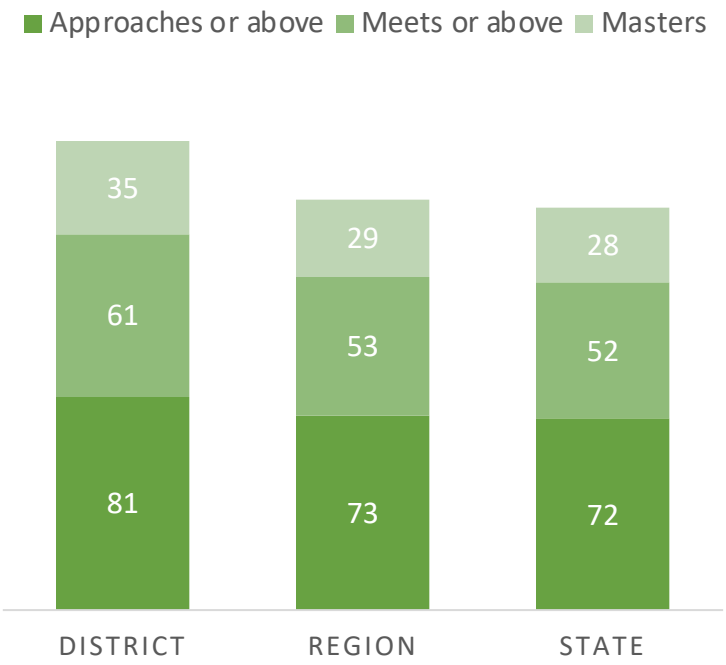


6TH GRADE MATH

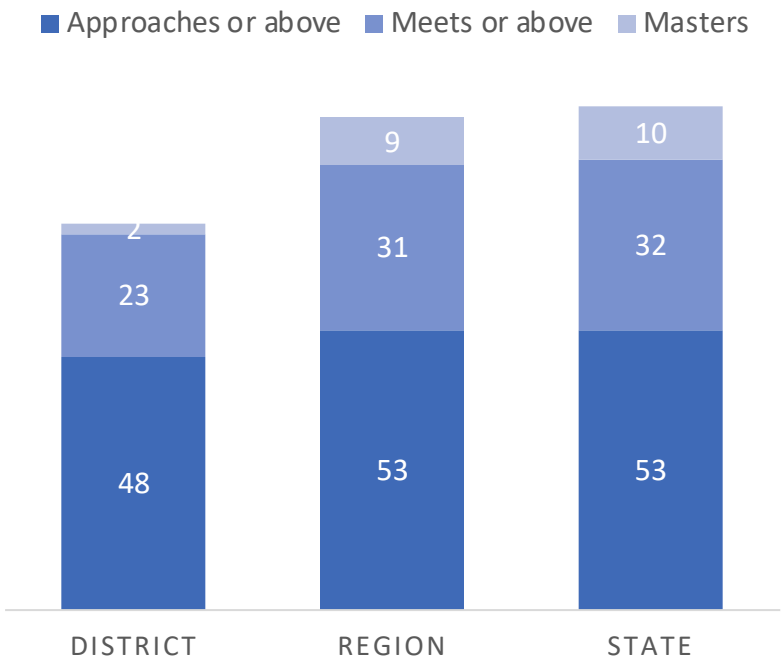


District – Region – State Comparison

7TH GRADE RLA

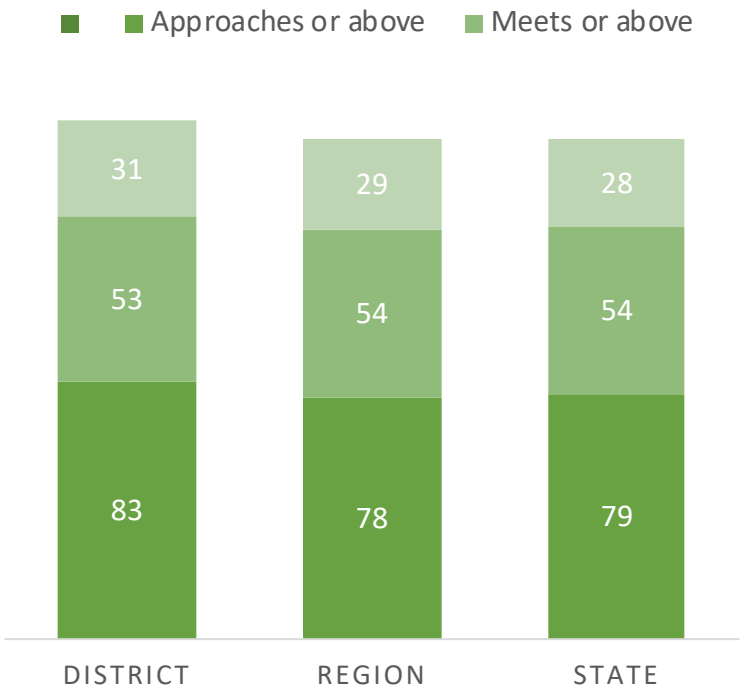


7TH GRADE MATH

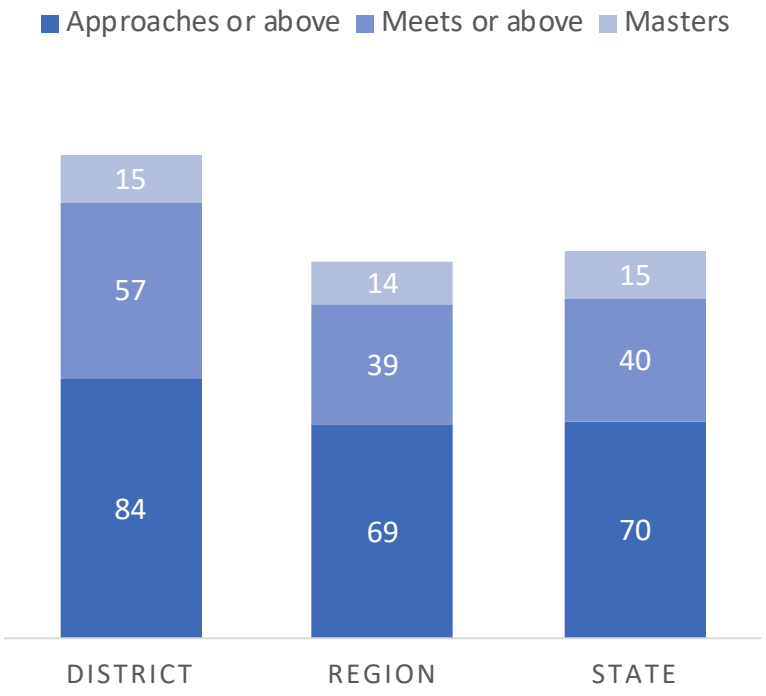


District – Region – State Comparison

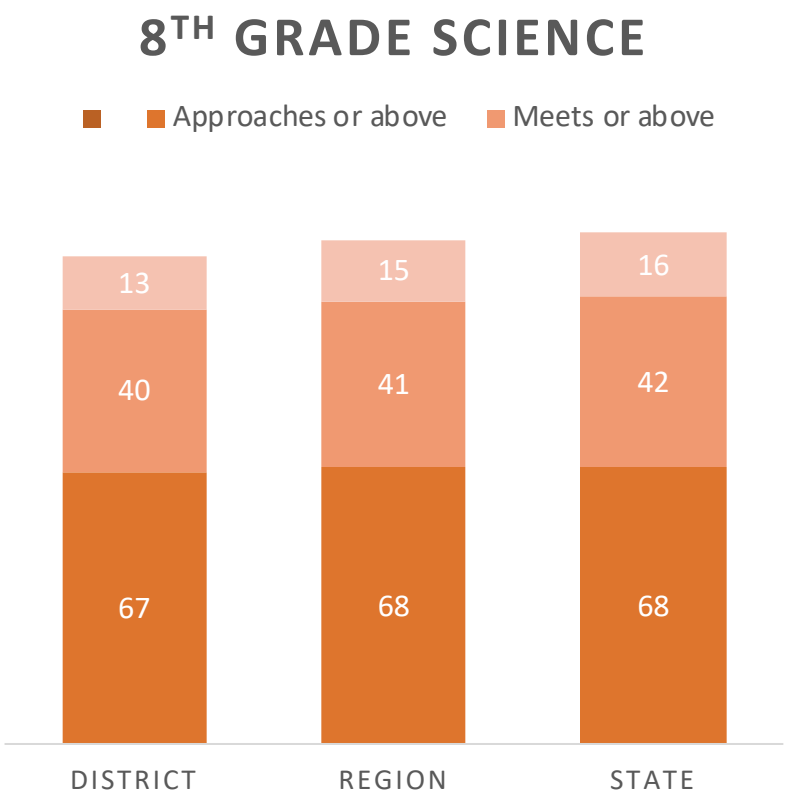
8TH GRADE RLA

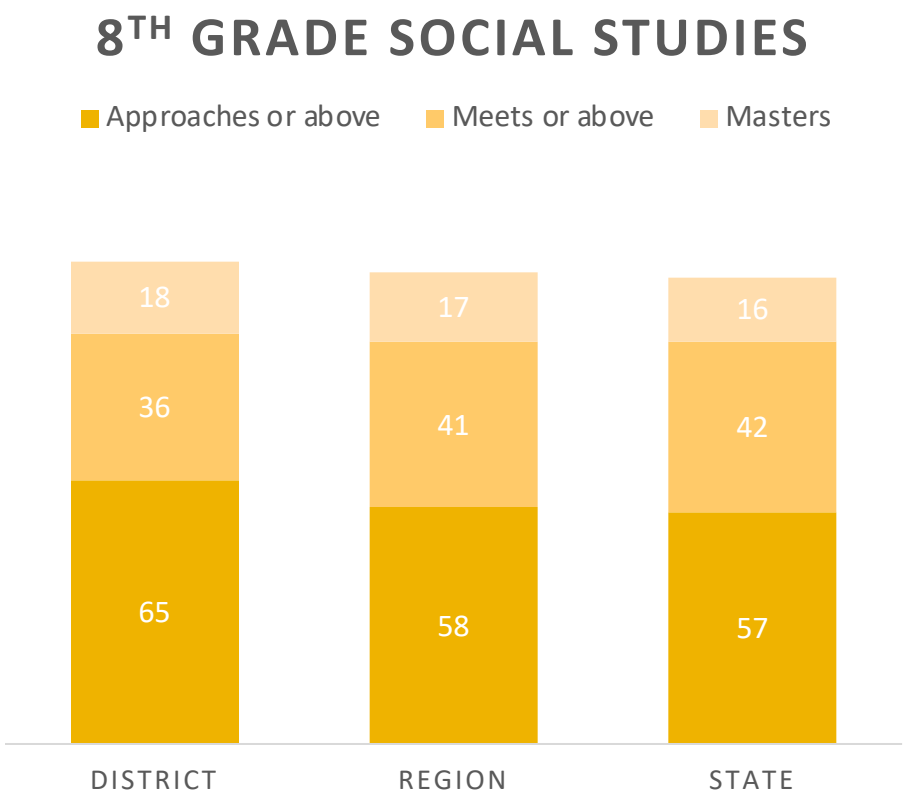


8TH GRADE MATH

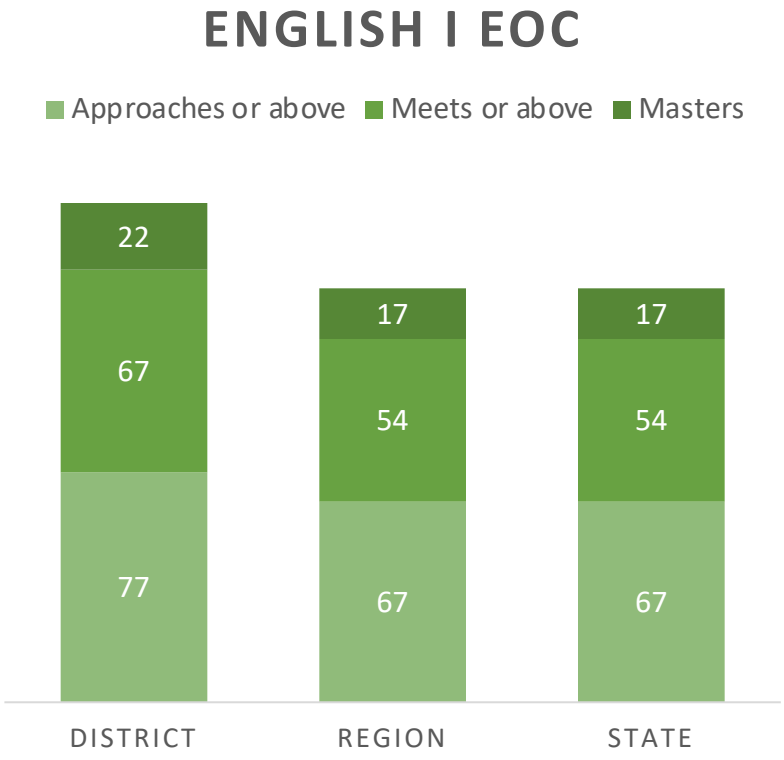


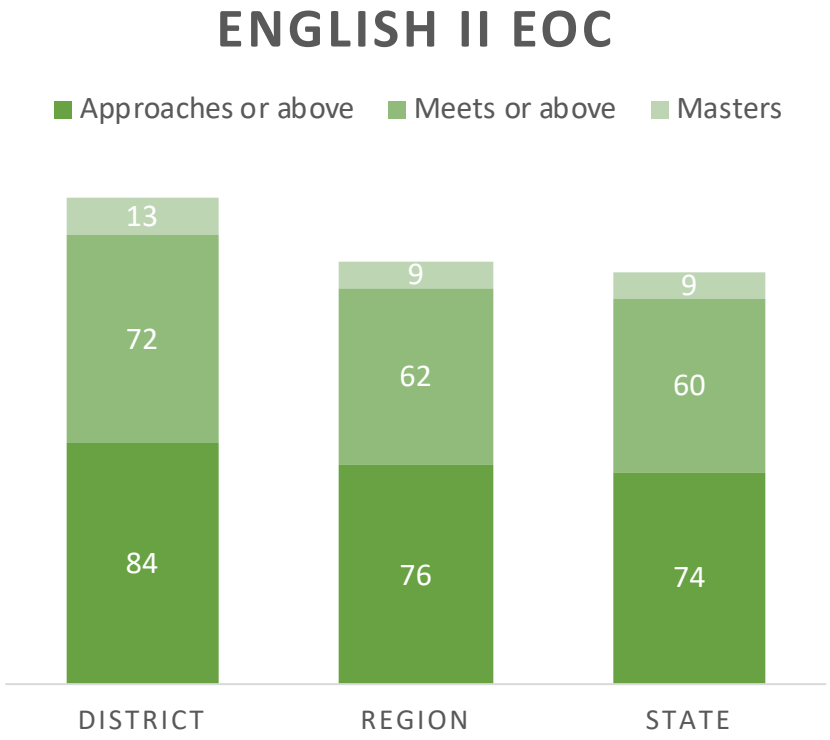
District – Region – State Comparison



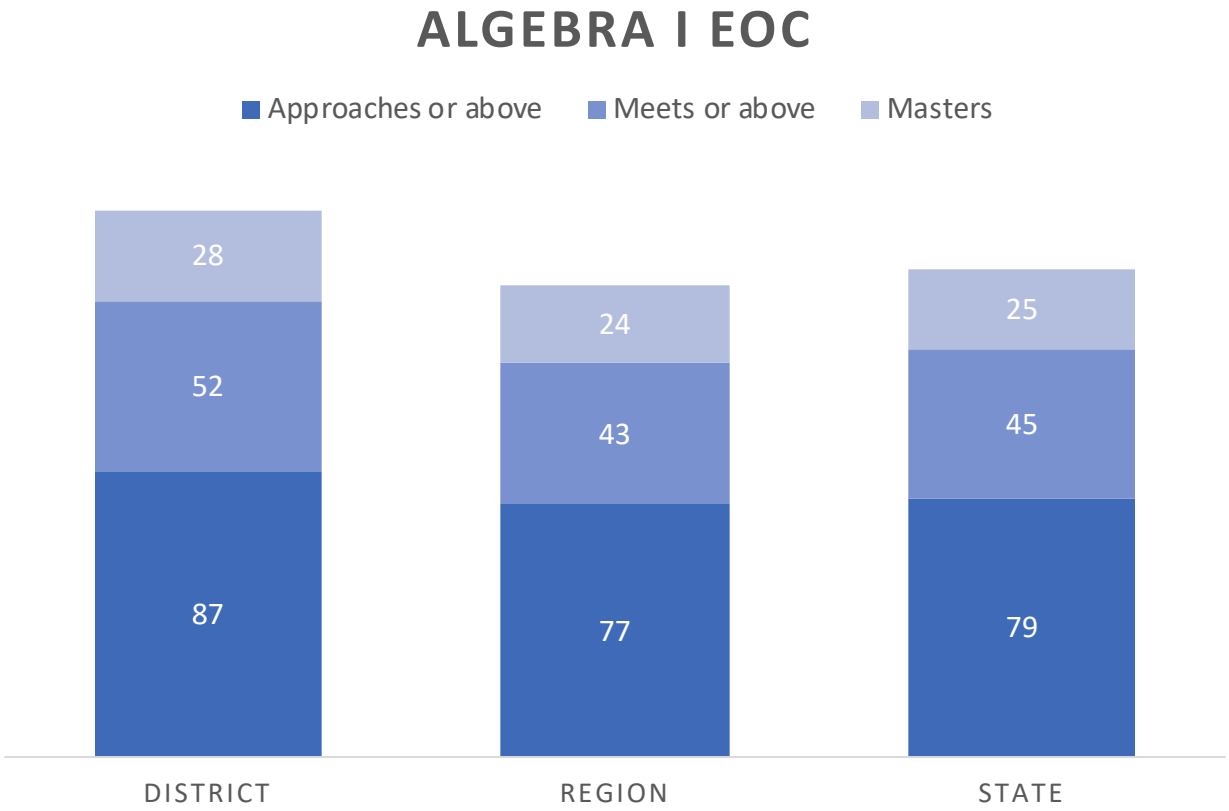


District – Region – State Comparison

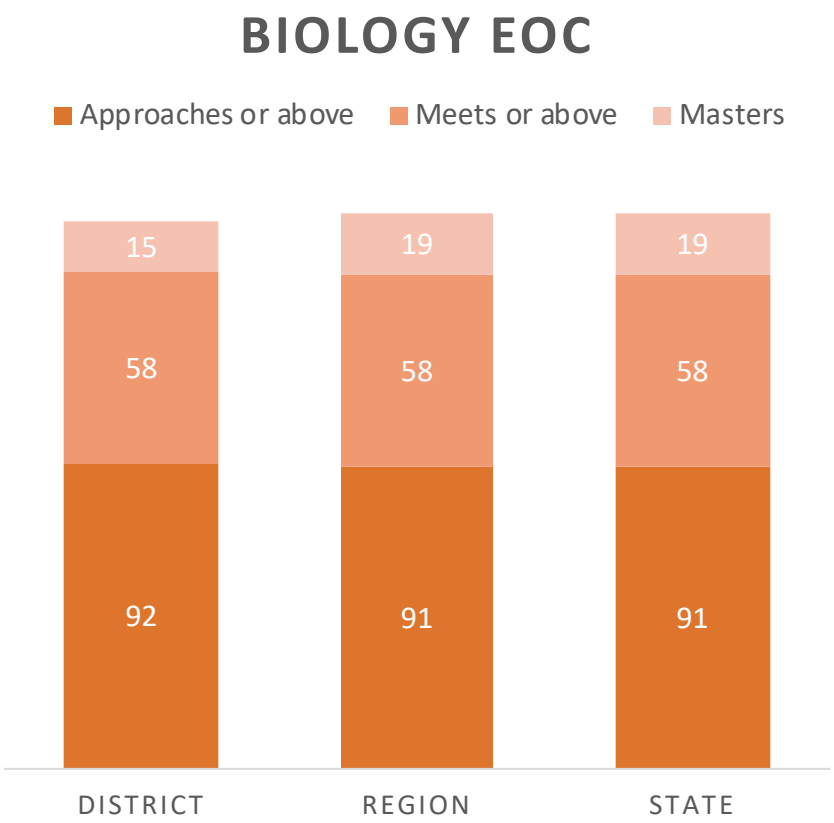


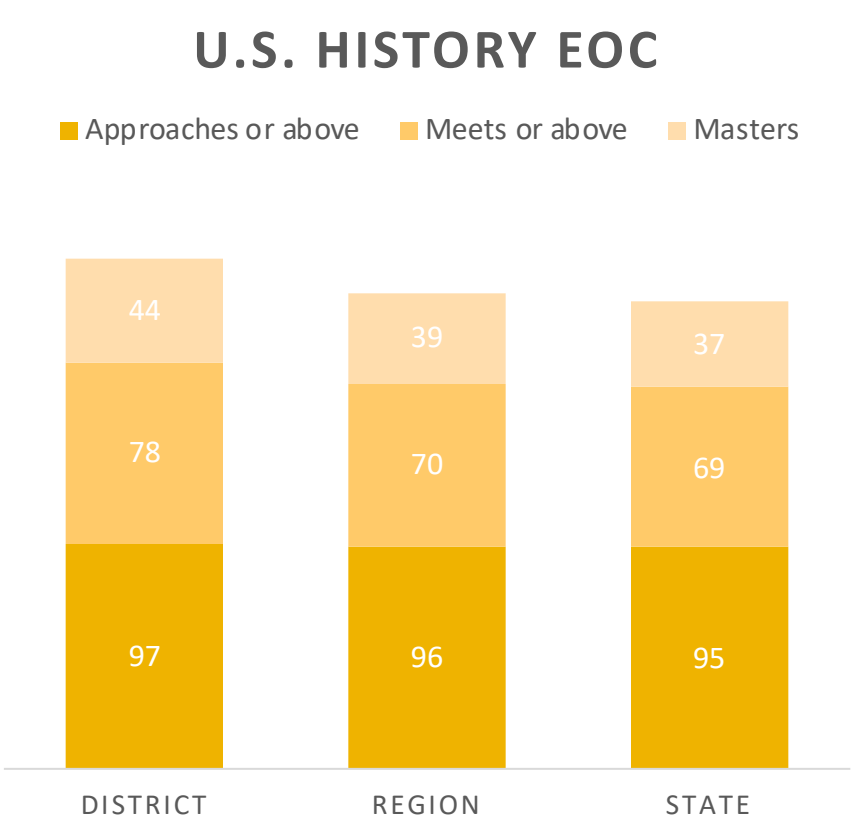


District – Region – State Comparison



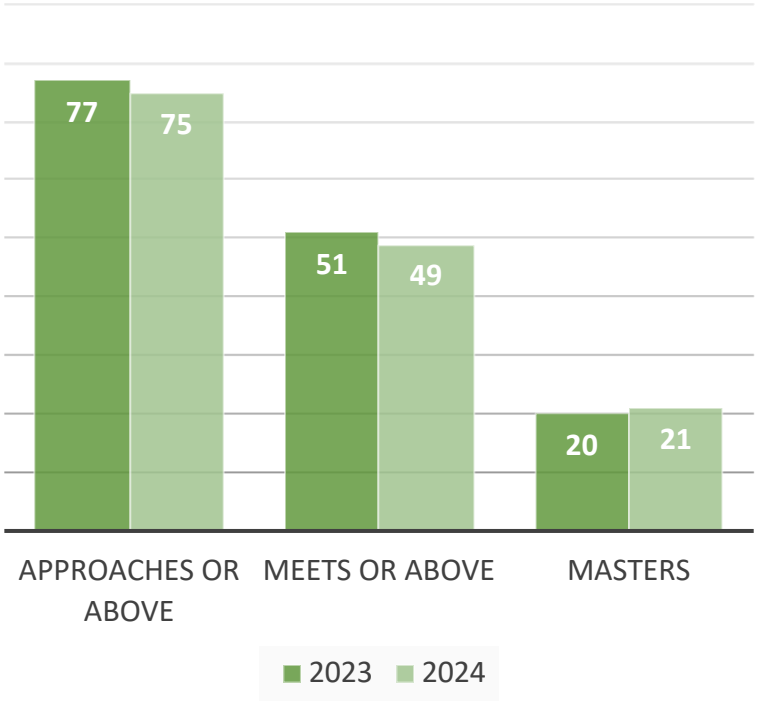
District – Region – State Comparison



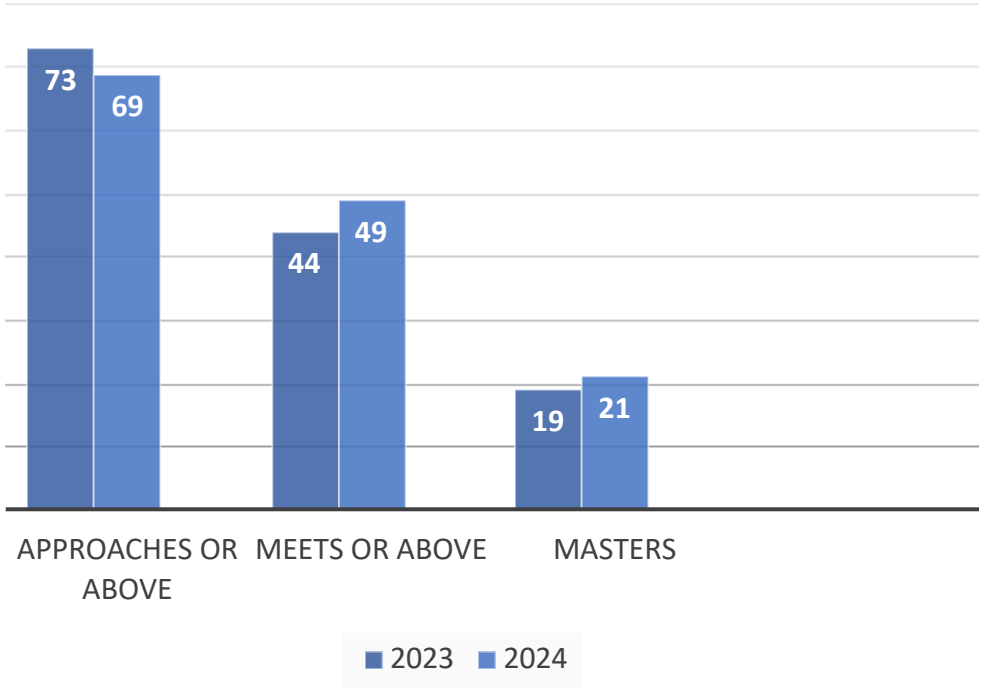


2023 vs. 2024 State Performance Levels

3rd Grade RLA

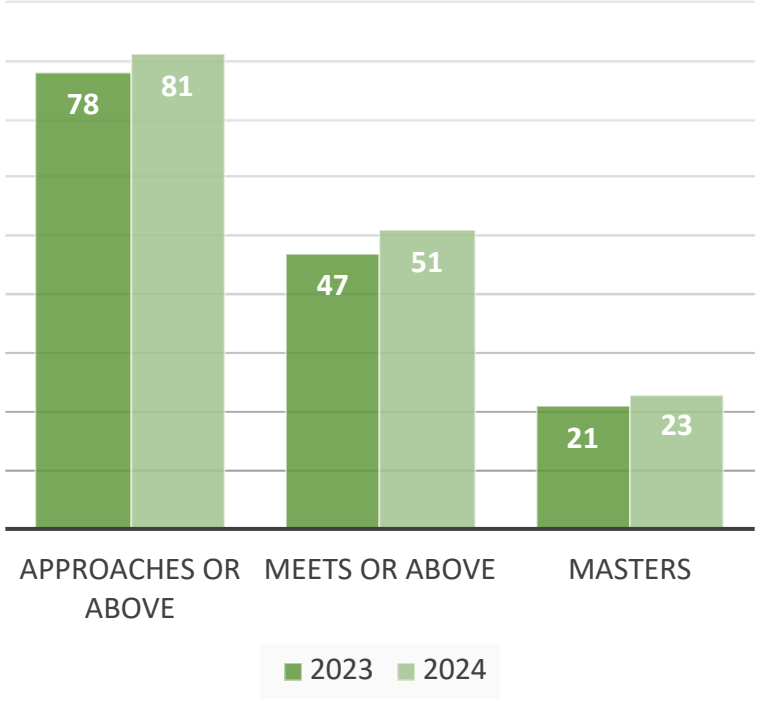


3rd Grade Math

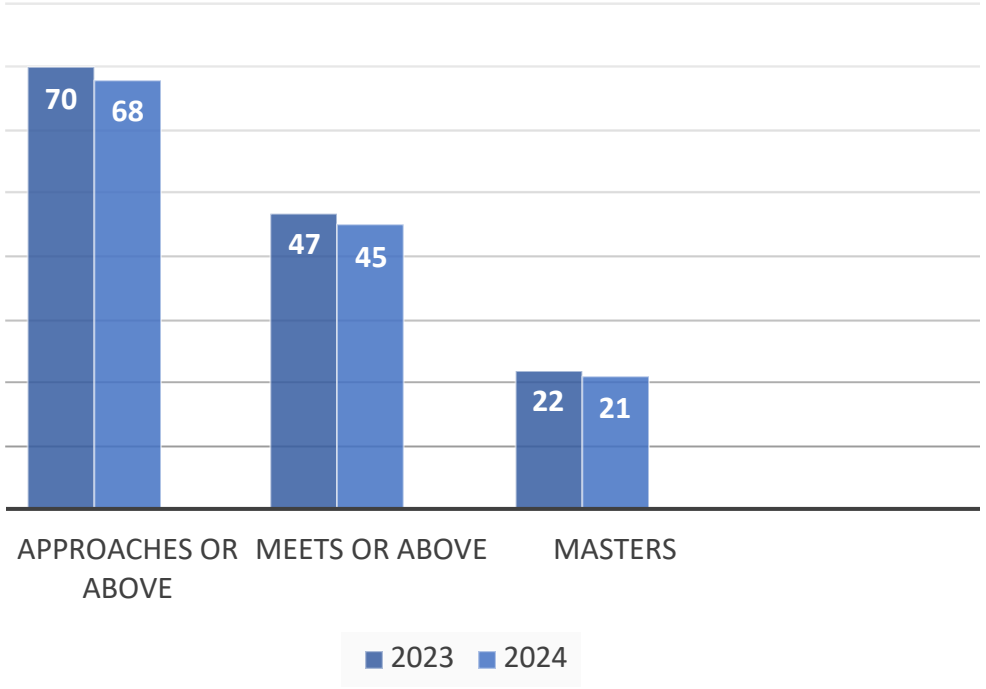


2023 vs. 2024 State Performance Levels

4th Grade RLA

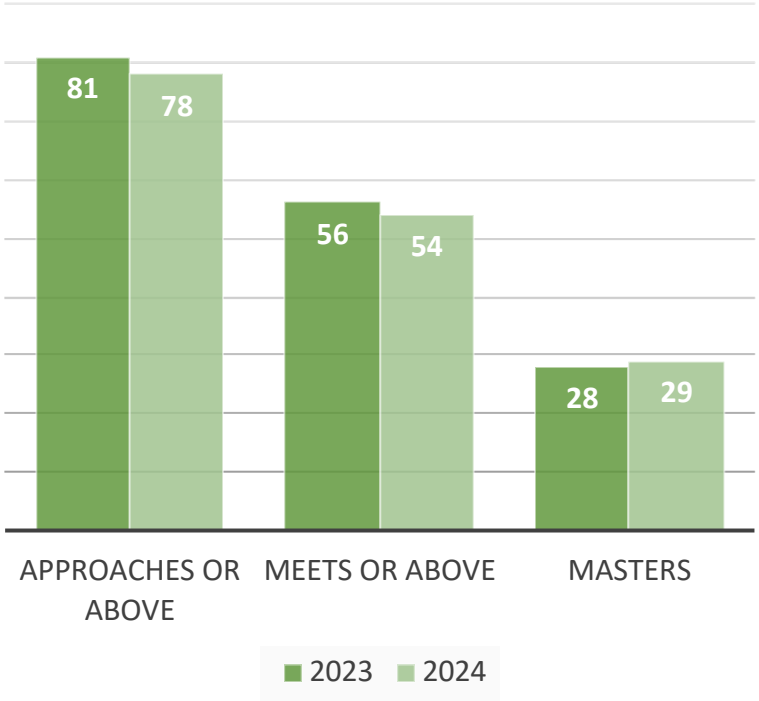


4th Grade Math

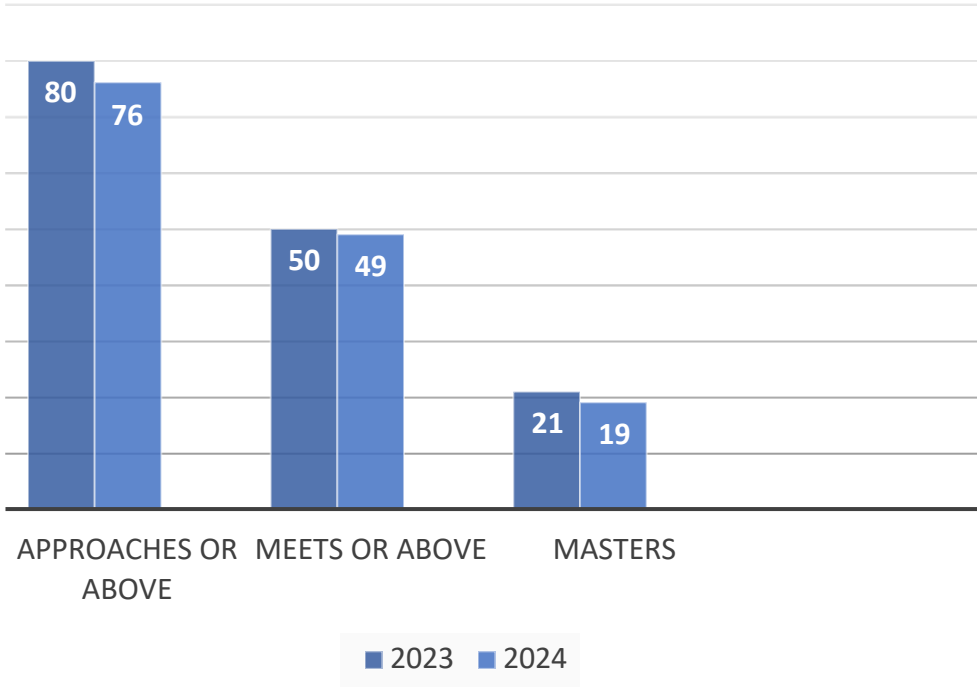


2023 vs. 2024 State Performance Levels

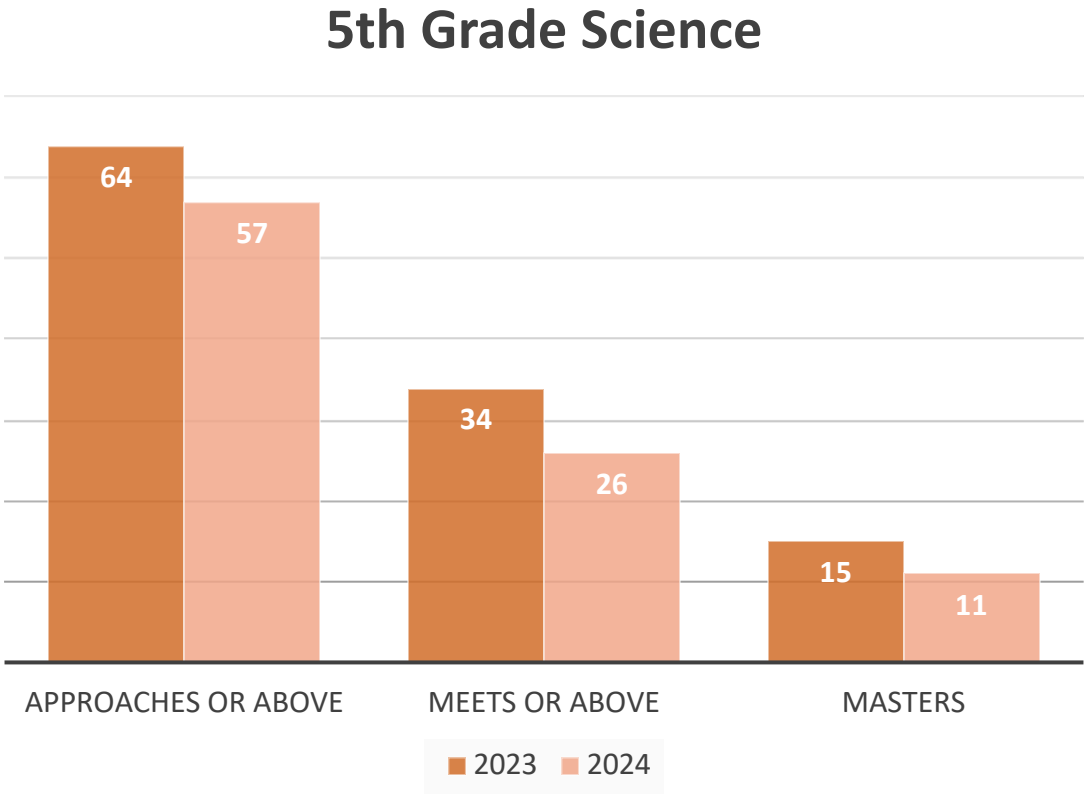
5th Grade RLA



5th Grade Math

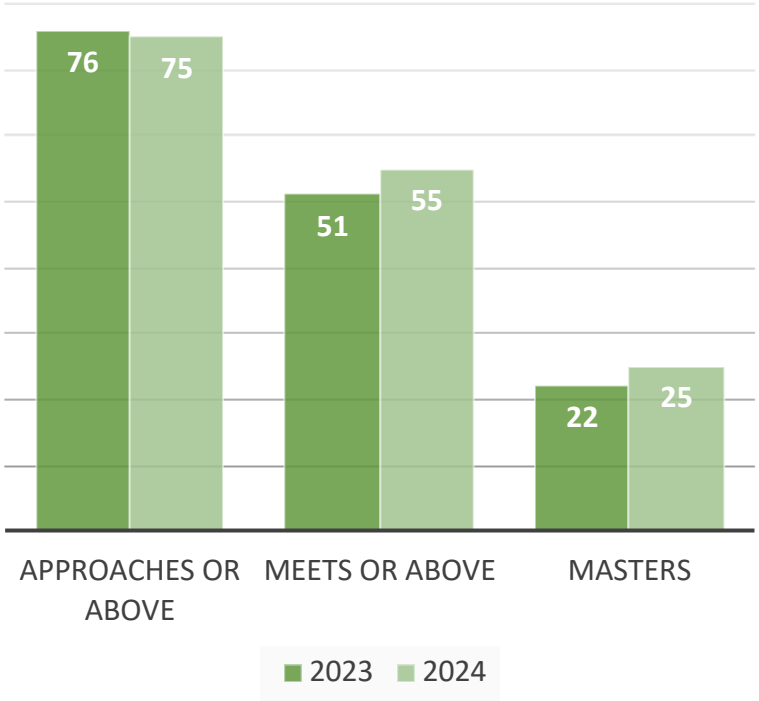


2023 vs. 2024 State Performance Levels

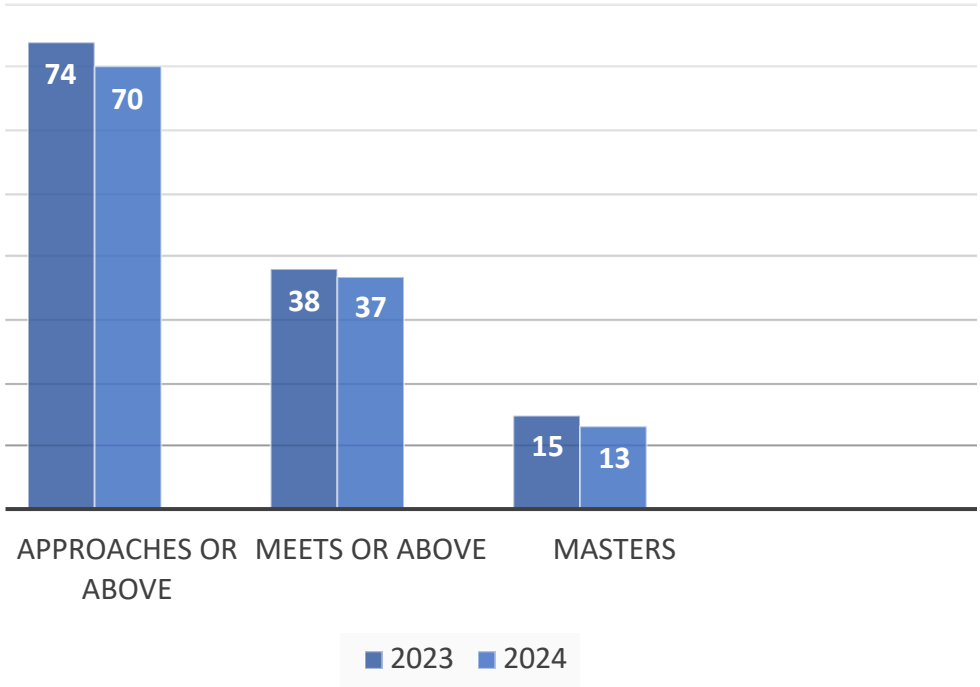


2023 vs. 2024 State Performance Levels

6th Grade RLA

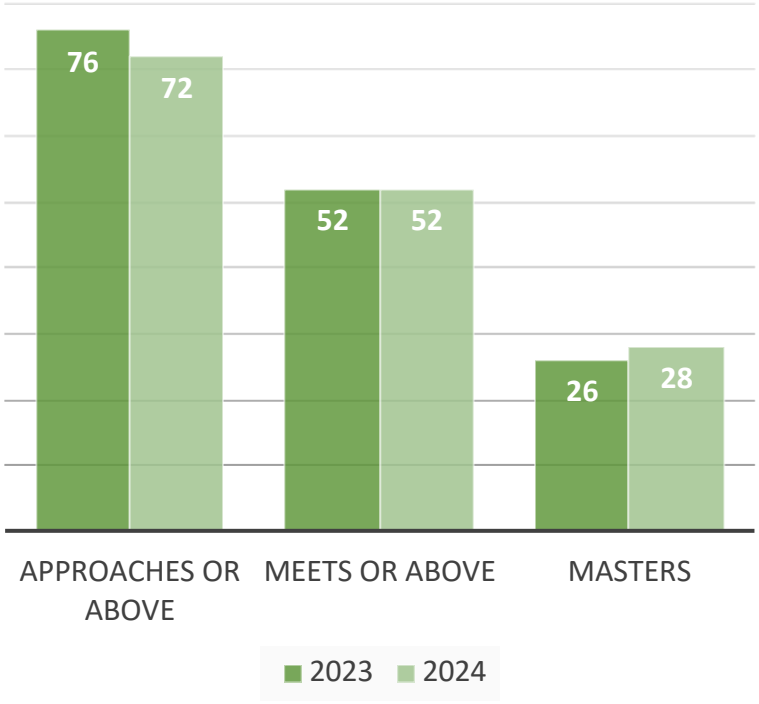


6th Grade Math

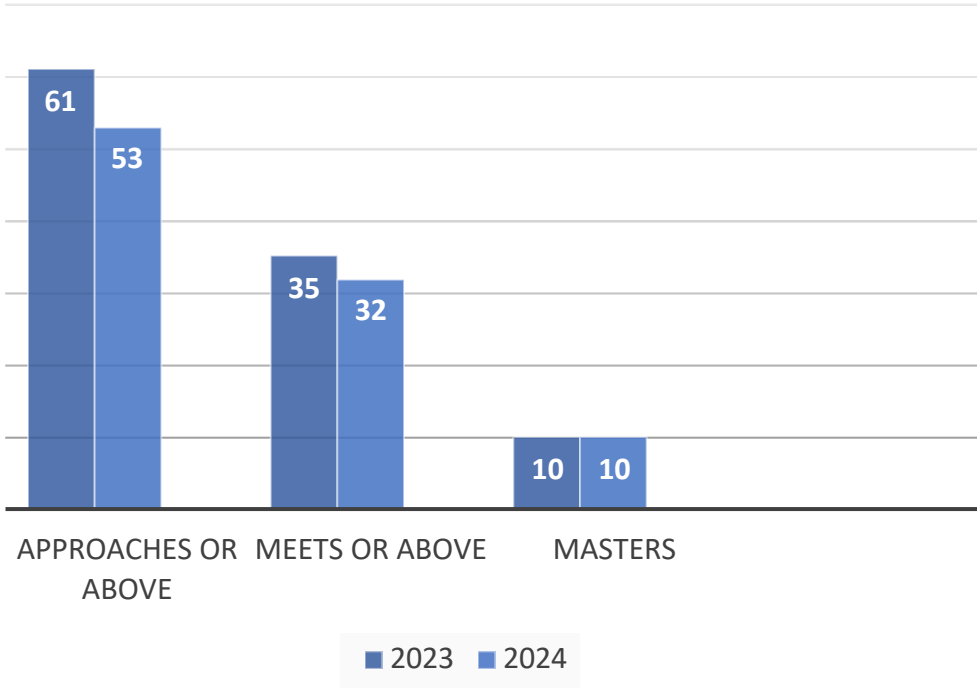


2023 vs. 2024 State Performance Levels

7th Grade RLA

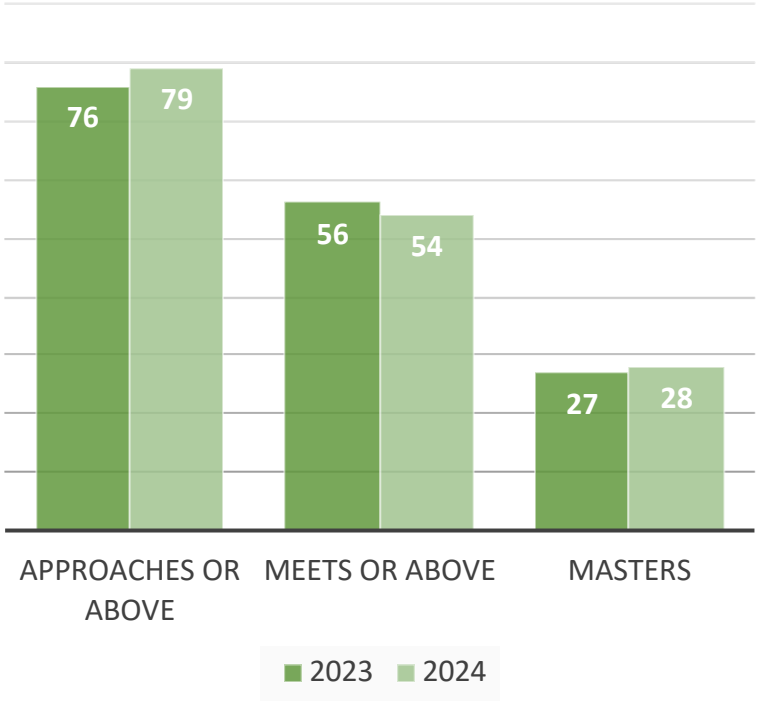


7th Grade Math

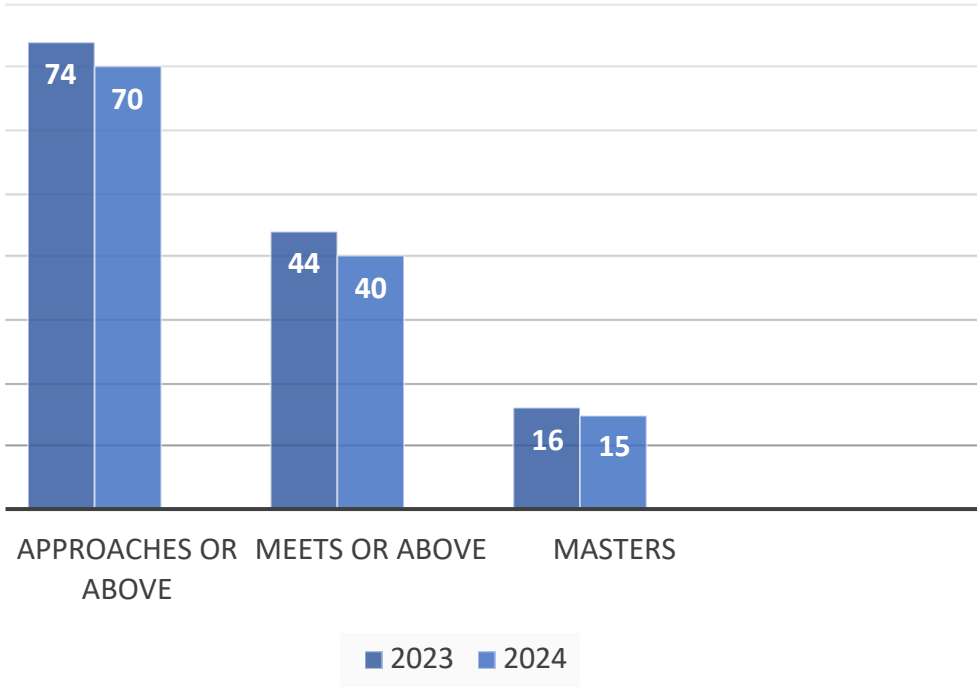


2023 vs. 2024 State Performance Levels

8th Grade RLA

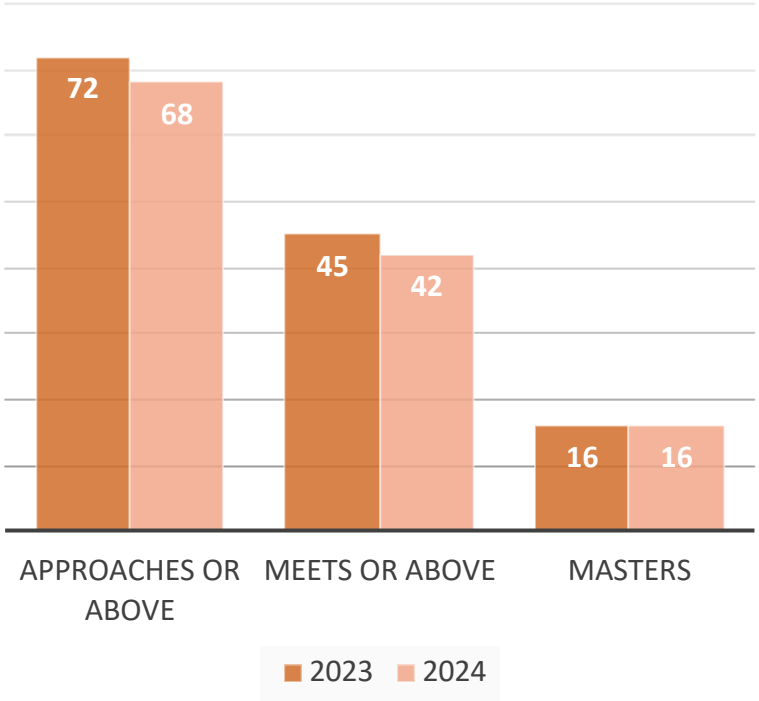


8th Grade Math

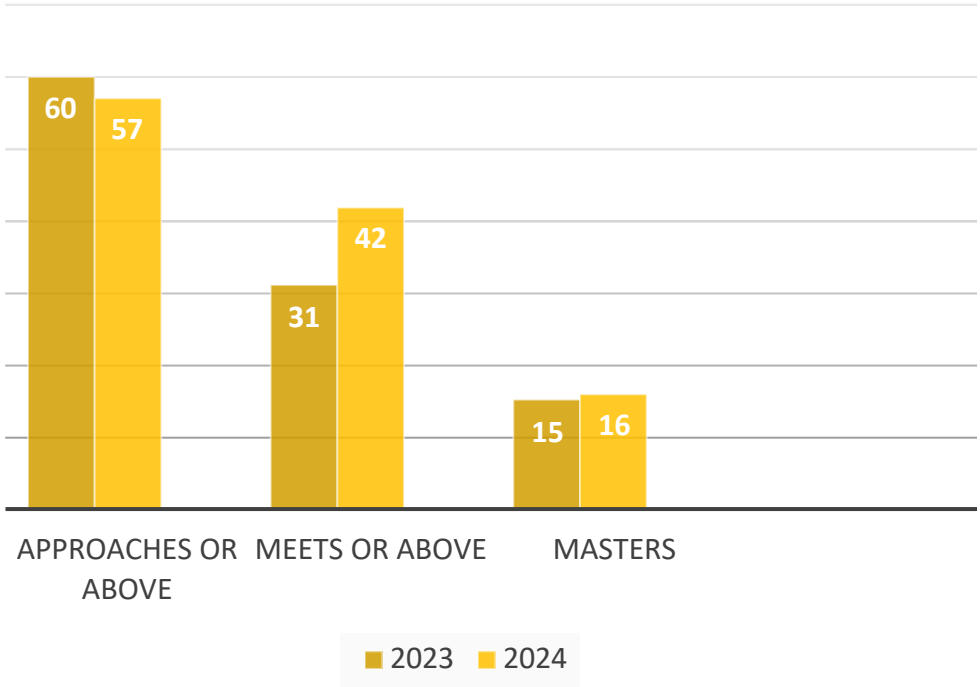


2023 vs. 2024 State Performance Levels

8th Grade Science

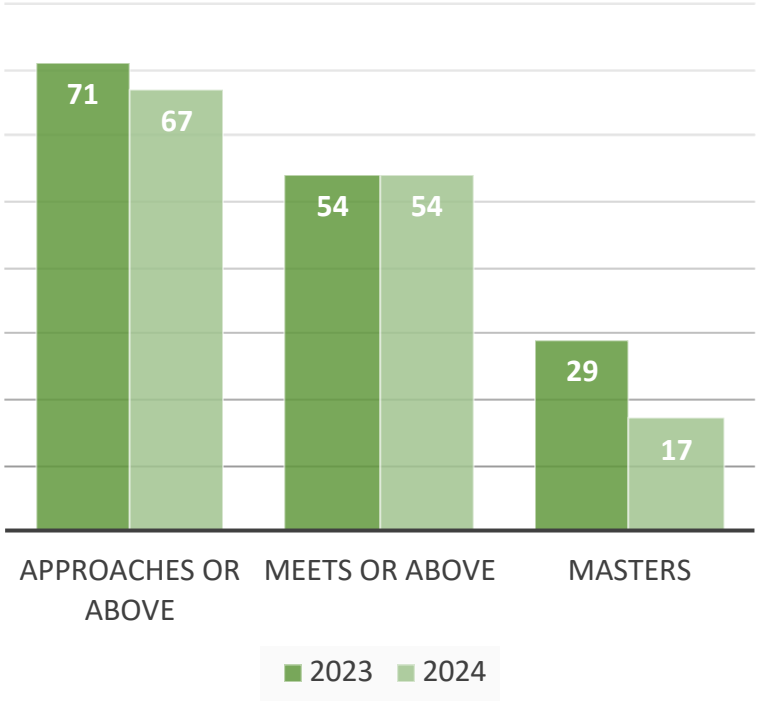


8th Grade Social Studies

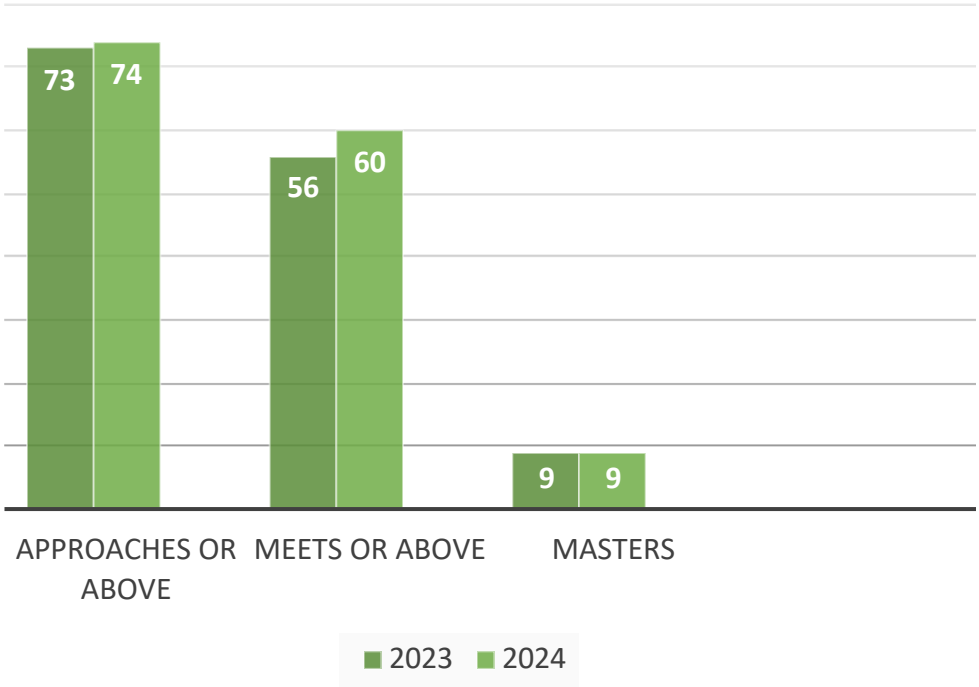


2023 vs. 2024 State Performance Levels

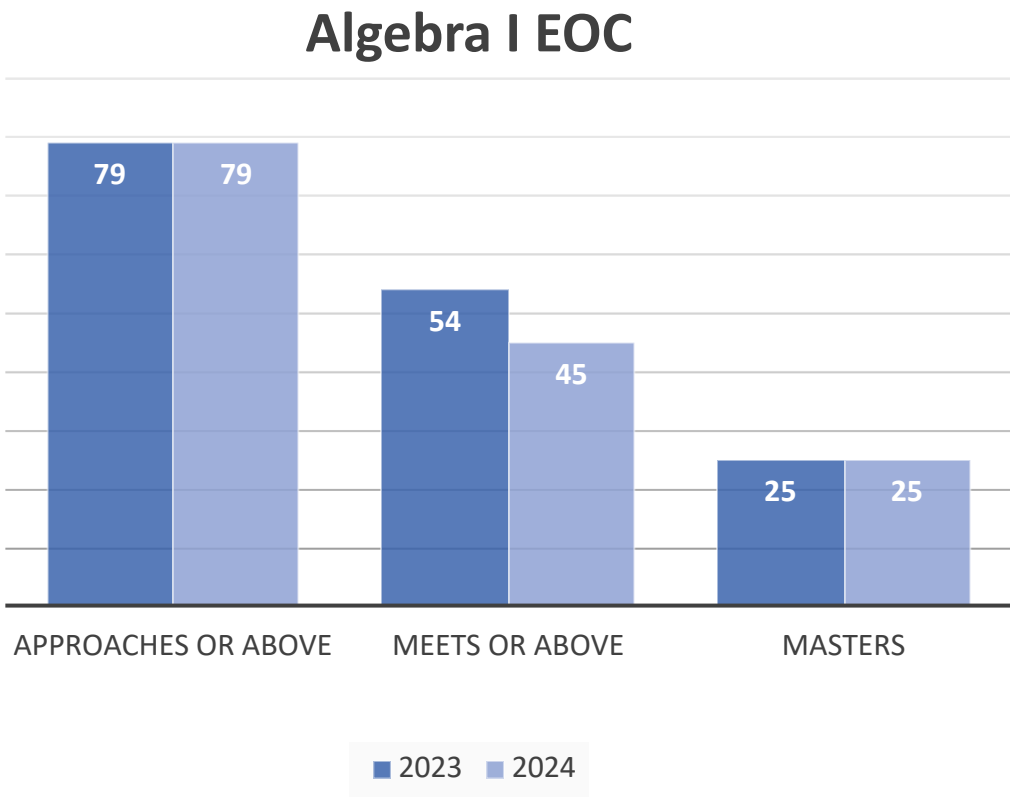
English I EOC



English II EOC

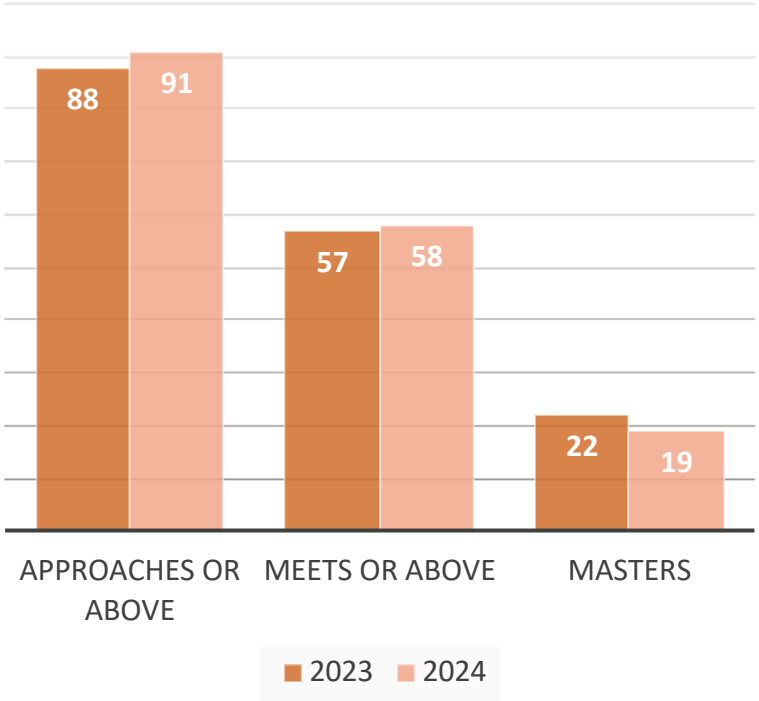


2023 vs. 2024 State Performance Levels

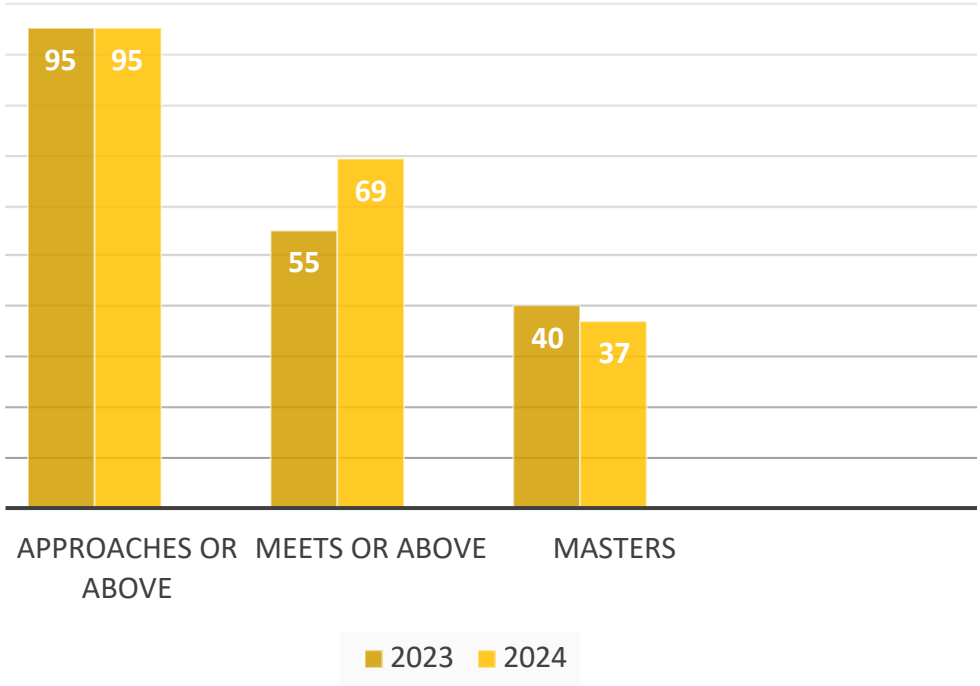


2023 vs. 2024 State Performance Levels

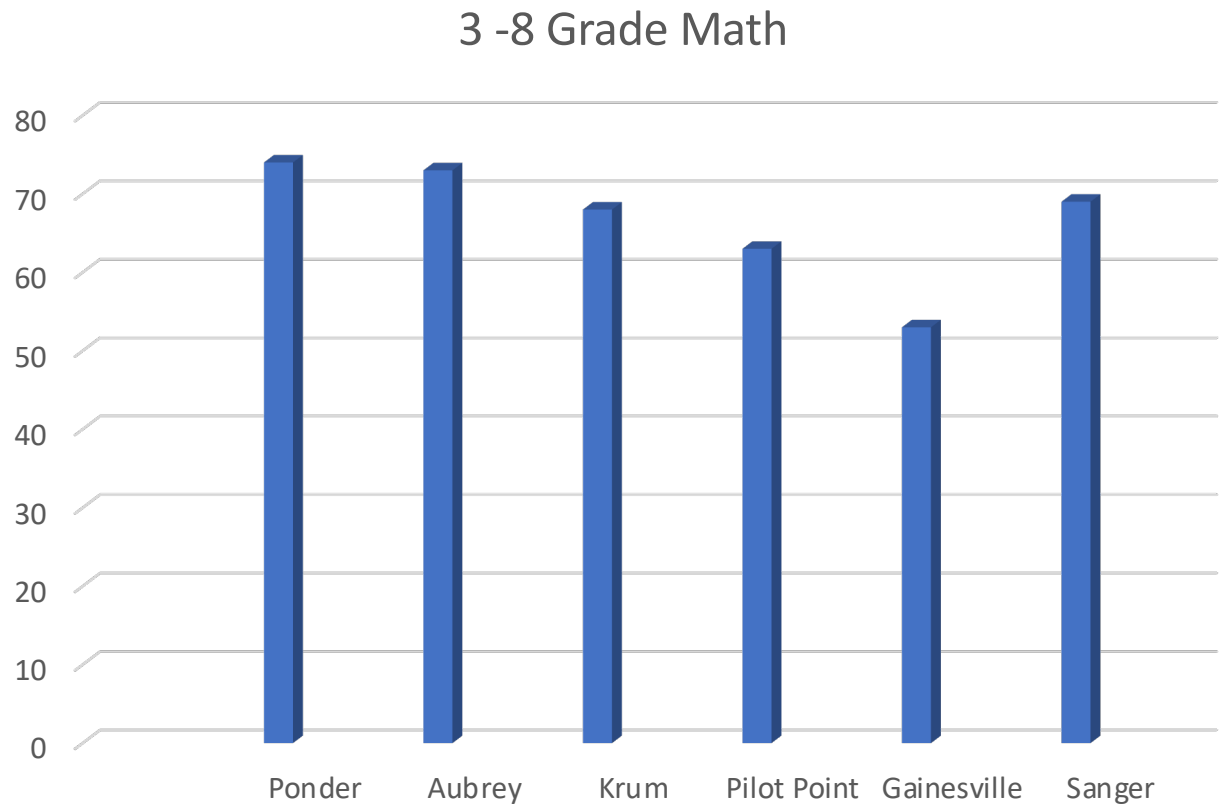
Biology EOC



U.S. History EOC



2024 District Comparisons

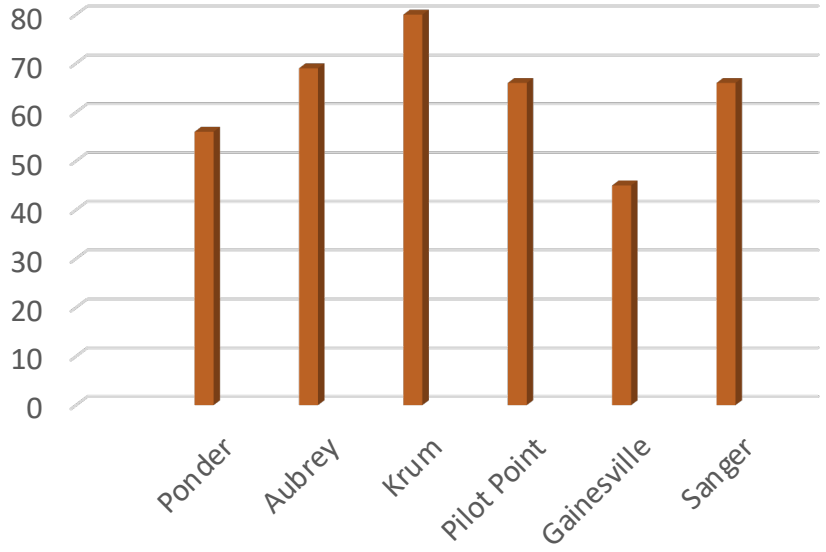


2024 District Comparisons

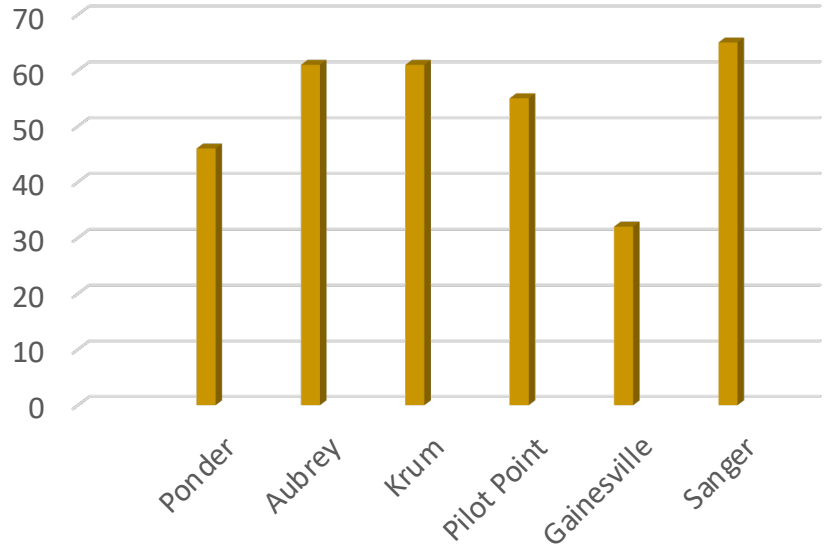


2024 District Comparisons

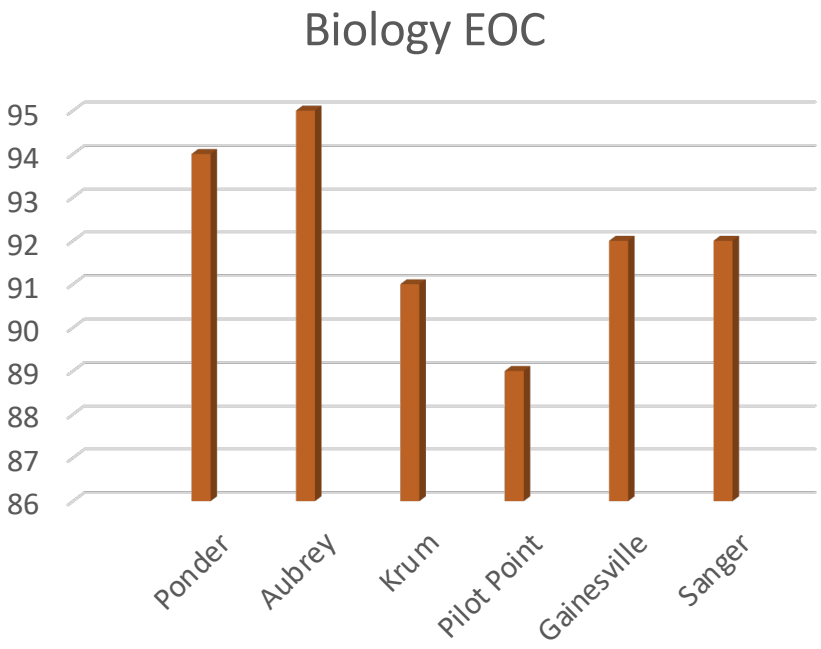
5 & 8 Grade Science

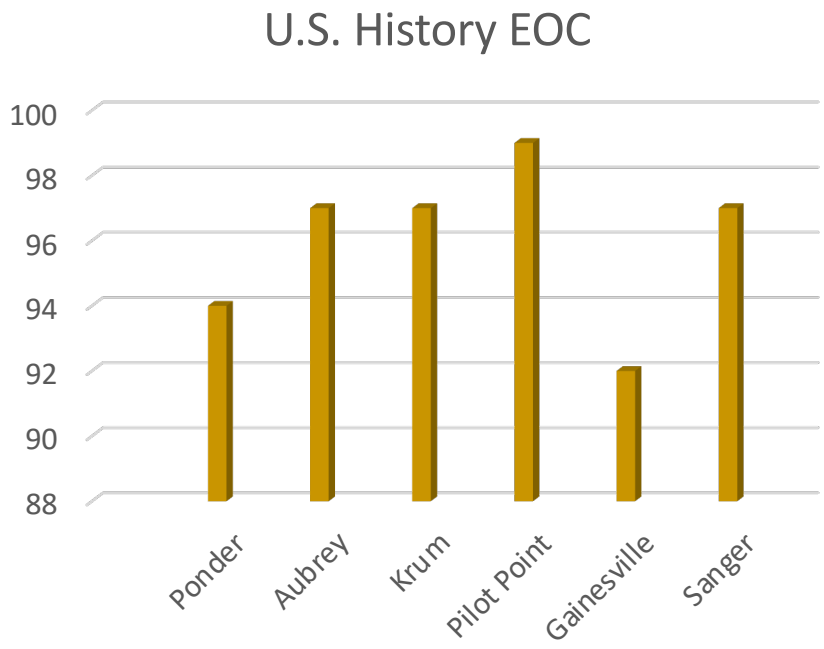


8th Grade Social Studies

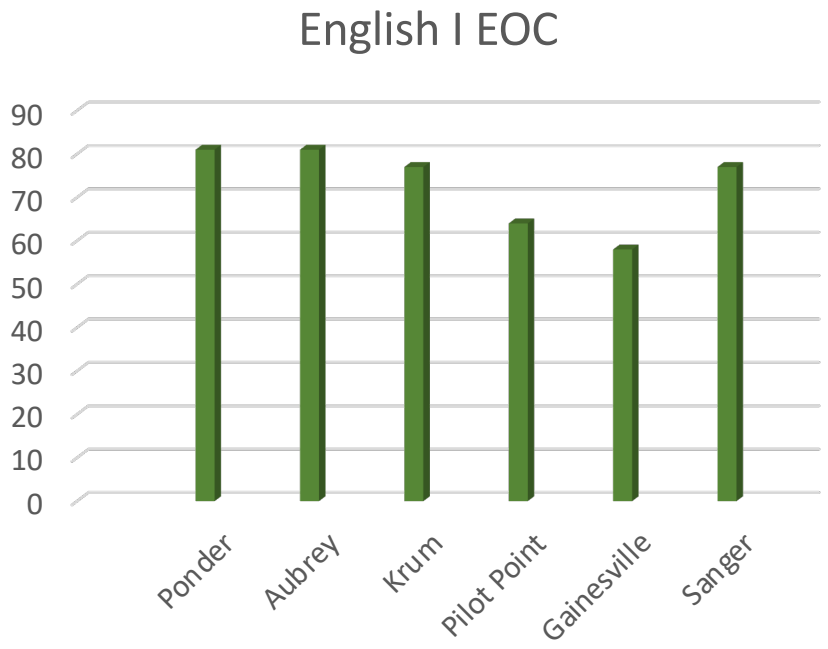


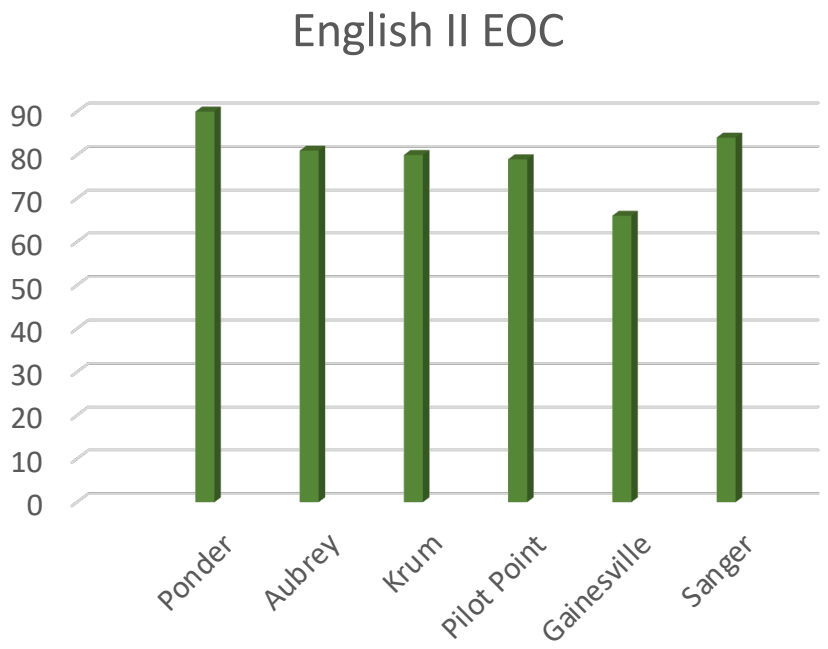
2024 District Comparisons



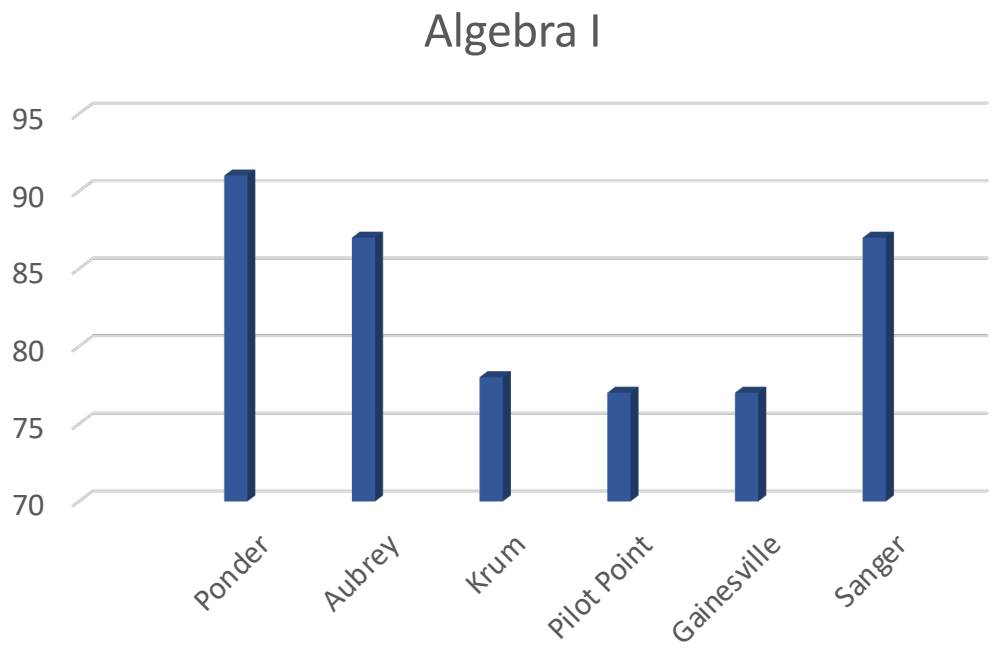


2024 District Comparisons





2024 District Comparisons



SANGER ISD
NON EXEMPT PERSONNEL NEW HIRES
July 15, 2024

Name	Campus	Assignment	New/Existing Position
Irlanda Vela	CTE	Special Ed Para	New
Cindy Carbajal	CCE	Special Ed Para	New
Melissa Conn	6th Grade	Computer Lab/Art Para	Existing
Susan Kimmel - Rehire	CTE	Pre K Para	Existing
Aida Russell	Child Nutrition	Child Nutrition Worker	Existing
Christy Looper	6th Grade Center	Child Nutrition Manager	Existing
Johnnie Hicks - Rehire	Child Nutrition	Child Nutrition Worker	Existing
Cheryl Carter	Child Nutrition	Child Nutrition Worker	Existing

Employment Sheet

TO: Board Members

FROM: Kim Phillips

DATE: July 15, 2024

RE: PERSONNEL INFORMATION

EXEMPT Personnel

NEW HIRES:

Name	Campus	Assignment	New/Existing Position
Krystine Boisoly	DCSEC	Speech/Lang. Pathologist	New Position
Robert Costello	DCSEC	School Psychologist	Existing Position
Lindsay Johnson	DCSEC	Speech/Lang. Pathologist	New Position
Andrea Koussa	DCSEC	Behavior Support Specialist	Existing Position

DISTRICT TRANSFERS:

Name	From/To	Assignment	New/Existing Position

RESIGNATIONS:

Name	Campus	Assignment	Status /Reason

NON-EXEMPT Personnel

NEW HIRES:

Name	Campus	Assignment	New/Existing Position
Deanna Hall	DCSEC	Records Management	Existing
Melanie Sorenson	DCSEC	Records Management	Existing

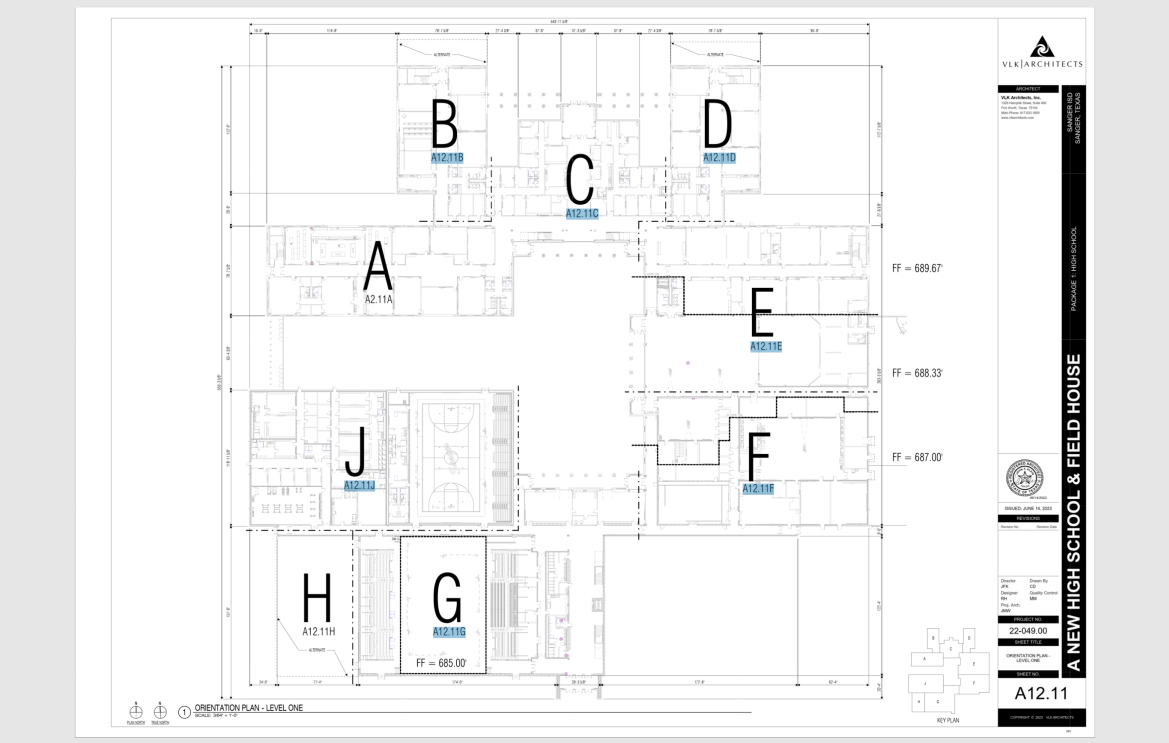
DISTRICT TRANSFERS:

Name	From/To	Assignment	New/Existing Position

RESIGNATIONS:

Name	Campus	Assignment	Status/Reason
Patricia Kruger	DCSEC	Records Management	Retirement

July 15, 2024 Bond Construction Report



New High School:

- Structural steel is ongoing and moving very fast. They have worked through areas A,B, and C and have started on area D. They have already poured the concrete at the mezzanine level (2nd floor) at area A and are ready to do the same at area B.
- A lot of the HVAC duct work and overhead electrical is done and is still ongoing in areas A&B.
- Exterior veneer work has begun and is ongoing at area J
- Fine grading for the east portion of the south parking lot is done and that pour is coming up very soon as is the pour for the east side of the new Field house and both of the new stadium restrooms and concessions. A portion of the fire lane on the south lot will also be poured when they pour that east section of the south lot.
- Work to install the new sewer line for the new field house has begun and will run from the new FH across the existing stadium lot and tie into the existing sewer line at the existing high school. That work will be done by the end of July.
- We have made up approximately six weeks worth of work we lost with weather and other delays and we are on schedule again.

Ag Science Center:

- The building exterior is finished. Just need to finish the downspouts and cut in the translucent skylight panels in the roof.
- Fire sprinkler pipe is almost complete and the riser is done.
- Overhead electrical is ongoing and about 75% complete.
- All of the CMU work on the interior is finished and the painters are on the site.
- All the door frames and doors are in and the shop doors on both ends will be going in this week.
- Fine grading for the fire lane is done and that will be poured next week.
- All the overhead plumbing rough-in is ongoing and is almost complete.
- Mechanical/Heaters/Ductwork will go in this week.
- Animal pens and storage lockers will be on site soon.
- We anticipate this project will be complete by mid September.

Clear Creek Intermediate:

- The new classroom addition and storm shelter area is complete.
- Fencing around the detention pond is going in and landscape work onsite front and back has begun.
- The front main entrance with new security vestibule is complete.
- The resinous flooring in the new serving line at the cafeteria is complete and that storefront leading into that serving line area is done.
- The paint and all tile work on the walls in the cafeteria are done.
- Starting to install new ceiling tiles throughout cafeteria and stage area as well.
- The ADA ramp from cafeteria to the stage is almost complete.
- Fire water storage tank is complete and connected.
- Fire alarm system is waiting for final inspection which will take place later this week.
- Intercom system is complete.
- Security cameras are complete.
- The new west side cafeteria vestibule is ongoing and nearing completion.
- The new concourse on the west side of the cafeteria is done and we replaced the old asphalt basketball/play area with new concrete.
- New furniture will be delivered and assembled in place on the 22nd.
- We will be ready for school!



2024 – 2025

Budget Workshop

SANGER ISD

Proposed Tax Rate and Taxable Values

	2023-2024 Fiscal Year	2024-2025 Fiscal Year
TAX RATE		
M & O Tax Rate	$ .7492	$ * .7469
I & S Tax Rate	$ .3982	$ .3982
Total Tax Rate	$ 1.1474	$ 1.1451
TAXABLE VALUES		
Taxable Values	$ 2,139,074,057	$ 2,198,862,280

* TEA WILL NOT RELEASE OUR ALLOWED TAX RATE UNTIL THE END OF JULY.

Budget Comparison - Revenue

Local Revenue	2023-2024: Adopted	2024-2025: Proposed
Local Taxes	$15,355,522	$16,977,881
Taxes Prior Year	$87,000	$87,000
Penalties and Interest	$65,000	$65,000
Rendition Penalties	$10,000	$10,000
Misc. Other Revenue	$55,000	$55,000
Interest Earned	$510,000	$510,000
Building Rental	$50,000	$50,000
Insurance Recovery	$15,000	$15,000
Tuition & Fees	$117,000	$117,000
Athletic Revenue	$56,000	$56,000
Total Local Rev	**$16,320,522**	**$17,942,881**

Budget Comparison - Revenue

State Revenue	2023-2024: Near Final	2024-2025: Proposed
Foundation School	$10,334,075	$12,725,787
Per Capita Apportion	$1,097,293	$1,045,391
TRS on Behalf	$1,692,080	$1,742,842
TOTAL State Rev.	**$13,123,448**	**$15,514,020**

Budget Comparison - Expenditures

11 – Instruction	2023-2024: Adopted	2024-2025: Proposed	Percentage (+ or -)
6100 – Payroll Costs	$16,323,621	$16,813,330	3.00%
6200 – Contracted Services	$584,804	$677,550	15.86%
6300 – Supplies and Materials	$585,261	$637,642	8.95%
6400 – Other Operating Expenses	$4,100	$4,100	0%
Total	**$17,497,786**	**$18,132,621**	**3.63%**

Budget Comparison - Expenditures

12 – Media Service	2023-2024: Adopted	2024-2025: Proposed	Percentage (+ or -)
6100 – Payroll Costs	$194,617	$200,456	3.00%
6200 – Contracted Services	$11,500	$11,500	0.00%
6300 – Supplies and Materials	$52,360	$51,400	-1.83%
6400 – Other Operating Expenses	$1,400	$1,400	0.00%
Total	**$259,877**	**$264,756**	**1.88%**

Budget Comparison - Expenditures

13 – Curriculum and Instruction	2023-2024: Adopted	2024-2025: Proposed	Percentage (+ or -)
6100 – Payroll Costs	$118,110	$121,653	3.00%
6200 – Contracted Services	$31,332	$33,000	5.32%
6300 – Supplies and Materials	$185,000	$110,000	-40.54%
6400 – Other Operating Expenses	$50,675	$53,675	5.92%
Total	**$385,117**	**$318,328**	**-17.34%**

Budget Comparison - Expenditures

21-Leadership	2023-2024: Adopted	2024-2025: Proposed	Percentage (+ or -)
6100 – Payroll Costs	$554,785	$571,429	3.00%
6300 – Supplies and Materials	$4,750	$4,750	0.00%
6400 – Other Operating Expenses	$1,250	$1,250	0.00%
Total	**$560,785**	**$577,429**	2.97%

Budget Comparison - Expenditures

23-Administration	2023-2024: Adopted	2024-2025: Proposed	Percentage (+ or -)
6100 – Payroll Costs	$2,053,142	$2,114,736	3.00%
6200 – Contracted Services	$2,850	$4,850	70.18%
6300 – Supplies and Materials	$33,350	$33,350	0.00%
6400 – Other Operating Expenses	$20,615	$19,565	-5.09
Total	**$2,109,957**	**$2,172,501**	**2.96%**

Budget Comparison - Expenditures

31-Guidance & Counseling	2023-2024: Adopted	2024-2025: Proposed	Percentage (+ or -)
6100 – Payroll Costs	$855,265	$880,923	3.00%
6300 – Supplies & Materials	$52,680	$52,680	0.00%
6400 – Other Operating Expenses	$15,000	$15,000	0.00%
Total	**$922,945**	**$948,603**	**2.78%**

Budget Comparison - Expenditures

33 – Health Services	2023-2024: Adopted	2024-2025: Proposed	Percentage (+ or -)
6100 – Payroll Costs	$375,374	$386,635	3.00%
6200 – Contracted Services	$1,100	$1,100	0.00%
6300 – Supplies and Materials	$15,685	$15,685	0.00%
6400 – Other Operating Expenses	$2,000	$2,000	0.00%
Total	**$394,159**	**$405,420**	**2.86%**

Budget Comparison - Expenditures

34 - Transportation	2023-2024: Adopted	2024-2025: Proposed	Percentage (+ or -)
6100 – Payroll Costs	$899,012	$925,982	3.00%
6200 – Contracted Services	$74,300	$74,300	0.00%
6300 – Supplies and Materials	$180,000	$180,000	0.00%
6400 – Other Operating Expenses	$62,855	$78,350	24.65%
6600-Capital Outlay	$0	$25,000	100.00%
Total	**$1,216,167**	**$1,283,632**	**5.55%**

Budget Comparison - Expenditures

36 -Co-Curricular	2023-2024: Adopted	2024-2025: Proposed	Percentage (+ or -)
6100 – Payroll Costs	$950,688	$979,209	3.00%
6200 – Purchase and Contracted Materials	$157,295	$157,708	0.26%
6300 – Supplies and Materials	$250,033	$239,174	-4.34%
6400 – Other Operating Expenses & Capital Outlay	$188,743	$238,570	26.40%
Total	**$1,546,760**	**$1,614,661**	**4.39%**

Budget Comparison - Expenditures

41- General Administration	2023-2024: Adopted	2024-2025: Proposed	Percentage (+ or -)
6100 – Payroll Costs	$1,043,525	$1,074,831	3.00%
6200 – Purchase and Contracted Materials	$261,650	$242,650	-7.26%
6300 – Supplies and Materials	$37,700	$40,300	6.90%
6400 – Other Operating Expenses	$109,161	$109,700	0.49%
Total	**$1,452,036**	**$1,467,481**	**1.06%**

Budget Comparison - Expenditures

51 – Maintenance & Operations	2023-2024: Adopted	2024-2025: Proposed	Percentage (+ or -)
6100 – Payroll Costs	$93,805	$96,619	3.00%
6200 – Contracted Services	$3,091,960	$3,121,160	0.94%
6300 – Supplies and Materials	$23,000	$23,000	0.00%
6400 – Other Operating Expenses	$301,000	$351,750	16.86%
6600-Capital Outlay	$150,000	$150,000	0.00%
Total	**$3,659,765**	**$3,742,529**	**2.26%**

Budget Comparison - Expenditures

52 – Security	2023-2024: Adopted	2024-2025: Proposed	Percentage (+ or -)
6100 – Payroll Costs	$312,828	$322,213	3.00%
6200 – Contracted Services	$40,000	$40,000	0.00%
6300 – Supplies and Materials	$45,000	$45,000	0.00%
6600 – Capitol Outlay	$80,000	$0	-100.00%
Total	**$477,828**	**$407,213**	**-14.78%**

Budget Comparison - Expenditures

53 – Data Processing	2023-2024: Adopted	2024-2025: Proposed	Percentage (+ or -)
6100 – Payroll Costs	$322,029	$331,690	3.00%
6200 – Purchase and Contracted Materials	$181,092	$181,092	0.00%
6300 – Supplies and Materials	$62,250	$62,250	0.00%
6400 – Other Operating Expenses	$4,500	$5,500	22.22%
Total	**$569,871**	**$580,532**	**1.87%**

Budget Comparison - Expenditures

61 – Community Services	2023-2024: Adopted	2024-2025: Proposed	Percentage (+ or -)
6100 – Payroll Costs	$301,971	$311,030	3.00%
6200 – Purchase and Contracted Materials	$0	$0	0.0%
6300 – Supplies and Materials	$19,500	$19,500	0.0%
6400 – Other Operating Expenses	$4,000	$4,000	0.0%
Total	**$325,471**	**$334,530**	**3.00%**

Budget Comparison - Expenditures

71 – Debt Service-Leases	2023-2024: Adopted	2024-2025: Proposed	Percentage (+ or -)
6500 – Leases	$5,000	$0	-100.00%
Total	**$5,000**	**$0**	**-100.00%**

Budget Comparison - Expenditures

93 –Shared Services Agreement	2023-2024: Adopted	2024-2025: Proposed	Percentage (+ or -)
6500 – Leases	$985,000	$1,200,000	21.83$
Total	**$985,000**	**$1,200,000**	**21.83%**

Budget Comparison - Expenditures

95 – JJAEP	2023-2024: Adopted	2024-2025: Proposed	Percentage (+ or -)
6200 – Purchase and Contracted Services	$20,000	$20,000	0.00%
Total	**$20,000**	**$20,000**	**0.00%**

Budget Comparison - Expenditures

99 – Tax Appraisal Fees	2023-2024: Adopted	2024-2025: Proposed	Percentage (+ or -)
6200 – Purchase and Contracted Services	$150,000	$170,000	13.33%
Total	**$150,000**	**$170,000**	**13.33%**

Budget 2024-2025
General Fund 199

- Total Expenditures: **$33.64 million**
- Salaries: **$25.13 million**
- Non Salary Expenditures: **$8.51 million**

- The proposed budget reflects a tax rate of .7469.

Questions?

Update 123 Local Policy Overview

Introduction

Hello, and welcome to an overview of the local policy recommendations included in Update 123, presented by TASB Policy Service.

Update 123 covers recommended local policy revisions to address several remaining laws from the 88th Legislative Session. Other revisions included in this update are in response to changes to the Administrative Code. As mentioned in the Update 122 overview, some of the new laws required the Texas Education Agency (TEA) or other state agencies to develop rules or guidelines to implement the new laws. Some of those newly developed rules and guidelines impact local policy.

While not covered in this overview, many of the legal policies included in this update were also affected by legislative changes and amendments to state rules that are now in effect. For information regarding those legal changes, review the explanatory notes included with your district's Update 123 materials, located in the Local Manual Updates section of Policy Online®.[1]

TASB Numbered Update Reminders

You should always review your district's customized update materials, available in the Local Manual Updates section of Policy Online, for specific policy recommendations. Please remember that legal policies provide the legal framework for key areas of district operations; they are not adopted by the board.

After the board acts on the local policies in Update 123, don't forget to log in to Policy Online and go to Local Manual Updates to notify us of the board's action. Policy Online makes it easy to keep track of updates and notify us when the board takes action on policies in an update.

BBD: Board Members, Training and Orientation

The revision to BBD(LOCAL) was prompted by House Bill 3033,[2] which authorizes the attorney general to require trustees to complete Public Information Act (PIA) training if the attorney general finds the district violated the Act. Your current policy language delegates the responsibility for PIA training on behalf of newly elected or appointed board members to the public information coordinator. The new language clarifies that PIA training imposed specifically by the attorney general cannot be delegated and must be completed by the individual board members.

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BBFA: Board Members, Conflict of Interest Disclosure

While state law establishes specific conflict disclosure requirements for board members, the recommended language in BBFA(LOCAL) would address the ethical duty of a board member to disclose a financial or other personal interest in a board transaction or decision beyond the statutory requirements. The new text recommended in this policy demonstrates a commitment to avoid undue influence, increase transparency, and avoid the appearance of impropriety in public dealings.

CCGB: Ad Valorem Taxes, Economic Development

Policy CCGB(LOCAL) is only included in the update for those districts that currently have a policy and also have existing Chapter 313 agreements with entities that provide limitations on appraised value. On December 31, 2022, Chapter 313 of the Tax Code, which is also know as the Texas Economic Development Act, expired. Agreements in place before the expiration of that law can continue in effect. Since new applications for limitation of appraised value are no longer permitted, the provisions relating to the application process are recommended for removal from the policy.

CKC: Safety Program/Risk Management, Emergency Plans

On September 7, 2023, TEA released model standards to assist districts in developing procedures to notify parents of violent activity that has occurred or is being investigated at a campus or other district facility or at a school-sponsored activity. New provisions in CKC(LOCAL) direct the superintendent to develop procedures that provide for these notifications.

Also, for districts that previously had text at CKC(LOCAL) providing for the board to authorize employees or board members to possess firearms on campus, that text has been moved to the appropriate code in the CKE series.

CKE series: Security Personnel

House Bill 3,[3] passed during the 88th Legislative Session, required school districts to provide for adequate security of its campuses. Since that legislation was enacted, many districts formed their own police departments, entered into agreements with local law enforcement for additional school resource officers, authorized district employees or board members to possess firearms in the capacity of a guardian or a marshal, or contracted with security personnel. The CKE policy series includes CKE, which addresses security personnel in general and instances where a district has more than one type of security arrangement.

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Policy CKEA deals with district-commissioned peace officers; CKEB contains information regarding school marshals; CKEC covers school resource officers; and CKED includes information about other security arrangements, including contracted security. Policy CKED also addresses employees or board members authorized to carry firearms on district property, who are commonly referred to as guardians.

The revisions to the policies in the CKE series are recommended to provide additional guidance on the topics of nonschool employment of district police officers, authorization of school marshals, the responsibilities of marshals and guardians, and revocation of authority for school marshals. Closely review your district's update packet, including the explantory notes. They will provide information on changes to any CKE series policies included in your district's manual.

CQC: Technology Resources, Equipment

TEA consulted with the Texas Health and Human Services Commission (HHSC) to develop model health and safety guidelines for the effective integration of digitial devices in schools. The law requires the board to adopt a policy for the effective integration of digitial devices in the district. In adopting CQC(LOCAL), the board could incorporate the guidelines prepared by TEA and the HHSC. The provision in this new policy states that the board adopts the model guidelines and directs the superintendent to develop regulations to implement these guidelines.

DCE: Employment Practices, Other Types of Contracts

The recommendations in DCE(LOCAL) are intended to clarify that a non-Chapter 21 contract employee can request a hearing with the board when their contract is terminated during the contract term.

DGBA: Employee Complaints/Grievances
FNG: Student & Parent Complaints/Grievances
GF: Public Complaints

With the current structure of the CKE series and a planned restructuring of the DIA and FFH series on discrimination and harassment, it is necessary to adjust cross-references in the complaint policies, DGBA(LOCAL), FNG(LOCAL), and GF(LOCAL) to reflect the series instead of a specific code.

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EEH: Instruction Arrangements, Homebound Instruction

Amendments to the *Student Attendance Accounting Handbook* prompted revisions to policy EEH(LOCAL). A student may now receive homebound services for psychological conditions as well as medical conditions. The policy has been updated to reflect this change. The *Student Attendance Accounting Handbook* also indicates that the weeks of confinement due to a medical or psychological condition do not need to be consecutive to qualify for homebound instruction. The policy has been revised to remove this consecutive weeks requirement.

EF series: Instruction Resources

House Bill 900[4] from the 88th Legislative Session amended state law to require the Texas State Library and Archives Commission (TSLAC), with initial approval by the State Board of Education, to adopt standards for school library collection development for Texas public schools. The standards require a local policy, which is coded at EFB(LOCAL). In response to a Policy Alert emailed to districts on February 14, many districts adopted the recommended EFB(LOCAL) prior to Update 123. For all other districts, the recommended EFB(LOCAL) has been included in the update. The new policy includes provisions to comply with the standards from the State Board rules.

In EFA(LOCAL), the recommended revision makes selection of items from the list adopted by the State Board of Education optional instead of mandatory based on current law. The list of individuals who can submit a request for reconsideration of instructional materials has been revised to align with the list provided in the new EFB(LOCAL).

The majority of districts currently have policy EF(LOCAL), which covers both instructional materials and library materials. If this applies to your district, you will find when reviewing your update packet that EF(LOCAL) is recommended for deletion and a new EFA(LOCAL) addressing instructional materials has been added along with the EFB(LOCAL) addressing library materials. If your district had already split EF(LOCAL) into EFA and EFB, your board will only need to consider revisions to those codes.

Thank You!

That covers the local policies in Update 123. We hope you find this overview helpful. Should you have any questions or want further clarification, please contact your assigned policy consultant,[5] and don't forget to notify us of board action on this update using Policy Online.

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[1] Policy Online Local Manual Updates (TASB login required): https://pol.tasb.org/Member/LocalManualUpdates
[2] House Bill 3033: https://capitol.texas.gov/tlodocs/88R/billtext/pdf/HB03033F.pdf
[3] House Bill 3: https://capitol.texas.gov/tlodocs/88R/billtext/pdf/HB00003F.pdf
[4] House Bill 900: https://capitol.texas.gov/tlodocs/88R/billtext/pdf/HB00900F.pdf
[5] Policy consultant contact information (TASB login required): https://pol.tasb.org/Member/PolicyConsultant/Details

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Explanatory Notes

TASB Localized Policy Manual Update 123

Sanger ISD

ATTN(NOTE) GENERAL INFORMATION ABOUT THIS UPDATE

Please note:

Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 88th Legislature, regular and special sessions. All referenced bills have already gone into effect unless otherwise noted.

The Local Policy Overview for Update 123, available with your Update 123 materials under Local Manual Updates on Policy Online® (TASB login required), provides a general, high-level overview of the changes to the local policies included in the update. **Legal policies provide the legal framework for key areas of district operations and are not adopted by the board.**

AIB(LEGAL) ACCOUNTABILITY: PERFORMANCE REPORTING

The Results Driven Accountability (RDA) section of the policy has been deleted. TEA included RDA information in the Accountability Manual starting in 2023 and repealed the RDA information in the Administrative Code. This change aims to streamline information used in academic accountability and RDA systems.

AIC(LEGAL) ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

A citation to the Administrative Code has been included under Student Enrollment and Assignment, Enrollment Provision in Contract, regarding campuses that are closed and repurposed.

As 19 TAC 97.2005 has been repealed, the reference to Results Driven Accountability has been deleted from the section on Special Program Performance Determination.

AIE(LEGAL) ACCOUNTABILITY: INVESTIGATIONS

The word "accreditation" has been removed as a descriptor for investigations in two places within the policy after an amendment to the Administrative Code, effective January 17, 2024.

BBA(LEGAL) BOARD MEMBERS: ELIGIBILITY/QUALIFICATIONS

At Intent to Return, language from the Election Code has been included to minimize confusion regarding the specific requirements for establishing an intent to return to the individual's residence after a temporary absence.

BBBB(LEGAL) ELECTIONS: POST-ELECTION PROCEDURES

HB 5180 added new requirements for public inspection of election records. A reference has been added at Election Records regarding where to find information on public inspection of those records for districts who serve as custodians of their own election records.

BBD(LOCAL) BOARD MEMBERS: TRAINING AND ORIENTATION

HB 3033 authorizes the attorney general to require trustees to complete training on the Public Information Act if the attorney general finds that there has been a violation of the Act. Language is recommended to make clear that this training after a violation cannot be delegated to the district's Public Information Act coordinator.

BBFA(LOCAL) ETHICS: CONFLICT OF INTEREST DISCLOSURES

Language is recommended to clarify that a trustee's ethical duty to disclose a financial or other personal interest in board transactions goes beyond the statutory conflicts of interest set out in state and federal law. The added language serves to demonstrate a commitment to avoid undue influence, increase transparency, and avoid the appearance of impropriety in public dealings.

Explanatory Notes

TASB Localized Policy Manual Update 123

Sanger ISD

CCG(LEGAL) LOCAL REVENUE SOURCES: AD VALOREM TAXES

HB 3273, effective January 1, 2024, revised the Tax Code and requires a taxing unit, including a school district, to provide specific notice to property owners on its website. These provisions have been included in the Appraisal District Property Tax Database section of the policy.

CCGA(LEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

This policy has been updated to indicate that a board that adopted an exemption for the 2022 tax year may not reduce the amount or repeal that exemption based on SB 2 from the second special session of the 88th Legislature. [See Homestead, Local Options.]

HB 4559, from the 88th regular session, increased the population range for certain districts to provide that the split payment option does not apply to the district's taxes collected by another taxing unit that has adopted that option. [See Split Payments, In Certain Counties.]

CCGB(LEGAL) AD VALOREM TAXES: ECONOMIC DEVELOPMENT

HB 4559 increased the population threshold for determining a large municipality for provisions related to the appointment of reinvestment zone board members. [See Tax Increment Financing Act, Large Municipality.]

Substantial changes have also been made based on HB 5 to incorporate the Texas Jobs, Energy, Technology, and Innovation Act.

CCGB(LOCAL) AD VALOREM TAXES: ECONOMIC DEVELOPMENT

Substantial changes are recommended to remove provisions addressing expired laws related to Tax Code Chapter 313 agreements. If your district consulted with legal counsel to revise this policy, we recommend discussing the proposed revisions with them. If the district's agreements have expired completely, please contact your policy consultant for additional revisions.

CKB(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT: ACCIDENT PREVENTION AND REPORTS

TEA’s amendments to the Administrative Code rules for mandatory school drills necessitated reorganization of definitions and added clarity to several sections of the policy. Changes in this policy also reflect TEA’s amendments to the Administrative Code rules related to active threat exercises.

CKC(LOCAL) SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS

A section on Notice Regarding Violent Activity is recommended to comply with legal requirements. Administrative procedures must be created to align with TEA's model standards.

CKEA(LOCAL) SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

Significant revisions are recommended to the CKE policy series to promote compliance and clarification with HB 3 and other legal requirements. As Education Code 37.081 covers both police authority and duties, the margin note has been edited to clarify the scope of the policy language. The section on temporary assignments has been incorporated into Limitations on Nonschool Employment to account for possible off-duty officer use by both the district and other agencies. A section on Interlocal Agreement has been added to note that district police officers will function within the scope of the agreement. Other edits have been made for consistency with policy style.

The Legal Issues in Update 123 memo, available with your Update 123 materials under Local Manual Updates on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

Sanger ISD

CKEC(LOCAL) SECURITY PERSONNEL: SCHOOL RESOURCE OFFICERS

Based on the district's security survey responses, we have deleted the enclosed policy to accurately reflect the district's current security personnel arrangements.

CKED(LEGAL) SECURITY PERSONNEL: OTHER SECURITY ARRANGEMENTS

The provisions of this policy address commissioned security officers with Level III training under the Department of Public Safety hired through a security services contractor or as a district employee in accordance with the Education Code and the Occupations Code.

CMD(LEGAL) EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

Cross-references throughout this policy have been updated to EFA since policy EF has been separated into EFA (instructional materials) and EFB (library materials).

CPC(LEGAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

Edits to this policy at Destruction of Records remove a reference to 13 TAC 7.123(c), which was deleted from Texas State Library and Archives Commission rules, effective March 6, 2024.

CQA(LEGAL) TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

HB 3273, effective January 1, 2024, requires school districts to post a notice informing property owners of the property tax database maintained by the appraisal district. Language has been added at item 28 under the section on Other Required Internet Postings.

CQC(LEGAL) TECHNOLOGY RESOURCES: EQUIPMENT

A section on Guidelines for Use of Digital Devices has been added to address the TEA and Health and Human Services Commission model health and safety guidelines for the use of digital devices, which are required by the Education Code and were issued in October 2023.

CQC(LOCAL) TECHNOLOGY RESOURCES: EQUIPMENT

This new local policy is recommended to meet the legal requirement for the board to adopt a policy for the effective integration of digital devices in the district. The policy language adopts the model health and safety guidelines developed by TEA and the Health and Human Services Commission and clarifies that the superintendent must develop regulations for implementation.

DEC(LOCAL) COMPENSATION AND BENEFITS: LEAVES AND ABSENCES

Based on information provided by the administration, the enclosed revisions are recommended to add required provisions for peace officers regarding mental health leave, quarantine leave, and line of duty illness or injury leave. Please contact your policy consultant if further revisions are needed.

DGBA(LOCAL) PERSONNEL-MANAGEMENT RELATIONS: EMPLOYEE COMPLAINTS/GRIEVANCES

Extensive revisions within the CKE policy series necessitated an update to the cross-reference in the list of other complaint processes.

Also, to accommodate planned restructuring of policy DIA, we have revised the references to that code in this policy to reflect the DIA series. No other changes have been made to this policy.

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The Legal Issues in Update 123 memo, available with your Update 123 materials under Local Manual Updates on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

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

New Department of Transportation rules amend the department's regulated industry drug testing program. The language in the Reports to DPS section has been amended for clarity.

DNA(LEGAL) PERFORMANCE APPRAISAL: EVALUATION OF TEACHERS

Amendments to the Administrative Code allow districts to begin using the Alternate Domain I rubric as part of the Texas Teacher Evaluation and Support System (T-TESS) beginning with the 2024-25 school year. Language has been updated to reflect this change.

DP(LEGAL) PERSONNEL POSITIONS

The section on School Psychological Services has been amended to provide additional clarity and to set out the correct title for licensed specialists in school psychology (LSSPs) as indicated in the Administrative Code.

EEH(LOCAL) INSTRUCTIONAL ARRANGEMENTS: HOMEBOUND INSTRUCTION

TEA's revisions to the *Student Attendance Accounting Handbook* (*SAAH*) prompted recommended updates to this policy. Students may now receive homebound services for psychological, as well as medical, conditions. The *SAAH* also indicates that the weeks of confinement due to a medical or psychological condition do not need to be consecutive to qualify. The policy language has been updated to reflect this change.

EF(LEGAL) INSTRUCTIONAL RESOURCES

In order to clarify the differences in requirements for instructional materials and library materials, as well as to accommodate the new library collection development standards, policy EF has been divided into EFA (instructional material) and EFB (library material). The content in EF(LEGAL) has moved to either EFA or EFB, as appropriate.

EF(LOCAL) INSTRUCTIONAL RESOURCES

As explained at EF(LEGAL), above, this local policy addressing instructional resources is being deleted. New local policies to address instructional materials and library materials separately are included at EFA and EFB.

EFA(LEGAL) INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

Content regarding instructional material review and federally required parental inspection has been moved from EF(LEGAL) to EFA(LEGAL).

EFA(LOCAL) INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

The enclosed policy regarding instructional materials is recommended to coordinate with the policy addressing library materials at EFB(LOCAL). The provisions previously housed at EF(LOCAL) have been moved to this code with the following revisions:

Sanger ISD

- At Selection, a clarification has been made to reflect that instructional materials must be chosen in accordance with stated objectives and administrative regulations and may include items from the State Board of Education list.
- At Reconsideration of Instructional Materials, the list of individuals who can submit a request for reconsideration has been revised. This change is recommended to align with the list provided in the new EFB(LOCAL), which permits an employee or parent or guardian to submit these requests. If the district would like to expand this list, please contact your policy consultant.

Please review the information at Formal Reconsideration, which specifies who will receive forms requesting the reconsideration of instructional material and who will appoint a reconsideration committee. If the policy needs to identify a different position for these responsibilities, please contact your policy consultant for assistance with revisions.

The Legal Issues in Update 123 memo, available with your Update 123 materials under Local Manual Updates on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

EFB(LEGAL) INSTRUCTIONAL RESOURCES: LIBRARY MATERIALS

EFB(LEGAL) has been revised to incorporate new library collection development standards adopted by the Texas State Library and Archives Commission (TSLAC), effective January 23, 2024. The policy includes a note regarding the Fifth Circuit Court of Appeals enjoinment and the resulting unenforceability of certain statutes related to library material. The TSLAC Library Collection Development Standards are not currently enjoined by the Fifth Circuit Court of Appeals.

EFB(LOCAL) INSTRUCTIONAL RESOURCES: LIBRARY MATERIALS

This recommended policy aligns with changes to the Administrative Code and the new collection development standards for school libraries as a result of HB 900. Please review the following information in your policy:

- The location of the form for formal reconsideration;
- The position title for the person responsible for appointing the reconsideration committee; and
- The number of days allocated for appointing the committee, providing the material for review to the committee, and completing the committee's final report.

If any information needs to be updated or if further revisions to the policy are needed, please contact your policy consultant for assistance.

EHBAA(LEGAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

A cross-reference to policy EHB has been included for additional requirements relating to the evaluation and identification process when dyslexia is a suspected disability. [See Determination of Initial Eligibility.]

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

The section on Supplemental Special Education Services (SSES) has been revised to reflect amended Administrative Code rules, effective April 18, 2023. The district is required to notify parents of SSES eligibility and related information during an ARD committee meeting.

Sanger ISD

A provision regarding an IEP supplement for each child who was enrolled in a district's special education program during the 2019-20 school year or the 2020-21 school year has been removed. That requirement expired on September 1, 2023.

EHBE(LEGAL) SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL

Extensive revisions have been made throughout this policy to reflect amended rules relating to emergent bilingual students.

EHBJ(LEGAL) SPECIAL PROGRAMS: INNOVATIVE AND MAGNET PROGRAMS

Changes to this policy stem from amended Administrative Code provisions relating to innovative courses. The amended rules became effective February 18, 2024.

EKB(LEGAL) TESTING PROGRAMS: STATE ASSESSMENT

Revisions have been made to remove language that does not require district action to aid in readability and clarity. Citations have also been updated based on rule changes.

FA(LEGAL) PARENT RIGHTS AND RESPONSIBILITIES

The cross-reference at Parental Rights relating to teaching materials has been updated to reflect the division of policy EF into EFA and EFB.

FFAC(LEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

A section on Telehealth in Medicaid Covered Services has been added to provide guidance from Administrative Code rules specific to telehealth services authorized as Texas Medicaid covered services.

The section on opioid antagonists has been updated to reflect new rules effective November 1, 2023.

Changes have also been made to the section on epinephrine auto-injectors to reflect amended Administrative Code rules.

Citations throughout have been updated based on rule amendments.

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

Extensive revisions within the CKE policy series necessitated an update to the cross-reference in the list of other complaint processes.

Also, to accommodate planned restructuring of policy FFH, we have revised the references to that code in this policy to reflect the FFH series. No other changes have been made to this policy.

The Legal Issues in Update 123 memo, available with your Update 123 materials under Local Manual Updates on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

GBA(LEGAL) PUBLIC INFORMATION PROGRAM: ACCESS TO PUBLIC INFORMATION

A cross-reference regarding economic development negotiations under Government Code Chapter 403 has been added.

GF(LEGAL) PUBLIC COMPLAINTS

The division of policy EF into EFA and EFB necessitated an update to the cross-reference in this policy.

Sanger ISD

GF(LOCAL) PUBLIC COMPLAINTS

Extensive revisions within the CKE policy series necessitated an update to the cross-reference in the list of other complaint processes. No other changes have been made to this policy.

The Legal Issues in Update 123 memo, available with your Update 123 materials under Local Manual Updates on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

GKA(LEGAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

Amendments to the Code of Federal Regulations necessitated changes to the section regarding operation of a small unmanned aircraft system.

GRA(LEGAL) RELATIONS WITH GOVERNMENTAL ENTITIES: STATE AND LOCAL GOVERNMENTAL AUTHORITIES

The Definitions section has been revised to reflect amended Administrative Code rules that include school resource officers and contracted police officers in the definition of "school personnel and volunteers."

Language has been added at Notice to School Personnel to provide direction if the superintendent is the individual alleged to have committed child abuse or neglect.

The Students Taken into Custody section has been updated to incorporate appropriate legal citations and improve clarity.

(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

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

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue, bold font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

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

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

Contact:

School Districts and Education Service Centers	**Community Colleges**
policy.service@tasb.org	colleges@tasb.org
800.580.7529	800.580.1488

Public Information Coordinator

The Superintendent shall fulfill the responsibilities of the public information coordinator and shall receive, on behalf of Board members, the training specified by Government Code 552.012. [See GBAA]

After Election or Appointment

After a Violation

A Board member who receives written notice from the attorney general that the member must complete Public Information Act (PIA) training described by GBAA(LEGAL) following the District's failure to comply with a PIA requirement shall complete the training within the timelines described in law. The completion of the training in response to such a notice cannot be delegated.

Reporting Continuing Education Credit

The Board President shall announce the status of each Board member's continuing education credit. The announcement shall be made annually at the last regular Board meeting before the District's uniform election date, whether or not an election is held. The announcement shall be reflected in the meeting minutes and, when necessary, posted on the District's website in accordance with law.

In addition to disclosures required by law, a Board member shall disclose to the Board any personal financial interest, business interest, or obligation or relationship that in any way creates a potential conflict of interest with a vote on a pending matter.

A Board member shall not use coercive means or promise special treatment in order to influence Board or District decisions, nor use the member's position to seek personal advantage. [See also BBF(LOCAL)]

Annual Financial Management Report

Each Board member shall provide to the District in a timely manner information necessary for the District's annual financial management report. [See CFA]

Note: The Texas Economic Development Act, Tax Code Chapter 313, Subchapters B and C, expired on December 31, 2022.

A limitation on appraised value approved before the expiration continues in effect according to the law as it existed immediately before its expiration, and the law is continued in effect for purposes of the limitation on appraised value.

Texas Economic Development Act

Purpose

These provisions outline the District's procedures ~~for accepting, reviewing, and considering applications and amendments to applications, and, when necessary,~~ enforcing agreements under the Texas Economic Development Act (the Act), as set forth in Tax Code Chapter 313. [See CCGB(LEGAL)]

~~Definitions~~

~~In addition to the definitions set out in CCGB(LEGAL), the following definitions apply in this policy.~~

~~"Application review period" means the period during which the Board will consider and act on an application. The application review period begins on the application review start date and ends on the 151st day thereafter, unless the application review period is extended by Board action prior to the expiration date.~~

~~"Appraisal district" means each county appraisal district that appraises property that is the subject of an application.~~

~~**Filing an Application**~~

~~In the form and formats required by the comptroller, an applicant shall file with the Superintendent the original and copies of the completed application along with a searchable electronic copy certified to contain information identical to the original hard copy. [See CCGB(LEGAL) at Required Contents and Format]~~

~~The Superintendent shall hold any incomplete applications or applications submitted without the full application fee until the application is properly completed and the application fee is paid. The Superintendent's determination of whether an application is complete shall be final.~~

~~Confidentiality of Applicant Information~~

~~If the Board decides to consider an application, information provided in connection with an application will not be considered confidential except as allowed by law. [See CCGB(LEGAL) at Confidential Business Information]~~

~~Amending an Application~~

~~An applicant may seek to amend an application at any time prior to final Board action on the application. If an amended application is filed within 60 days of the end of the application review period, the application review period shall be extended automatically to the~~

61st day after the date on which the last amended application is filed, unless the Board takes action to extend the application review period otherwise.

The Superintendent shall review and forward to the comptroller any amended application or supplemental information on receipt.

Application Fee Schedule

The Board has established the following fee schedule:

- $75,000 for projects valued at less than $500 million total anticipated investment.
- $100,000 for projects valued from $500 million to less than $1 billion total anticipated investment.
- $150,000 for projects valued at or over $1 billion total anticipated investment.

The application fee is nonrefundable unless the application is rejected after an initial Board review, as defined in this policy, or if the actual costs incurred in the review process are exceeded by the anticipated costs as established in this policy.

The application fee does not include any amount charged to the applicant by the comptroller's office for its economic impact study.

Processing an Application

Upon receipt of an application and application fee, the Superintendent shall:

Before Initial Board Review

1. Send the applicant written confirmation of receipt of the application and application fee.
2. Review the application and, as necessary, require the applicant to submit additional and/or supplementary information, including all required schedules.
3. Within seven days of receipt of a completed application, submit the application to the comptroller, together with any economic analysis of the proposed project submitted by the applicant.
4. Obtain necessary conflict of interest disclosures. [See BBFA(LEGAL)]

Initial Board Review

As soon as practical after an application is filed, the Board shall conduct an initial review of the application during which the Board may consider the Superintendent's recommendation and written or oral presentations concerning the application.

If, after the initial review, the Board determines that the application is not in the best interests of the District, the Board shall reject the

~~application and return to the applicant the application fee, less any necessary and reasonable costs of the initial review.~~

~~After Initial Board Review~~

~~If the Board elects to consider the completed application, the Superintendent shall:~~

~~1. Deposit the application fee and provide required written notice to the applicant and comptroller, with a copy to the appraisal district, that the District has received and will consider the completed application;~~

~~2. Deliver to the comptroller a copy of the application and required material along with a request for an economic impact evaluation;~~

~~3. Accept on behalf of the Board any amendments or supplements submitted by the applicant, and transmit copies to the comptroller within seven days of receipt;~~

~~4. Direct appropriate District personnel to create a link from the District's website to the location on the comptroller's website where copies of applications are posted;~~

~~5. Within the time allowed by law, provide all required supplemental information necessary to assist the comptroller and the Texas Education Agency (TEA) with the required analyses;~~

~~6. On receipt, provide the applicant and District consultants with a copy of the economic impact evaluation and the school facilities impact analysis;~~

~~7. Work with the applicant and District consultants to provide the District and the comptroller with copies of the proposed agreement in a timely manner [see CCGB(LEGAL) at Continued Eligibility];~~

~~8. Take all action necessary or required to process the application;~~

~~9. Not later than 151 days after the application review start date, present to the Board an agreement for final approval or a request for extension of the application review period;~~

~~10. If an extension of the application review period is requested, report each such request to the comptroller within seven days of the decision to grant the extension; and~~

~~11. After Board action on the application, if any, transmit all necessary and required information to the comptroller, the applicant, and the appraisal district.~~

~~District Consultants~~	~~On retention by the Board, District consultants, including legal counsel, shall review the application to ensure it includes all required information. District consultants shall also begin an analysis of the application, consider any legal implications of the application, draft and negotiate an appropriate revenue protection agreement, and evaluate the analyses from the comptroller and TEA on receipt.~~ ~~District consultants shall be paid for services from the application fee and shall complete their analyses in time to assist the Board, as appropriate, in its initial review or final determination on the application.~~
~~**Board Action on Application**~~	~~Completed applications may be considered for approval by the Board only after completion of the economic impact evaluation and the school facilities impact analysis and receipt of the comptroller's certification, as required by the Act.~~
~~Public Hearing~~	~~The Board's final determination on an application shall be made after a public hearing at which the Superintendent, District consultants, the applicant, and members of the public may provide input and information concerning the proposed application. The comptroller's certification shall be disclosed at the public hearing.~~ ~~The public hearing shall be held at a time that allows the Board to approve or disapprove an application before the expiration of the application review period, unless the deadline has been extended.~~
~~Findings of Fact~~	~~After the public hearing, the Board shall make specific written findings as required by law. [See CCGB(LEGAL) at Approval]~~
~~Adoption of Agreement~~	~~After considering the comptroller's certification, the economic impact evaluation, the school facilities impact analysis, information from District consultants, and any other relevant information, the Board may approve the application and enter into an agreement that complies with all legal requirements. [See CCGB(LEGAL) at Agreement] The Board shall also consider and adopt an agreement with the applicant to provide protection from or compensation for any financial risks undertaken by the District in accepting the application.~~
~~Waiver of Jobs Requirement~~	~~The Board may waive the new jobs creation requirement in accordance with the law. [See CCGB(LEGAL) at Waiver of New Jobs Creation Requirement] If an applicant makes a waiver request subsequent to the original application, the Board may charge the applicant a fee to cover the costs of any consultant required by the Board in making the requisite finding.~~

Superintendent Responsibilities After Agreement

During the term of any agreement, the Superintendent shall ensure that all reporting requirements are met in a timely manner by the District and the applicant. The Superintendent is authorized to delegate this function to District consultants.

Statements Regarding Conflicts of Interest

~~Each Board member and any District employee who is a local government official under Local Government Code Chapter 176~~Within 60 days after each Board election or appointment, each new Board member shall submit a conflict of interest statement confirming or denying the existence of a conflict of interest or a substantial business interest in each project that is the subject of an ~~application,~~ agreement~~,~~ or amendment to an agreement with the District. ~~Within~~This requirement to submit a conflict of interest statement within 60 days ~~after each Board election or the appointment of a Board member, each new Board member~~ shall ~~complete~~also apply to any new District employee who is a ~~statement.~~local government official under Local Government Code Chapter 176. The completed statements shall be retained by the District with each affected ~~application or~~ agreement. If a conflict or substantial interest exists, the appropriate disclosure forms shall be completed and filed as required by law. [See BBFA(LEGAL)]

Emergency Operations Plan

The Superintendent shall ensure updating of the District's emergency operations plan and ongoing staff training.

As required by law, the emergency operations plan shall include the District's procedures addressing~~:~~:

1. Reasonable security measures when District property is used as a polling place;
2. Response to an active shooter emergency;
3. Response to a nearby train derailment, as applicable; and
4. Access to campus buildings and materials necessary for a substitute teacher to carry out the duties of a District employee during an emergency or an emergency drill.

Notice Regarding Violent Activity

~~4.~~ The Superintendent shall develop procedures to notify parents regarding violent activity that has occurred or is being investigated at a campus or other District facility or at a District-sponsored activity.

District Police Department

To ensure sufficient security and protection of students, staff, and property, the Board authorizes the formation of a District police department and shall employ and commission police officers.

Supervisory Authority

The chief of police shall be accountable to and shall report to the Superintendent. In accordance with law, the Superintendent shall not delegate this supervisory responsibility.

Jurisdiction

The jurisdiction of District police officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.

Police Authority and Duties

~~Police officers employed by the~~Each District police officer shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. Subject to limitations in law, each District police ~~officers~~officer shall ~~have the authority to~~:

1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.
6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
7. Carry weapons as directed by the chief of police and approved by the Superintendent.
8. Carry out all other duties as directed by the chief of police or Superintendent.

A District police ~~officers~~officer shall not be assigned routine classroom discipline or administrative tasks.

~~*Temporary Assignment*~~

~~District police officers shall enforce all laws, including municipal ordinances, county ordinances, and state laws within another law enforcement agency's jurisdiction while temporarily assigned to the other agency.~~

Limitations on Nonschool Employment

No officer commissioned under this policy shall provide law enforcement or security services for an outside employer without prior written approval from the chief of police and Superintendent. Each District police officer shall enforce all laws, including municipal ordinances, county ordinances, and state laws within another law enforcement agency's jurisdiction while working off-duty or temporarily assigned to another agency.

Relationship with Outside Agencies

The District's police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into ~~a memorandum~~memoranda of understanding and other appropriate interlocal agreements that ~~outlines~~outline reasonable communication and coordination efforts among the department and the agencies. The chief of police and the Superintendent shall review the ~~memorandum~~memoranda of understanding and other agreements at least once every year. ~~The memorandum of understanding~~All such agreements shall be approved by the Board.

Interlocal Agreement for Mutual Aid

While operating pursuant to an interlocal agreement for mutual aid or other support for another law enforcement agency, each District police officer shall perform the duties and have the authorities set out in the agreement, including enforcing all laws within the other agency's jurisdiction.

Video Monitoring

If available, video equipment shall be used on a District police car for safety purposes whenever the flashing lights on the car are in use.

Access to Recordings

Recordings shall be considered law enforcement records, shall remain in the custody of the chief of police, and shall be maintained as required by the department regulations manual and law. A parent or student who wishes to view a video recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Body-Worn Cameras

A District ~~officers~~police officer shall use a body-worn ~~cameras~~camera only when performing official law enforcement duties for the District and in accordance with the provisions of the District police department's body-worn camera program. ~~Officers~~Each District police officer shall receive training on the program, including proper

use and operation of cameras. Any District employee who has access to data from body-worn cameras shall receive training on storage, retention, and release of recordings.

Training

~~All~~Each District ~~officers~~police officer shall receive at least the minimum amount of education and training required by law.

Department Regulations Manual

To carry out the provisions in this policy, the police department shall compile and maintain a manual that describes and sets forth operational procedures, rules, and regulations pertaining to the administration of police services. The chief of police and the Superintendent shall review the manual annually and make any appropriate revisions.

Racial Profiling

The chief of police shall develop and implement regulations to ensure compliance with ~~state law~~laws regarding racial profiling. ~~Police officers employed by the~~A District police officer shall not initiate any law enforcement action based on an individual's race, ethnicity, or national origin.

Use of Force

The use of force, including deadly force, shall be authorized only when reasonable and necessary, as outlined in the department regulations manual.

High-Speed Pursuit

~~Officers~~A District police officer shall not engage in high-speed chases in a motor vehicle when the immediate danger to the public or the officer created by the pursuit exceeds the immediate or potential danger presented by the offenders remaining at large. Guidelines for high-speed pursuits shall be addressed in the department regulations manual.

Complaints

Complaints against a District police officer shall be in writing on a form provided by the District and shall be signed by the person making the complaint. In accordance with law, the District shall provide to the police officer a copy of the complaint.

Appeals regarding this complaint process shall be filed in accordance with DGBA, FNG, or GF, as appropriate.

[See CKE(LEGAL) and CKEA(LEGAL)]

To implement the District's comprehensive safety programs, the District has entered into an agreement with a local law enforcement agency for school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.

A school resource officer shall perform duties as described in the agreement and as included in the District improvement plan and the Student Code of Conduct. A school resource officer shall not be assigned routine classroom discipline or administrative tasks.

All school resource officers shall receive at least the minimum amount of education and training required by law.

With this policy, the Board adopts the model health and safety guidelines for the effective integration of digital devices in schools that have been developed by the Texas Education Agency and the Health and Human Services Commission.

The Superintendent shall develop regulations that implement these guidelines.

Leave Administration

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

Definitions

The term "immediate family" is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term "family emergency" shall be limited to disasters and life-threatening situations involving the employee or a member of the employee's immediate family.

Leave Day

A "leave day" for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee's usual assignment, whether full-time or part-time.

School Year

A "school year" for purposes of earning, using, or recording leave shall mean the term of the employee's annual employment as set by the District for the employee's usual assignment, whether full-time or part-time.

Catastrophic Illness or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee's immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

Availability

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

State Leave Proration

If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.

Medical Certification

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than five consecutive workdays because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or
3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

State Personal Leave

The Board requires employees to differentiate the manner in which state personal leave is used.

Nondiscretionary Use

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

Discretionary Use

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

Request for Leave

In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

Local Leave

Each employee shall earn ~~five~~four paid local leave days per school year in accordance with administrative regulations.

Local leave shall accumulate to a maximum of 30 leave days.

Local leave shall be used according to the terms and conditions of state personal leave. [See State Personal Leave, above]

Bereavement Leave

An employee shall be granted three days of bereavement leave upon the death of a member of the employee's immediate family. Such leave shall be taken with no loss of pay or other paid leave.

Sick Leave Pool

An employee who has exhausted all paid leave as well as any applicable compensatory time and who suffers from a catastrophic illness or injury may request the establishment of a sick leave pool, to which District employees may donate local leave for use by the eligible employee.

The pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under a pool, or exhausts all leave days donated to the sick leave pool.

The Superintendent shall develop regulations for the implementation of the sick leave pool that address the following:

1. Procedures to request the establishment of a sick leave pool;
2. The maximum number of days an employee may donate to a sick leave pool;
3. The maximum number of days per school year an eligible employee may receive from a sick leave pool; and
4. The return of unused days to donors.

Appeal

An employee may appeal a decision regarding the establishment or implementation of the District's sick leave pool in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.

Mental Health Leave

A District peace officer who experiences a traumatic event in the scope of employment shall be granted a maximum of one day of mental health leave per traumatic event. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance.

The Superintendent shall develop regulations regarding mental health leave that address the following:

1. Circumstances or reasons under which an eligible employee may use mental health leave;

2. Procedures for requesting mental health leave and maintaining the anonymity of the requester;
3. The administrator authorized to approve requests for mental health leave; and
4. Other procedures deemed necessary for administering this provision.

Quarantine Leave

A District peace officer shall be granted quarantine leave when ordered by the local health authority or the peace officer's supervisor to quarantine or isolate due to possible or known exposure to a communicable disease while on duty. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance.

The Superintendent shall develop regulations regarding quarantine leave that address the following:

1. Continuation of all employment benefits and compensation for the duration of the leave;
2. Reimbursement for reasonable costs related to the quarantine; and
3. Other procedures deemed necessary for administering this provision.

Line of Duty Illness or Injury Leave of Absence

Following a leave of absence with full pay as required by law, the District shall not extend the leave of absence for a police officer's line of duty illness or injury. In accordance with law, the police officer may use accumulated leave.

Family and Medical Leave

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.

Note: See DECA(LEGAL) for provisions addressing FMLA.

Twelve-Month Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall begin on the first duty day of the school year.

Combined Leave for Spouses

When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks.

Intermittent or Reduced Schedule Leave

The District shall not permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.

Certification of Leave

When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.

Fitness-for-Duty Certification

In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.

Leave at the End of Semester

When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.

Temporary Disability Leave

Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave.

The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.

Workers' Compensation

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

No Paid Leave Offset

The District shall not permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

Court Appearances

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

Complaints

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

Other Complaint Processes

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

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with the DIA series.
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with the DIA series.
3. Complaints concerning retaliation relating to discrimination and harassment shall be submitted in accordance with the DIA series.
4. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

Notice to Employees

The District shall inform employees of this policy through appropriate District publications.

Guiding Principles

Informal Process

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

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

Direct Communication with Board Members	Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.
Formal Process	An employee may initiate the formal process described below by timely filing a written complaint form. Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time. The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.
Freedom from Retaliation	Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.
Whistleblower Complaints	Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level Two. Timelines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]
Complaints Against Supervisors	Complaints alleging a violation of law by a supervisor may be made to the Superintendent or designee. Complaint forms alleging a violation of law by the Superintendent may be submitted directly to the Board or designee.
General Provisions	
Filing	Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
Scheduling Conferences	The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the employee fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the employee's absence.

Response	At Levels One and Two, “response” shall mean a written communication to the employee from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the employee’s email address of record, or sent by U.S. Mail to the employee’s mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.
Days	“Days” shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”
Representative	“Representative” shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent him or her in the complaint process. The employee may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the employee designates a representative with fewer than three days’ notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District’s counsel. The District may be represented by counsel at any level of the process.
Consolidating Complaints	Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint. When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.
Untimely Filings	All time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.
Costs Incurred	Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

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

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

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

Audio Recording

As provided by law, an employee shall be permitted to make an audio recording of a conference or hearing under this policy at which the substance of the employee's complaint is discussed. The employee shall notify all attendees present that an audio recording is taking place.

Level One

Complaint forms must be filed:

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

   In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor.

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

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

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

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

Level Two

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

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

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

The Level One record shall include:

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

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

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

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

Level Three

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

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

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

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

The Level Two record shall include:

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

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

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

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

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

with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

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

General Education

Consistent with ~~TEA's~~the Texas Education Agency (TEA) *Student Attendance Accounting Handbook* (*SAAH*), a student may be eligible for general education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical or psychological reasons specifically documented by a physician licensed to practice in the United States. The weeks of confinement need not be consecutive. The parent's request for services shall be submitted to the principal in accordance with TEA's *SAAH* and administrative procedures.

The principal or designee shall convene a placement committee composed of at least a campus administrator, a teacher of the student, and the parent or guardian of the student to consider the necessity of providing general education homebound instruction to the student. If the committee determines that such instruction is appropriate, the committee shall determine the type and amount of instruction to be provided and, if applicable, the length of the transition period to the school-based setting based on current ~~medical~~ information regarding the medical or psychological condition.

Special Education

Consistent with state rule and the *SAAH*, a student receiving special education services may be eligible for special education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical or psychological reasons specifically documented by a physician licensed to practice in the United States. ~~If a student is chronically ill, the student's admission, review, and dismissal (ARD) committee shall determine whether the~~The weeks ~~of confinement~~ need ~~to~~not be consecutive.

~~If the ARD~~If a student's admission, review, and dismissal committee determines that homebound instruction is appropriate, the committee shall determine the type and amount of instruction to be provided in accordance with law, and, if applicable, the length of the transition period to the school-based setting based on current ~~medical~~ information regarding the medical or psychological condition.

Documentation of Services

The District shall maintain full documentation about students receiving homebound services, in accordance with administrative procedures, the *SAAH,* and a student's individualized education program ~~(IEP),~~, as applicable.

Note: For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see CMD and EFA.

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

Objectives

In this policy, "instructional resources" includes both instructional materials and library materials.

Instructional materials may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

Library materials may include printed and electronic library acquisitions and other ancillary or supplementary materials maintained in a campus library. In accordance with state and local guidelines, library collections should enrich and support the state and local curriculum. Collections should also provide materials of high interest to encourage student reading and learning for pleasure.

Library materials may be used to enhance the instructional program, for formal or informal teaching and learning purposes, and for voluntary inquiry or self-selected reading.

In accordance with state and local standards, school libraries are essential interactive collaborative learning environments, ever evolving to provide equitable physical and virtual access to ideas, information, and learning tools for the entire school community.

School libraries are essential, safe, and inviting centers for teaching and learning that provide equitable access to emerging technologies and physical and virtual collections of high quality, reflecting input from stakeholders.

Selection

Instructional Resources

Administrators, teachers, librarians, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection.

The Board shall rely on District professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.

2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.

3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.

4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]

5. Promote literacy.

Selection of resources is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of resources that still have educational value.

Additional Instructional Materials

In addition to the criteria above, District professional staff may select additional instructional materials in accordance with administrative regulations.

Library Materials

In addition to the criteria above, librarians and other professional staff shall ensure that library materials:

1. Develop a balanced collection presenting multiple viewpoints related to controversial issues to foster critical thinking skills and encourage discussion based on rational analysis [see EMB regarding instruction about controversial issues];

2. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community;

3. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives;

4. Demonstrate literary merit, quality, value, and significance;

5. Have received favorable professional library reviews from state- and nationally recognized review publications;

6. Have received state or national awards or are included on recommended reading lists developed by library professionals and educators;

7. Cover topics, authors, series, or genres that fill gaps in the school library collection;

8. Include accurate and authentic factual content from authoritative sources;

9. Have a high degree of potential user appeal and interest;

10. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners;

11. Are requested or recommended by students and teachers;

12. Mirror selections found in neighboring districts or libraries in the region; and

13. Represent diverse viewpoints and cultures appropriate to each campus to ensure the collection embodies the unique background of its student population.

Gifts

Gifts of instructional resources shall be evaluated according to the provisions above and accepted or rejected in accordance with CDC(LOCAL).

Challenged Resources

A parent of a District student, a student who is 18 years of age or older, an individual employee, or any District resident may challenge an instructional resource used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to challenges of instructional resources:

1. A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.

2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.

3. Access to a challenged resource shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No challenged instructional resource shall be removed solely because of the ideas expressed therein.

Informal Reconsideration

When the District or a campus receives an objection about the appropriateness of an instructional resource, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional resource. If appropriate, the administrator may offer a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional resource.

Formal Reconsideration

A complainant shall make any formal objection to an instructional resource on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged resource with students or is familiar with the challenged resource's content. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged instructional resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged resource conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

Frequency of Review

After an instructional resource has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection or maintenance process, as applicable.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]

Note: For information related to the accounting of instructional materials, as this term is defined by state law and rule, see CMD.

For information related to the selection process of library materials, see EFB.

The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

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

Selection

Instructional materials that are textbooks and related supplemental materials, which may include items from the list of resources adopted by the State Board of Education, shall be chosen in accordance with administrative regulations and the objectives above.

The Board shall rely on District professional staff to select and acquire instructional materials that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]
5. Promote literacy.

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

Reconsideration of Instructional Materials

A District employee or a parent or guardian of a District student may request reconsideration of instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to a request for reconsideration of instructional materials:

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.
2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

Informal Reconsideration

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the adminis-

trator may offer a concerned parent an alternative instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

Formal Request for Reconsideration

A complainant shall make any formal request to reconsider an instructional material on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content. Other members of the committee may include District-level staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged instructional material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

Frequency of Review

After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]

Note: For information related to the selection of instructional materials, see EFA.

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

Collection Development Policy

In this policy, "library materials" may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library.

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, and online catalogs.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure librarians, professional library staff, and other designated professional staff trained on the proper collection development standards select and acquire library materials in accordance with state law and rules, this collection development policy, and administrative procedures.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law and the District's collection development purpose and goals.

Collection Development Goals

In addition to the requirements in state law and rules, the District's library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.
3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.
5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.

6. Represent diverse viewpoints and cultures appropriate to each campus to ensure the collection embodies the unique background of its student population.

Selection and Evaluation of Materials

Library materials shall be selected and acquired in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

When selecting, acquiring, and evaluating library materials, librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the selection of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District community members.
2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.
6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.
7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental Involvement

Parents and guardians are the primary decision makers regarding their student's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student.

In accordance with state law and administrative procedures, parents or guardians may select alternative library materials for their student. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

Access Procedures

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Online Catalog

A parent or guardian who wishes to access an online catalog shall submit a written request to the principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

Protection from Inappropriate Material

Library materials shall not include “harmful material” as defined by Penal Code 43.24(a)(2); “obscene” material as defined by Penal Code 43.21(a)(1); any library material that is pervasively vulgar or educationally unsuitable as referenced in *Board of Education v. Pico*; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Reconsideration of Library Material

A District employee or a parent or guardian of a District student may request the reconsideration of a library material maintained in the District’s library program.

Guiding Principles

The following principles shall guide the review of a request to reconsider a library material:

1. An individual may raise an objection to a library material used in the District’s library program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for library materials set out in this policy.
2. A parent’s or guardian’s ability to exercise control over instruction and instructional resources, including library materials, extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a student if requested by the student’s parent or guardian.

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material’s author or the personal background of the characters in the material.

Informal Reconsideration

When the District or a campus receives an objection to the appropriateness of a library material, the appropriate librarian or adminis-

trator shall try to resolve the matter informally. The librarian or administrator shall explain the selection process and discuss the intended purpose for the library material.

The librarian or administrator shall offer a concerned parent or guardian an alternative library material to be used by the child in place of the material and, if requested, shall restrict the child's access to the material objected to by the parent or guardian.

If the individual wishes to make a formal challenge, the administrator shall make available to the individual a copy of this policy and a form to request a formal reconsideration of the library material.

Formal Request for Reconsideration

The District shall make a form to request reconsideration of library material available in the District's administrative office.

If an employee or a parent or guardian of a District student wishes to request reconsideration of a library material, they shall follow the procedures to complete and submit the request for reconsideration form.

After a request for reconsideration form is submitted, the form shall be provided to the Superintendent. Copies of the form shall be provided to the school librarian, the Board, and any other staff designated in administrative procedures.

Reconsideration Committee

For purposes of this policy, "days" shall mean District business days, unless otherwise noted.

The principal shall appoint a reconsideration committee and notify committee members within 10 days of receiving the request for reconsideration form.

The reconsideration committee shall include the librarian and at least one member of the instructional staff who is familiar with the material's content. Other members of the committee may include District-level staff, secondary-level students, parents or guardians, and any other appropriate individuals.

Within 10 days of appointment of the committee the District shall provide members of the committee the relevant materials to review. If additional time is required to obtain and distribute the materials for review, all members of the committee shall be informed that a reasonable extension of time is needed.

All members of the committee shall review the challenged library material in its entirety and determine whether the material conforms to this policy and whether the material will continue to be available in the library. The committee shall prepare a written report of its findings.

Absent extenuating circumstances, the written report shall be provided to the administration within 60 days of the District providing the material to the committee members. In calculating timelines under this policy, the day the committee is provided the materials is "day zero." The following business day is "day one."

Extensions of time due to extenuating circumstances shall take into consideration the time necessary to convene the committee members, the amount of material being reviewed, and any other pending reconsideration requests being handled by the committee.

An extension of any deadline shall be promptly communicated to the individual who submitted the request for reconsideration.

The Superintendent, the school librarian, the individual submitting the request for reconsideration, and any other appropriate administrators shall receive a copy of the committee's report.

Appeal

An individual who submitted a request for reconsideration may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the level immediately preceding Board consideration of a complaint. [See DGBA and FNG]

Frequency of Review

After a library material has been reviewed through the reconsideration process, it shall not be reviewed again within two calendar years of the reconsideration committee's final decision.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Gifts and Donations

The District shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review

This policy shall be reviewed at least every three years and revised as necessary.

Complaints

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

Other Complaint Processes

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

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

11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.

12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.

13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

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

Notice to Students and Parents

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

Guiding Principles

Informal Process

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

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

Formal Process

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

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

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

Freedom from Retaliation

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

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

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

Response

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

Days

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

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

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

Consolidating Complaints

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

Untimely Filings	All time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.
Costs Incurred	Each party shall pay its own costs incurred in the course of the complaint.
Complaint and Appeal Forms	Complaints and appeals under this policy shall be submitted in writing on a form provided by the District. Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference. A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.
Level One	Complaint forms must be filed: 1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and 2. With the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, students and parents shall file Level One complaints with the campus principal. If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One. If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

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

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

Level Two

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

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

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

The Level One record shall include:

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

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

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. In reaching a decision, the Superintendent or designee may consider

the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

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

Level Three

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

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

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

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

The Level Two record shall include:

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

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

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

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board

shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

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

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

Complaints

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

Other Complaint Processes

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

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

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

Guiding Principles

Informal Process

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

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

Formal Process

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

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

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

Freedom from Retaliation

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

General Provisions

Filing

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

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

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

Costs Incurred

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

Complaint and Appeal Forms

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

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

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

Level One

Complaint forms must be filed:

1. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and

2. With the lowest level administrator who has the authority to remedy the alleged problem.

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

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

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

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

Level Two

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

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

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

The Level One record shall include:

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

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

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

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

Level Three

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

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

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

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

The Level Two record shall include:

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

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

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

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

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

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

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, June 10, 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 6:00pm by Board President Sarah York, noting a quorum was present. Board Members present: Sarah York, Lisa Cody, Staci Moore, Mitch Hammonds, Jesse Hunter, Bruce Elsey and Jarrod Roberts.**
2. **PLEDGE OF ALLEGIANCE**
3. **INVOCATION – Sarah York**
4. **PUBLIC COMMENT - None**
5. **REPORTS**

A. Financials
B. Utility Report
C. Operations
D. Curriculum & Instruction
E. Human Resources
F. Safety & Security
G. Athletics
H. Construction Manager Update

6. **COMMUNITY INPUT: ACTION AGENDA ITEMS**
7. **ACTION**

A. Consent Agenda

1. Minutes of the May Board Meeting
   Motion was made by Mitch Hammonds and seconded by Jarrod Roberts to approve the Consent Agenda as presented. Vote: 7-0

B. Employee Sheets for June
   Motion was made by Mitch Hammonds and seconded by Jesse Hunter to approve the Employee Sheets as presented. Vote: 7-0

C. Discuss & Consider Approval of the 2024 Audit Engagement Letter for Hankins, Eastup, Deaton, Tonn, Seay & Scarborough.
   Motion was made by Jesse Hunter and seconded by Mitch Hammonds to approve the 2024 Audit Engagement Letter as presented. Vote: 7-0

D. Discuss & Consider Approval of the Amended Contract for the Collection of Delinquent Property Taxes.
Motion was made by Lisa Cody and seconded by Staci Moore to approve the Amended Contract for the Collection of Deliquent Property Taxes as presented. Vote: 7-0

E. Discuss & Consider Approval of an Out-of-State FCCLA National Leadership Conference.
Motion was made by Jesse Hunter and seconded by Jarrod Roberts to approve the FCCLA Out-of-State National Leadership Conference as presented. Vote: 7-0

F. Discuss & Consider for Approval the Memorandum of Understanding(MOU) between Sanger ISD and Denton Medical City.
Motion was made by Lisa Cody and seconded by Jarrod Roberts to approve the MOU between Sanger ISD and Denton Medical City as presented. Vote: 7-0

G. Discuss & Consider for Approval Renewal of Membership in the Walsh Gallegos Retainer Program.
Motion was made by Bruce Elsey and seconded by Mitch Hammonds to approve the Retainer Program with Walsh Gallegos as presented. Vote: 7-0

H. 2024-2025 Board Meeting Dates
Motion was made by Mitch Hammonds and seconded by Jesse Hunter to approve the 2024-2025 School Board Meeting Dates as presented. Vote: 7-0

8. **SUPERINTENDENT REPORT**

A. Summer Leadership Institute Update: June 19 - June 22, 2024

9. **BOARD MEMBER COMMENTS, REPORTS, AND DISCUSSION**

10. **ADJOURNMENT – Meeting adjourned 6:54 p.m.**

_____ _____

Sarah York Board President Jesse Hunter Board Secretary

TASB Risk Management Fund
P.O. Box 301 • Austin, Texas 78767-0301 • 800-482-7276
12007 Research Blvd. • Austin, Texas 78759-2439 • tasbrmf.org
Administered by the Texas Association of School Boards

June 14, 2024

Monica Herren

Sanger ISD

Dear Monica Herren,

The TASB Risk Management Fund is pleased to provide the following proposal for renewing your coverage for the coming year. The proposal reflects the Fund's ongoing commitment to the risk sharing partnership among its more than 1,000 members.

The Fund is the oldest and largest governmental risk pool serving public schools and other educational entities in Texas. The Fund is governed by a 19-member board of school trustees, superintendents, and administrators from member districts. The board ensures the Fund remains financially strong and responsive to member needs.

Fund programs and coverages continue to support the risks shared by Fund members but also reflect the challenging environments that Fund members face today.

The coverage proposal on the following pages includes terms and contribution amounts for the programs in which your organization participates. A summary of coverage changes and updates to the Fund's Coverage Agreements is included in this proposal. Coverage Agreements can also be accessed on the Fund's website.

Please review all terms, provisions, and features of this renewal proposal. When ready, you may accept your renewal proposal by signing the Contribution & Coverage Summary (CCS) and returning it by email to me or to TASBRMF@tasbrmf.org. You may also complete the electronic acceptance using the link in the renewal email sent to the designated Program Contact.

Please note, if you take no action, coverage will automatically renew under the terms of this renewal proposal. If you wish to terminate coverage, the Fund must receive written notice of termination at least 30 days prior to your renewal date. If you are unsure of your plans to renew or have questions about this renewal proposal or any aspect of your Fund membership, please contact Betsi Morton or any member of TASB's Underwriting or Marketing teams at 800.482.7276.

Thank you for your membership in the TASB Risk Management Fund and your partnership with all Fund members. The Fund is proud to be your partner in managing risks and serving the students in your community.

Sincerely,
Betsi Morton
Marketing Consultant
Division of Risk Management Marketing & Strategic Partnerships
Texas Association of School Boards, Inc.

TASB Risk Management Fund
12007 Research Blvd., Austin, Texas 78759-2439
P.O. Box 301, Austin, Texas 78767-0301
Toll-Free: 800.482.7276 | Austin area: (512) 505-2469

CC:
Leanne Rogers

Notification of Coverage Changes and Clarifications
Effective July 1, 2024

As a part of the annual coverage review, the TASB Risk Management Fund (Fund) implemented the following coverage changes and clarifications ***for all renewals taking effect on or after July 1, 2024***. This document is a summary of changes and clarifications only; please carefully review the full text of all Fund Coverage Agreements and any applicable Contribution and Coverage Summary (CCS).

Automobile Liability & Physical Damage Coverage Agreement

- Under Part D, § 17.2 **Excess Coverage,** clarify that the Fund Member's auto coverage is primary, not pro rata, when a **Covered Person** is driving a Fund Member's vehicle.

School Liability Coverage Agreement

- Under Part B, § 5.8 **Joint Ventures,** clarify that Joint Ventures include support for an in-district or 1882 charter school; however, there is no coverage for the charter school operator itself or its board members or employees. Clarify that all **Covered Persons** are covered, not just the Fund Member.
- Under Part F, § 16.1 **PLL related acts**, clarify that acts related to the original Wrongful Act are subject to one **Claim's** limit of liability.
- Under Part F, § 17.5 **Maximum annual aggregate limit,** clarify that the maximum aggregate limit applies to purchased *and* automatic extended reporting periods.

Property Coverage Agreement

- Weather Perils and Named/Numbered Windstorm deductibles will be based on a percentage (as shown on the CCS) of the total value of a Loss-affected structure, including contents, as listed on the Statement of Values schedule provided to Fund Members with the coverage proposal, or an Occurrence minimum deductible (also shown on the CCS), whichever is higher. If the Weather Perils or Named/Numbered Windstorm deductible does not exceed the minimum Occurrence deductible, the Occurrence deductible will apply for all Loss, including Loss-affected Covered Property not listed on the Statement of Values.
- Expanded coverage for single-ply membrane roofing systems rated for Very Severe Hail by FM Global or UL Solution's equivalent rating to the full Weather Perils limit and deductible. The sublimit for single-ply roofing systems not rated for very severe hail remains in place.
- Under Part C, added § 6.6, indicating the Fund will limit payment for heating, ventilation, and air conditioning (HVAC) units based on actual cash value (ACV) only. Additionally, HVAC units **installed after March 1, 2025,** are excluded for the peril of hail unless commercial hail protection/coil guards are installed.
- Revise the Property Coverage Agreement, the Named/Numbered Windstorm Endorsement, and the CCS language to reflect how coverage and specified limits extend to the Fund Member's Covered Property for the Named/Numbered Windstorm peril based on the county's location (e.g., Tier I, Tier II, Harris, or all other Texas counties).

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- Revise the Property Coverage Agreement and the Flood Endorsement to clarify that Flood coverage is excluded in designated flood zones unless coverage is otherwise extended under the Named/Numbered Windstorm Endorsement, and updated language to describe flooding uniformly throughout the Coverage Agreement.
- Under Part C, § 6.4 **Aesthetic Impairment**, eliminate the option to pay up to $100,000 per **Occurrence** for appearance harm only to **Covered Property** while maintaining the coverage provision allowing reimbursement for 50% of the cost, up to $1 million, to replace Aesthetically Impaired metal roofs.
- Limit coverage to the amount reported on the Statement of Values for Covered Property that has a recognized national or state historic designation. This limitation includes, but is not limited to, Covered Property listed on the National Register of Historic Places or Recorded Texas Historic Landmarks.
- Add a provision that specifically indicates prior loss is excluded.
- Add a provision that temporary repairs will be reimbursed to the Fund Member up to 10% of the Loss, including (if applicable) outside any sublimit. Additionally, under Part C, § 7.5, clarify that "Extra Expense" does not include temporary repairs after a **Loss**.
- Clarify that wildfire and accidental smoke damage, unrelated to agricultural or industrial origins, is covered and not considered **Pollution**.
- Under Part C, § 7.1 **Debris removal**, clarify that such removal is outside any sublimit.
- Under Part E, § 12.4 **Vendor Panel,** revise to remove the panel-related language and clarify that the Fund Member must use any Fund-preferred vendor when requested by the Fund.
- Under Part G, § 18, **New Construction,** move to Part F as a condition of coverage. This provision requires the Fund Member to report any new construction or renovation to the Fund before coverage extends.

Privacy & Information Security Coverage Agreement

- Under Part C, § 4.29 (A) **Fraudulent Instruction**, clarify and reinforce that the Fund Member must verify the authenticity *and* validate the payment request. Additionally, clarify that the validation may not rely on contact information in the communication or source of the inquiry regarding a change of banking or payment information.

Violent Act Coverage

- No changes.

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TASB RISK FUND

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Administered by the Texas Association of School Boards

Sanger ISD

Contribution & Coverage Summary (CCS)
Participation Period: 9/1/2024 through 8/31/2025

The following is a summary of coverages, limits, deductibles, and contribution amounts. More information about coverage, limits, deductibles, terms, and conditions are found on the following pages and are part of this CCS. Please review all pages of this CCS document and associated Fund Coverage Agreements. ***Coverage under this CCS is contingent upon concurrent participation in the Fund's Auto, Liability, Property and Worker's Compensation programs.***

This is not a declarations page. The Fund is not insurance but a self-insured risk pool through which members agree to share risk and actively participate in their contractual obligations as a member of the Fund.

Coverage	Limit	Deductible	Contribution
Property	See Property Coverage Summary	See Property Coverage Summary	**$351,744**
Automobile Liability	$500K Combined Single Limit	$1,000	**$48,429**
Automobile Physical Damage	Actual Cash Value	See Automobile Coverage Summary	**$15,920**
School Liability including Professional Legal, General, and Employee Benefits Liability	See School Liability Coverage Summary	See School Liability Coverage Summary	**$10,671**
Privacy & Information Security	$500,000	$0	**$5,500**
Violent Acts	$250,000	$0	**No Cost**
Workers' Comp Fully Funded	Statutory	Statutory	**$116,404**
Total Contribution			**$548,668**

THIS IS NOT AN INVOICE. The TASB Risk Management Fund will issue an invoice when coverage is accepted by the Member. Total Contribution is an estimate and is subject to exposure audit.

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Property Coverage Summary
Participation Period: 9/1/2024 through 8/31/2025
Total Property Contribution: $351,744

The following is an overview of the limits and deductibles for risk of Direct Physical Loss to Covered Property. Additional coverages, limits, exclusions, and terms are included in the Fund's Coverage Agreement for this Participation Period. All limits are per Occurrence unless otherwise shown.

Coverage	Limit	Deductible
All Perils except Weather Perils	$172,116,120	$50,000
Weather Perils except Named/Numbered Windstorm	$172,116,120	2% Minimum $500,000
Named/Numbered Windstorm	$50,000,000	2% Minimum $500,000
Flood – Annual Aggregate Limit	$10,000,000	$50,000
Earthquake – Annual Aggregate Limit	$2,000,000	$50,000
Crime	$100,000	$10,000
Equipment Breakdown	$100,000,000	$50,000

Additional Sublimit for Weather Perils	Limit	Deductible
Sublimit for Wind, Hail Loss to Single Ply Membrane roofs and accompanying roof systems; all other deductibles apply. This does not apply to Named/Numbered Windstorm Loss in Tier 1, Tier 2, or Harris counties.	$1,000,000	Weather Perils Deductible applies

Property Coverage Provisions

Weather Perils: Weather Perils is an Occurrence of wind, hail, convective storm, or freeze. The Weather Perils Limit and Deductible shown on this CCS will apply to Loss (including ensuing Loss) by a Weather Peril. Weather Perils does not include Named/Numbered Windstorm.

Named/Numbered Windstorm: Named/Numbered Windstorm is an Occurrence of hurricane, typhoon, tropical cyclone, tropical storm, or tropical depression that is designated by name or number by the National Weather Bureau, National Hurricane Center, or any recognized meteorological authority, including any related wind-driven rain, flood, tidal water or wave, storm surge, wave wash, surface water, overflow of bodies of water, or spray from any of these conditions. The Named/Numbered Windstorm Limit and Deductible indicated on this CCS will apply to Loss (including ensuing Loss) by a Named/Numbered Windstorm.

Percent Deductible/Occurrence Minimum Deductible: When Covered Property sustains a Loss caused by a Weather Peril or Named/Numbered Windstorm, the Fund Member's deductible will be either a percent-based deductible or an Occurrence-based minimum deductible, depending on which is higher.

The percent deductible will be calculated based on the designated percent, as shown on the CCS, applied to the Total Covered Value of the Loss-affected structure (including contents) in the Statement of Values schedule, which is considered a part of this CCS. This designated percentage is reflected as the deductible dollar amount listed under the deductible column of the schedule for each Loss-affected structure. The Fund will only pay once the covered Loss amount for each Loss-affected structure exceeds the deductible amount listed on the schedule. This deductible amount remains the same even if the entire structure (or contents) did not sustain a Loss. In the case of an Occurrence causing Loss to more than one member structure, the member may incur multiple percent-based deductibles, which will be added up to determine the total percent deductible.

Regardless of the total percent deductible, the amount of Loss sustained, or the number of Loss-affected structures in an Occurrence, in no event will the member's total deductible obligation be less than the Occurrence-based minimum deductible listed on the CCS. To determine whether the total amount of the percent-based deductible(s) exceeds the Occurrence minimum deductible, only the actual Loss will apply toward the Occurrence minimum deductible. However, the Fund's payment obligations in excess of this Occurrence deductible are based on the Loss to each structure exceeding that structure's scheduled deductible dollar amount.

No coverage is available for Loss to Fund Member property excluded by the Property Coverage Agreement.

Location: Location is a single street address that is the site of the Covered Property. Locations may have multiple Covered Properties, including structures.

Flood Zone Exclusions: The Fund Member's Covered Property (as defined in the Coverage Agreement) is excluded from coverage under the Flood Endorsement of the Coverage Agreement if any portion of the Covered Property subject to loss is located in any Special Flood Hazard Areas (SFHA) beginning with 'A' or 'V' as identified on the most recently published pre-Loss FEMA Flood Insurance Rate Map (FIRM).

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

Statement of Values: The Statement of Values schedule will be provided to the Fund member before the beginning of the Participation Period and is considered incorporated into the Agreements between the Fund and the member. The Fund Member agrees to allow the Fund to conduct property appraisals of the Fund Member's property periodically and agrees to accept values provided by the Fund. The Fund reserves the right to adjust the Fund Member's Contribution for new Covered Property accepted within the first 180 days of the Participation Period.

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

Single Ply Membrane: 'Single Ply Membrane' is a synthetic roofing material that includes EPDM, TPO, and PVC membranes. For Weather Perils, Single Ply Membrane roofs are subject to the Single Ply Membrane sublimit and deductible indicated on the CCS, except for roofs rated for Very Severe Hail by FM Global or UL Solution's equivalent rating, which are subject to the Weather Perils limit and deductible.

Fund Member Mitigation: As indicated in the Property Coverage Agreement, including Sections 9.29 and 12.5, the Fund Member must preserve Covered Property before and after Loss, or the Fund may exclude coverage.

Fund Member Notice: As indicated in the Property Coverage Agreement, including Section 13.1, time is of the essence for the Fund Member to give notice of a claim for all Loss. Coverage is only available if the Fund Member reports all Loss within 365 days of an Occurrence.

Limit Elimination: The Fund may reduce all Property limits to zero and cease all payments (promised or otherwise) to the member for any claim under this CCS if the Fund's applicable property reinsurance coverage exhausts during the Participation Period through any property claim payment to any Fund member.

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Sanger ISD

Automobile Coverage Summary
Participation Period: 9/1/2024 through 8/31/2025
Total Automobile Contribution: $64,349

The following is an overview of the limits and deductibles for risks associated with the ownership, maintenance, or use of Covered Automobiles. The Fund's Coverage Agreement includes additional coverages, limits, exclusions, and terms for this Participation Period.

Coverage	Limit	Deductible
Automobile Liability	$500K Combined Single Limit	$1,000
Automobile Physical Damage - Collision	Actual Cash Value	$1,000
Automobile Physical Damage - Comprehensive	Actual Cash Value	$1,000
Automobile Physical Damage - Catastrophic	Actual Cash Value	$25,000

Automobile Terms & Conditions

Statement of Values: The Fund Member has provided the Fund with the most complete and accurate listing of vehicles owned and leased by the Fund Member and will make this listing current throughout the Participation Period. The Fund Member agrees to allow the Fund to conduct vehicle appraisals of the Fund Members' fleet periodically and agrees to accept values provided by the Fund, if any.

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

Excluded Vehicles: Vehicles specifically listed on this CCS are excluded from all Automobile coverage as noted under 'Exclusion.'

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School Liability Coverage Summary
Participation Period: 9/1/2024 through 8/31/2025
Total School Liability Contribution: $10,671

The following is an overview of the limits and deductibles for legal, general, and other liability risks. The Fund's Coverage Agreement includes additional coverages, limits, exclusions, and terms for this Participation Period.

Coverage	Limit	Deductible
Professional Legal Liability Subject to $2,000,000 Maximum Annual Aggregate	$2,000,000	$10,000
General Liability	$2,000,000	$0
Employee Benefits Liability	$100,000	$0

School Liability Coverage Provisions

Known Prior Acts: As indicated in the School Liability Coverage Agreement, including in Section 4.1, the Fund Member agrees that all known prior acts (including previously reported acts) that may result in a legal claim against the Fund Member have been fully disclosed to prior carriers, including the Fund, and no coverage will apply to these acts under this CCS. However, this CCS does not void coverage afforded to the Fund Member under any previous CCS.

Fund-requested Settlement Contributions: As indicated in the School Liability Coverage Agreement, including Section 4.6, the Fund may request a monetary or non-pecuniary contribution from the Fund Member to address the portion of a Claim that is not covered by the Coverage Agreement so that the Fund can settle the Claim in its entirety. Any refusal by the Fund Member to contribute to the settlement as requested by the Fund will result in the Fund Member being responsible for further defense costs and indemnity payments other than what the Fund would have paid.

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Sanger ISD

Privacy & Information Security Coverage Summary
Participation Period: 9/1/2024 through 8/31/2025
Total Privacy & Information Security Contribution: $5,500

The following is an overview of the limits and deductibles for privacy and information security risks. The Fund's Coverage Agreement includes additional coverages, limits, exclusions, and terms for this Participation Period.

Coverage	Aggregate Limit Per Event	Deductible
Privacy & Information Security	$500,000	$0

Privacy & Information Security Conditions

No Known Losses: Fund Member certifies that all known or reported events occurring prior to the effective date of this coverage, as applicable, which it is reasonably believed may result in a claim under this Coverage have been fully disclosed or reported.

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Sanger ISD

Workers' Compensation – Fully Funded
Participation Period: 9/1/2024 through 8/31/2025
Total Workers' Compensation – Fully Funded Contribution: $116,404

The following is a summary of estimated payrolls and contribution for Workers' Compensation coverage. The amounts shown are subject to audit at the end of the Participation Period.

Classification	Estimated Payroll	Net Annual Rate	Estimated Contribution
7380 - BUS DRIVERS	$644,815	0.01890774	$12,192
7720 - POLICE OFFICER	$0	0.02355800	$0
8810 - CLERICAL OFFICE EMPLOYEES	$1,883,996	0.00123992	$2,336
8868 - PROFESSIONAL/ADMINISTRATON	$22,425,346	0.00334769	$75,073
9101 - ALL OTHERS	$1,080,841	0.02479829	$26,803
Total	**$26,034,998**		**$116,404**

Estimated Contribution	**$116,404**

Workers' Compensation – Fully Funded Provisions

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

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

Claims Reporting: For Workers' Compensation claims arising during the Participation Period, the Fund Member agrees to report those claims timely and solely to the Fund. The report of Workers' Compensation claims to any other entity will waive all Fund liability under this CCS for those claims, regardless of reporting sequence. Any fines levied against the Fund for the Fund Member's failure to comply with the rules and regulations of the Act will be the Fund Member's sole responsibility.

Seasonal Benefits Adjustments: The Fund adjusts weekly workers' compensation Temporary Income Benefits (TIBS) to zero during specific holiday periods. Benefit adjustments are always made during the summer, Thanksgiving, spring, and winter breaks. Other extended holiday periods may also trigger benefit adjustments.

Program Coordinators

The Fund Member is required to designate a Program Coordinator (Coordinator) with express authority to represent and bind the Fund Member in all program matters. Below are the current Coordinators associated with the Fund Member. If a Coordinator's name and e-mail address are not listed or the Coordinator identified needs to be updated, please provide updated information to the Fund as soon as possible or include updates on this document.

Current Program Coordinators

Program	Name	Title	E-mail
TASB RMF-Liability	Monica Herren	Chief Financial Officer/Human Resources	monica.herren@sangerisd.net
TASB RMF-Auto	Monica Herren	Chief Financial Officer/Human Resources	monica.herren@sangerisd.net
TASB RMF-Unemployment Compensation	Natalie Key	Human Resource Manager	natalie.key@sangerisd.net
TASB RMF-Workers' Compensation	Leanne Rogers	Human Resources Benefit Specialist	leanne.rogers@sangerisd.net
TASB RMF-Property	Monica Herren	Chief Financial Officer/Human Resources	monica.herren@sangerisd.net

Program Coordinator Updates

Program	Name	Title	E-mail

If accepting this proposal electronically, you may scan and email this page to tasbrmf@tasbrmf.org to provide Program Coordinator updates.

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Contribution & Coverage Summary General Provisions

Coverage: This CCS and the Fund's corresponding Coverage Agreements for this Participation Period outline the coverage terms and limits.

Claims Reporting: The Fund Member will provide to the Fund timely notice of all claims as required in the Interlocal Participation Agreement, the applicable Fund Coverage Agreement, and this CCS. The lack of timely notice may result in a loss of coverage.

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

Payment: The Fund Member agrees to pay contributions based on a plan developed by the Fund. All contributions are payable upon receipt of an invoice from the Fund. The Fund will determine the contribution for each program and how each contribution is applied.

Termination: In addition to any CCS-specific provisions, the Interlocal Participation Agreement outlines the termination-related provisions that govern this CCS. These provisions include that this CCS may be terminated by either party, with termination effective at the end of the Participation Period, by giving written notice to the other party no later than 30 days before the end of the Participation Period. If the Fund Member ceases to be an Active or Associate member of the Texas Association of School Boards, Inc., this CCS will terminate at the end of the Participation Period, and the Fund will not offer a renewal CCS. If neither party terminates this CCS, any renewal CCS offered by the Fund becomes effective based on the terms of the renewal CCS and will bind the Fund Member.

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

Fund Member Authorization:

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

_____ _____
Authorized Signature Date

_____ _____
Printed Name Title

TASB™ RISK FUND

Proof of Auto Liability Coverage

THIS GOVERNMENT VEHICLE IS EXEMPT FROM THE MOTOR VEHICLE SAFETY RESPONSIBILITY ACT. Liability coverage in effect meets the minimum limits required by Texas law.

Member: **Sanger ISD**
Contract Number: **P061908-2024-001**
Contract Period: **9/1/2024** through **8/31/2025**

If you have an accident, please notify the TASB Risk Management Fund at 800.482.7276.

Coverage is applicable to all vehicles owned by the above-named entity. Coverage remains in effect only if contribution has been paid.

WHAT TO DO IF YOU HAVE AN ACCIDENT

(Keep this Card in Vehicle at all times)

- Move vehicle to the side of the road if drivable.
- Call 911 immediately. Have driver's license and this card ready to give to police.
- Help the injured by making them comfortable and providing emergency first aid. Call for medical help and provide requested information.
- Report the accident to your supervisor as soon as possible. If you have been injured, notify your supervisor.
- Do not discuss blame or fault. Discuss accident only with the police.
- Collect names, insurance, and other driver's license number. If there are witnesses, collect their names and contact information and give the information to the police and your supervisor.
- Do not sign any documents except as requested by law enforcement.

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Coverage is applicable to all vehicles owned by the above-named entity. Coverage remains in effect only if contribution has been paid.

WHAT TO DO IF YOU HAVE AN ACCIDENT

(Keep this Card in Vehicle at all times)

- Move vehicle to the side of the road if drivable.
- Call 911 immediately. Have driver's license and this card ready to give to police.
- Help the injured by making them comfortable and providing emergency first aid. Call for medical help and provide requested information.
- Report the accident to your supervisor as soon as possible. If you have been injured, notify your supervisor.
- Do not discuss blame or fault. Discuss accident only with the police.
- Collect names, insurance, and other driver's license number. If there are witnesses, collect their names and contact information and give the information to the police and your supervisor.
- Do not sign any documents except as requested by law enforcement.

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Sanger ISD

Statement of Values

As of date: 6/14/2024
Participation Period: 9/1/2024 through 8/31/2025

Campus Name – Site Address	Building ID	Building Name	Total Covered Value	Weather Perils Deductible
BUTTERFIELD ELEMENTARY SCHOOL, 291 INDIAN LANE, SANGER, TX, 76266	061908-11289-7A	MAIN ELEMENTARY BUILDING	$22,111,930	$442,239
CHISHOLM TRAIL ELEMENTARY SCHOOL, 812 NORTH KEATON ROAD, SANGER, TX, 76266	061908-11285-4A	MAIN ELEMENTARY BUILDING	$15,737,820	$314,756
CLEAR CREEK INTERMEDIATE SCHOOL, 1901 NORTH STEMMONS, SANGER, TX, 76266	061908-11287-5A	MAIN INTERMEDIATE BUILDING	$16,367,050	$327,341
DISTRICT MAINTENANCE COMPLEX, 201 BERRY STREET, SANGER, TX, 76266	061908-11292-11C	HVAC STORAGE BUILDING	$198,970	$3,979
DISTRICT MAINTENANCE COMPLEX, 201 BERRY STREET, SANGER, TX, 76266	061908-11292-11B	MAINTENANCE BUILDING	$105,040	$2,101
DISTRICT MAINTENANCE COMPLEX, 201 BERRY STREET, SANGER, TX, 76266	061908-11292-11A	MASTER HOUSE	$143,420	$2,868
DISTRICT MAINTENANCE COMPLEX, 201 BERRY STREET, SANGER, TX, 76266	061908-11292-11D	VEHICLE STORAGE BUILDING	$75,750	$1,515
DISTRICT SERVICES COMPLEX, 604 ELM STREET, SANGER, TX, 76266	061908-11284-1D	ADMINISTRATION ANNEX BUILDING	$718,110	$14,362
DISTRICT SERVICES COMPLEX, 604 ELM STREET, SANGER, TX, 76266	061908-11283-1A	ADMINISTRATION/CO-OP BUILDING	$2,164,430	$43,289
INDIAN GYMNASIUM, ACKER STREET, SANGER, TX, 76266	061908-11290-9G	BASEBALL CONCESSIONS/RESTROOMS	$171,700	$3,434
INDIAN GYMNASIUM, ACKER STREET, SANGER, TX, 76266	061908-11290-9B	BASEBALL HOME DUGOUT	$27,270	$545
INDIAN GYMNASIUM, ACKER STREET, SANGER, TX, 76266	061908-11290-9F	BASEBALL STORAGE BUILDING	$16,160	$323
INDIAN GYMNASIUM, ACKER STREET, SANGER, TX, 76266	061908-11290-9C	BASEBALL VISITOR'S DUGOUT	$27,270	$545
INDIAN GYMNASIUM, ACKER STREET, SANGER, TX, 76266	061908-11290-9A	GYMNASIUM BUILDING	$6,692,260	$133,845

INDIAN GYMNASIUM, ACKER STREET, SANGER, TX, 76266	061908-11290-9D	SOFTBALL HOME DUGOUT	$20,200	$404
INDIAN GYMNASIUM, ACKER STREET, SANGER, TX, 76266	061908-11290-9E	SOFTBALL VISITOR'S DUGOUT	$20,200	$404
SANGER HIGH SCHOOL, 100 INDIAN LANE, SANGER, TX, 76266	1402	BASEBALL CONCESSIONS BUILDING	$46,460	$929
SANGER HIGH SCHOOL, 100 INDIAN LANE, SANGER, TX, 76266	061908-11288-6H	BASEBALL HOME DUGOUT	$30,300	$606
SANGER HIGH SCHOOL, 100 INDIAN LANE, SANGER, TX, 76266	061908-11288-6G	BASEBALL PRESS BOX	$73,730	$1,475
SANGER HIGH SCHOOL, 100 INDIAN LANE, SANGER, TX, 76266	061908-11288-6F	BASEBALL VISITOR'S DUGOUT	$27,270	$545
SANGER HIGH SCHOOL, 100 INDIAN LANE, SANGER, TX, 76266	061908-11288-6E	BATTING CAGE	$27,270	$545
SANGER HIGH SCHOOL, 100 INDIAN LANE, SANGER, TX, 76266	061908-11288-6M	FOOTBALL RESTROOM/CONCESSIONS	$294,920	$5,898
SANGER HIGH SCHOOL, 100 INDIAN LANE, SANGER, TX, 76266	061908-11288-6L	FOOTBALL RESTROOM/PRESS BOX	$1,159,480	$23,190
SANGER HIGH SCHOOL, 100 INDIAN LANE, SANGER, TX, 76266	25250	FOOTBALL TICKET BOOTH	$6,060	$121
SANGER HIGH SCHOOL, 100 INDIAN LANE, SANGER, TX, 76266	061908-11288-6A	MAIN HIGH SCHOOL BUILDING	$53,263,360	$1,065,267
SANGER HIGH SCHOOL, 100 INDIAN LANE, SANGER, TX, 76266	061908-11288-6D	MAINTENANCE BUILDING	$228,260	$4,565
SANGER HIGH SCHOOL, 100 INDIAN LANE, SANGER, TX, 76266	25249	PORTABLE CLASSROOM	$395,920	$7,918
SANGER HIGH SCHOOL, 100 INDIAN LANE, SANGER, TX, 76266	061908-11288-6I	SOFTBALL HOME DUGOUT	$30,300	$606
SANGER HIGH SCHOOL, 100 INDIAN LANE, SANGER, TX, 76266	061908-11288-6J	SOFTBALL PRESS BOX	$78,780	$1,576
SANGER HIGH SCHOOL, 100 INDIAN LANE, SANGER, TX, 76266	25251	SOFTBALL STORAGE	$16,160	$323
SANGER HIGH SCHOOL, 100 INDIAN LANE, SANGER, TX, 76266	061908-11288-6K	SOFTBALL VISITOR'S DUGOUT	$30,300	$606
SANGER HIGH SCHOOL, 100 INDIAN LANE, SANGER, TX, 76266	061908-11288-6N	TENNIS STORAGE BUILDING	$22,220	$444

SANGER HIGH SCHOOL, 100 INDIAN LANE, SANGER, TX, 76266	1403	VISITOR'S CONCESSION BUILDING	$19,190	$384
SANGER HIGH SCHOOL, 100 INDIAN LANE, SANGER, TX, 76266	061908-11288-6B	VOCATIONAL BUILDING	$1,625,090	$32,502
SANGER MIDDLE SCHOOL, 105 BERRY STREET, SANGER, TX, 76266	061908-11285-2A	MAIN MIDDLE SCHOOL BUILDING	$20,890,840	$417,817
SANGER MIDDLE SCHOOL, 105 BERRY STREET, SANGER, TX, 76266	061908-11285-2B	TENDERFOOT CHILD DEVELOPMENT	$524,190	$10,484
SIXTH GRADE CENTER, 508 7TH STREET, SANGER, TX, 76266	061908-11284-8B	GYMNASIUM BUILDING	$4,072,320	$81,446
SIXTH GRADE CENTER, 508 7TH STREET, SANGER, TX, 76266	061908-11284-8A	MAIN EDUCATION BUILDING	$7,727,510	$154,550
TRANSPORTATION COMPLEX, KEATON ROAD, SANGER, TX, 76266	061908-11291-10A	AGRICULTURAL BUILDING	$197,960	$3,959
TRANSPORTATION COMPLEX, KEATON ROAD, SANGER, TX, 76266	061908-11291-10B	ANIMAL SHED #1	$6,060	$121
TRANSPORTATION COMPLEX, KEATON ROAD, SANGER, TX, 76266	061908-11291-10D	ANIMAL SHED #2	$6,060	$121
TRANSPORTATION COMPLEX, KEATON ROAD, SANGER, TX, 76266	061908-11291-10E	ANIMAL SHED #3	$6,060	$121
TRANSPORTATION COMPLEX, KEATON ROAD, SANGER, TX, 76266	061908-11291-10G	BUS SHOP	$661,550	$13,231
TRANSPORTATION COMPLEX, KEATON ROAD, SANGER, TX, 76266	25256	SILVER STORAGE SHED	$7,070	$141
TRANSPORTATION COMPLEX, KEATON ROAD, SANGER, TX, 76266	061908-11291-10C	WHITE STORAGE SHED	$5,050	$101
TUTT HIGH SCHOOL, 404 HUGHES STREET, SANGER, TX, 76266	061908-11286-3F	EAST CONCESSIONS BUILDING	$64,640	$1,293
TUTT HIGH SCHOOL, 404 HUGHES STREET, SANGER, TX, 76266	061908-11286-3G	FOOTBALL STORAGE BUILDING	$239,370	$4,787
TUTT HIGH SCHOOL, 404 HUGHES STREET, SANGER, TX, 76266	061908-11286-3E	GROUNDS EQUIPMENT BUILDING	$158,570	$3,171
TUTT HIGH SCHOOL, 404 HUGHES STREET, SANGER, TX, 76266	061908-11286-3B	GYMNASIUM BUILDING	$1,386,730	$27,735
TUTT HIGH SCHOOL, 404 HUGHES STREET, SANGER, TX, 76266	061908-11286-3A	MAIN HIGH SCHOOL BUILDING	$6,542,780	$130,856

TUTT HIGH SCHOOL, 404 HUGHES STREET, SANGER, TX, 76266	061908-11286-3C	PAVILION	$17,170	$343
TUTT HIGH SCHOOL, 404 HUGHES STREET, SANGER, TX, 76266	061908-11286-3H	RESTROOM/STORAGE BUILDING	$231,290	$4,626
TUTT HIGH SCHOOL, 404 HUGHES STREET, SANGER, TX, 76266	061908-11286-3I	SOUTHWEST CONCESSIONS BUILDING	$36,360	$727
TUTT HIGH SCHOOL, 404 HUGHES STREET, SANGER, TX, 76266	061908-11286-3J	WEST TICKET BOOTH	$36,360	$727

SANGER ISD

Exempt Personnel New Hires

July 15, 2024

Employee	University	Certification	Exp.	Previous Professional
James Turbeville	Dallas College Associates in Automotive Technology	District of Innovation CTE Certification Automotive Technology	23 Years Automotive Exp	Shop Manager Anything Automotive
Katherine Amis	University of Oklahoma Bachelor of Arts Interdisciplinary Studies	Special Education (EC-12) Core Subjects with STR (EC-6)	2 Years	Denton ISD
Adrian Smith	Western Governors University in Utah Bachelor of Science in Special Education	Special Education (EC-12) Core Subjects with STR (4-8)	4 Years	Ponder ISD
Dawn Riedl	Southern Illinois University Carbondale Bachelor of Science Special Education Missouri Baptist University Master of Art School Counseling	School Counselor (EC-12)	26 Years	Southlake Carroll ISD
Curtis King	University of Central Oklahoma Bachelor of Science Safety Education	Special Education (EC-12)	17 Years	Denton ISD
Mason Forshage	University of North Texas Bachelor of Art in Mathematics University of North Texas Masters of Science in Biomedical Engineering	Mathematics/Physical Science/Engineering (6-12)	2 Years	Denton ISD
Steven Donaldson	Sam Houston State University Bachelor of Science in Kinesiology and Minor in Sociology	Secondary Health (6-12) Secondary Physical Education (6-12) Social Studies (8-12)	23 Years	Whitesboro ISD
Kristina Kimberlin	Texas Woman's University Bachelor of Art in English with a Minor in History/Government	MASTER TEACHER English Language Arts and Reading (4-8) History (8-12) Secondary Journalism (6-12) ESL Supplemental (4-12) Secondary English (6-12)	25 Years	Petrolia ISD

Campus	Assignment	New Pos.
SHS	Automotive Technology	Yes
CCE	Special Education Inclusion Teacher	No
BES	Special Education Self Contained Teacher	No
SMS	Counselor	No
SHS	Special Education Inclusion Teacher/Coach	No
SHS	Science Teacher	No
SHS	Social Studies/Coach	No
SHS	English	No

Denton County Special Education Coop.

Exempt Personnel Sheet #

Date: July 15, 2024

New Hires							
Employee Residence	**University**	**Certification**	**Exp.**	**Previous Professional** Location	**Campus**	**Assignment**	**New Pos.**
Krystine Boisoly	Master of Science, Yeshiva University	Licensed Speech/Language Pathologist	0	NA	Various	Speech/Lang. Pathologist	Yes
Robert Costello	Master of Science, West Texas A&M	Licensed Specialist in School Psychology	0	NA	Various	School Psychologist	No
Lindsay Johnson	Master of Science, University of North Texas	Licensed Speech/Language Pathologist	7	Argyle ISD	Various	Speech/Lang. Pathologist	Yes
Andrea Koussa	Bachelor of Science, University of North Texas	Generalist & ESL (EC-6)	9	Lewisville ISD	Various	Behavior Support Spcialist	No

Sanger ISD Board of Trustees

National Incident Management System Overview

On February 28, 2003, President Bush issued Homeland Security Presidential Directive5. HSPD–5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System. NIMS provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents.

What is that National Incident Management System?

NIMS is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. The intent of NIMS is to be applicable across a full spectrum of potential incidents and hazard scenarios, regardless of size or complexity. Improve coordination and cooperation between public and private entities in a variety of domestic incident management activities.

*NIMS Compliance HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by State and local organizations a condition for Federal preparedness assistance (grants, contracts, and other activities).

Jurisdictions can comply in the short term by adopting the Incident Command System. Other aspects of NIMS require additional development and refinement to enable compliance at a future date.

Why Do We Need a National Incident System?

Emergencies occur every day somewhere in the United States. These emergencies are large and small and range from fires to hazardous materials incidents to natural and technological disasters. Each incident

requires a response. Whether from different departments within the same jurisdiction, from mutual aid partners, or from State and Federal agencies, responders need to be able to work together, communicate with each other, and depend on each other. Until now, there have been no standards for domestic incident response that reach across all levels of government and all emergency response agencies. The events of September 11 have underscored the need for and importance of national standards for incident operations, incident communications, personnel qualifications, resource management, and information management and supporting technology. To provide standards for domestic incident response, President Bush signed Homeland Security Presidential Directive–5. HSPD-5 authorized the Secretary of Homeland Security to develop the National Incident Management System, or NIMS. NIMS provides for interoperability and compatibility among all responders.

NIMS Concepts and Principles

NIMS provides a framework for interoperability and compatibility by balancing flexibility and standardization.

* NIMS provides a flexible framework that facilitates government and private entities at all levels working together to manage domestic incidents. This flexibility applies to all phases of incident management, regardless of cause, size, location, or complexity.

* NIMS provides a set of standardized organizational structures, as well as requirements for processes, procedures, and systems designed to improve interoperability.

NIMS Components

NIMS is comprised of several components that work together as a system to provide a national framework for preparing for, preventing,

responding to, and recovering from domestic incidents. These components include:

*Command and management.

*Preparedness.

* Resource management.

*Communications and information management.

* Supporting technologies.

*Ongoing management and maintenance.

"**Always evolving**"

Command and Management

NIMS standard incident management structures are based on three key organizational systems:

*The **Incident Command System (ICS),** which defines the operating characteristics, management components, and structure of incident management organizations throughout the life cycle of an incident.

***Multiagency Coordination Systems**, which define the operating characteristics, management components, and organizational structure of supporting entities.

***Public Information Systems**, which include the processes, procedures, and systems for communicating timely and accurate information to the public during emergency situations.

Preparedness

Effective incident management begins with a host of preparedness activities. These activities are conducted on a "steady-state" basis, well in advance of any potential incident. Preparedness involves a combination of:

*Planning, training, and exercises.

*Personnel qualification and certification standards.

*Equipment acquisition and certification standards.

*Publication management processes and activities.

*Mutual aid agreements and Emergency Management Assistance Compacts.

Resource Management

When fully implemented, NIMS will define standardized mechanisms and establish requirements for describing, inventorying, mobilizing, dispatching, tracking, and recovering resources over the life cycle of an incident.

Communications and Information Management

NIMS identifies the requirements for a standardized framework for communications, information management, and information-sharing support at all levels of incident management.

*Incident management organizations must ensure that effective, interoperable communications processes, procedures, and systems exist across all agencies and jurisdictions.

*Information management systems help ensure that information flows efficiently through a commonly accepted architecture. Effective information management enhances incident management and response by helping to ensure that decision making is better informed.

EXTRACURRICULAR STATUS REQUEST

DENTON COUNTY EXTENSION SERVICE

TEXAS A&M AGRILIFE EXTENSION

6/27/2024

Dr. Tommy Hunter
Sanger ISD
601 Elm Street
Sanger, TX 76266

Dear Dr. Tommy Hunter:

On behalf of the 4-H members of Denton County, I hereby respectfully request that the 4-H organization, by the attached resolution, be sanctioned as an extracurricular activity. We request the enclosed RESOLUTION be presented for consideration at the next scheduled meeting of the Board of Trustees of the Sanger Independent School District. I further request that questions regarding this RESOLUTION be directed to me in a timely manner so that I may prepare and present an appropriate response so as not to delay action on this request.

Finally, I request that a signed copy of this RESOLUTION, along with a copy of the minutes of the Board meeting, be forwarded to me for our files.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

Steven Baringer

Steven Baringer, County Extension Agent for 4-H & Youth Development

Attachment: Resolution for Extracurricular Status of 4-H Organization

Denton County Extension
611 Kimberly Dr., Suite #151
Sanger, TX 76208
http://texas4-h.tamu.edu | Tel. 940.349.2884

EXTRACURRICULAR STATUS REQUEST

RESOLUTION

EXTRACURRICULAR STATUS OF 4-H ORGANIZATION

Be it hereby resolved that upon this date, the duly elected Board of Trustees of the

Sanger Independent School District

meeting in public with a quorum present and certified,
did adopt this resolution that recognizes the

Denton

County Texas 4-H Organization as approved for recognition and eligible for extracurricular status consideration under 19 Texas Administrative Code, Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution are subject to all rules and regulations set forth under the 19 Texas Administrative Code as interpreted by this Board and designated officials of this school district.

Texas A&M AgriLife Extension
will request academic eligibility for all 4-H competitive activities, regardless of if a school absence is or is not required, and for non-competitive purposes when an absence is required.

Approved this_____day of_____, 20_____.

_____ _____

Board of Trustee Superintendent

ADJUNCT FACULTY REQUEST

DENTON COUNTY EXTENSION SERVICE

TEXAS A&M AGRILIFE EXTENSION

6/27/2024

Dr. Tommy Hunter
Sanger ISD
601 Elm Street
Sanger, TX 76266

Dear Dr. Tommy Hunter:

On behalf of the Denton County Extension Staff, I hereby respectfully request approval of the attached Adjunct Faculty Agreement with the Sanger Independent School District.

The State Board of Education passed an amendment to 19 TAC§129.21 U). Requirements for Student Attendance Accounting for State Funding Purposes allows public school students to be considered "in attendance" when participating in off-campus activities with an adjunct staff member of the school district. Section 3 of the Student Attendance Handbook states:

(1) The student is participating in an activity that is approved by the local board of school trustees and is under the direction of a member of the professional or paraprofessional staff of the school district, or an adjunct staff member who:

(A) has a minimum of a bachelor's degree; and

(B) is eligible for participation in the Teacher Retirement System of Texas.

Denton County requests the agents listed on the enclosed Adjunct Faculty Agreement be awarded adjunct staff member status for the period of time indicated on the agreement.

I hope Sanger Independent School District will accept this request. Please let me know if you would like to schedule an appointment to discuss the amendment and request or if you need further information.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

Steven Baringer

Steven Baringer, County Extension Agent for 4-H & Youth Development

Attachment: Resolution for Extracurricular Status of 4-H Organization

Denton County Extension
611 Kimberly Dr., Suite #151
Sanger, TX 76208
http://texas4-h.tamu.edu | Tel. 940.349.2884

ADJUNCT FACULTY REQUEST

THE STATE OF TEXAS
COUNTY OF DENTON

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Sanger Independent School District, hereinafter referred to as "District." A quorum having been established; the Board proceeded to consider the appointment of the herein named individual(s) as an adjunct member of the Sanger Independent School District.

Upon consideration and vote of in favor, Steven Baringer, Chandani Kothari, and Zach Davis is hereby named as adjunct faculty member(s) of the Sanger Independent School District subject to the following consideration and provisions of such appointment to wit:

1. This appointment shall commence on the_____day of_____, 20____and remain in effect until the _____ day of_____, 20_____.

2. This appointment will include the Texas A&M AgriLife Extension Service employees listed below:

NAME	TITLE	DEGREE	INSTITUTION	DATE
Steven Baringer	CEA 4-H & Youth Development	M.S. Agricultural Education	Oklahoma State University	2021
Chandani Kothari	CEA Family & Community Health	Masters of Public Health	Northern Illinois University	2021
Zach Davis	CEA Agriculture & Natural Resources	M.S. Agriculture Science	Texas A&M University – Kingsville	2015

3. Adjunct faculty member(s) will receive no compensation, salary, or remuneration from Sanger Independent School District.

4. Adjunct faculty member(s) is and shall remain an employee, in good standing, of the Texas A&M AgriLife Extension Service.

5. Adjunct faculty member(s) is and shall remain under the direct supervision of either the District Extension Administrator of District 4 or Denton County Extension Director.

6. Adjunct faculty member(s) shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M AgriLife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member(s) shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M AgriLife Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty member(s) is not the employee of the School District, and School District does not nor shall not supervise, direct or control the activities and/or participation of such Denton County Extension Agent(s) who have/has been herein designated as an adjunct faculty member.

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M AgriLife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M AgriLife Extension Service. This appointment is made in accordance with the provisions of Section 129.21 (j)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named Denton County Extension Agent(s), Steven Baringer, Chandani Kothari, and Zach Davis are not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Sanger Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this_____day of_____, 20___.

Sanger Independent School District

By: _____

ACADEMIC ELIGIBILITY PROCESS

Procedures for securing Academic Eligibility Information and Excused Absences
for 4-H Members to participate in 4-H Event or Activity

This procedure applies to ALL 4-H events or activities (competitive or non-competitive) and all 4-H members in public, private, and/or home school that requires a 4-H member to be absent from school. For instance, if a 4-H member is a member of a state planning task force and needs to miss a day of school to participate, the 4-H member would have to be eligible according to the Texas Education Code to be excused from school.

There are two ways a County Extension Office can request academic eligibility for 4-H members. One is on an individual basis using the Declaration of Eligibility Form (Attachment F) for times when only one or two 4-H members may be needing an absence. The second option is for times when a large number of youth may be needing an excused absence, such as a county or major stock show. The steps below outline how the county office needs to proceed with each of the processes.

BEGINNING OF THE SCHOOL YEAR	
August/September	County Extension Agents should meet with school officials to determine the steps the agent needs to take to assist 4-H members in obtaining excused absences to participate in 4-H events and to determine eligibility of 4-H members for competitive events.
30 DAYS PRIOR TO ANY 4-H EVENT/ACTIVITY NEEDING ACADEMIC ELIGIBILITY CHECKED	
Declaring academic eligibility for small number of 4-H members	1. Ensure that all members needing an excused absence are ACTIVE 4-H members. 2. Complete the County Agent section of the Declaration of Eligibility Form. Provide the form to either the 4-H member and request they submit to the school for completion, or have the 4-H parent/guardian complete the first section, return back to the County Extension Office and then submit as a group to the respective school campuses. 4-H member then returns completed form back to the County Extension Office within the timeframe given by the office.
Declaring academic eligibility for large number of 4-H members	Extension agents should prepare a document on official letterhead which includes the items listed below and submit to each school/campus requesting eligibility status for each 4-H member. a. Name of 4-H member(s) involved b. School they attend c. Current grade level in school d. Dates of proposed absence(s) e. Name of event f. Educational value g. Chaperone List is returned back to County Extension Office by school/campus.
RESPONSE FROM SCHOOL ON DECLARATION OF ACADEMIC ELIGIBILITY	
Eligible	The school should respond to CEA if there are any students who are academically eligible. County Extension Office should follow up with the school/campus if no response is received.
Ineligible	If a 4-H member is academically ineligible for a 4-H competitive event, the agent must notify the 4-H member, their parents and the sponsoring agency, by letter, of this situation. If the parent has any questions, they should be referred to the school administrator for the family and school to resolve eligibility issues.

If county Extension faculty and schools develop and agree on procedures they deem more efficient and effective and still ensures 4-H's compliance with the Texas Education Code requirements, they should inform their District Extension Administrator/County Extension Director of the plan to be followed.

DECLARATION OF ELIGIBILITY FORM INSTRUCTIONS

4-H'ers should complete a separate form for each competitive event/activity in which they plan to participate. The original form should be returned to the county Extension office by the deadline established by the County Extension Office.

NOTE: Schools requiring a copy of this form should make their copy before returning it to the student.

Parent/Guardian Section

1. Parent/Guardian will select the information being requested. It is either:
   a. Academic eligibility information only. (Used to verify academic eligibility only for 4-H competitive events/activities.), or
   b. Academic eligibility information and authorization to receive an excused absence from school. (Used to verify academic eligibility as well as receive authorization to receive an excused absence. This would be used for events held during school hours such as stock shows, state and national 4-H contests and events, etc.)

2. Complete the date and name of activity. (Used to notify school officials of exact dates/times a student would be participating in a 4-H activity or representing 4-H at an event.)

3. Parent/Guardian signature is required. The signature of the parent/guardian confirms that this person is aware of the academic eligibility and excused absence requirements of the Texas Education Code.

County Extension Agent Section

1. Extension Office will complete this section and certify the youth is a 4-H member and his/her participation in the event.

2. County Extension Agent (with adjunct faculty status) will sign the form.

School Principal/Designee Section

1. Principal, or designee, will indicate the 4-H members eligibility status, options are:
   a. Academically eligible to participate
   b. Not academically eligible to participate

2. The principal, or designee, will indicate whether or not an excused absence will be granted.

3. The principal, or designee, will provide the date being used to determine eligibility.

4. Principal, or designee, will sign and date the form in order to be valid.

4-H family should follow instructions provided by the County Extension Office on returning form to the Extension Office by the given deadline.

Attachment | **F**

Texas 4-H Youth Development Program

DECLARATION OF ELIGIBILITY FORM

This form is requested in accordance with the requirement of the Texas Education Code and in cooperation with the Texas Education Agency and local school board policies.
Instructions: Complete one form per activity. The original form should be returned to the County Extension Office.

PARENT/GUARDIAN SECTION

In accordance with 4-H policy, provided by our local Extension office, I respectfully request:
(CHECK ONE)

☐ Academic eligibility information only.

☐ Academic eligibility information and authorization to receive an excused absence from school.

Date of Activity: _____ Name of Activity: _____

Signature of Parent/Guardian: _____

COUNTY EXTENSION AGENT SECTION

I hereby certify that _____ is a member of 4-H in _____ County and is scheduled to participate in this activity representing 4-H. He/she will be under the supervision of the Texas A&M Agrilife Extension Service faculty or agency's designated volunteer leader.

Date: _____ Signature: _____

SCHOOL PRINCIPAL OR DESIGNEE SECTION

ACADEMIC ELIGIBILITY (CHECK ONE)

☐ I do certify that the student is academically eligible to participate in the above-mentioned activity.

☐ I do not certify the student because he/she is **NOT** academically eligible to participate in the above-mentioned activity.

EXCUSED ABSENCE (CHECK ONE)	EDUCATIONAL STATUS (CHECK ONE)
☐ An excused absence will be granted	☐ Face-to-Face (on campus)
☐ An excused absence will NOT be granted.	☐ Virtual Option
☐ Does not apply	☐ Homeschooled

Date used to determine eligibility: _____

Date: _____ Signature of Principal or Designee: _____

Name of School: _____

EDUCATION SERVICE CENTER REGION 11
1451 S. Cherry Lane
White Settlement, TX 76108

SANGER ISD Contract Summary Report

Last Year Enrollment: 2810

Contract	Lock Date	Enroll Start	Enroll End	Total
ASCENDER Service Fees-(Co-op Fee, Hosting Fee, Extracts)	07/09/2024	09/01/2024	08/31/2025	$5,000.00
Benefits Co-op	07/09/2024	09/01/2024	08/31/2025	--
Comprehensive Services Basic Contract	03/28/2024	09/01/2024	08/31/2025	$650.00
DMAC Solutions	07/09/2024	09/01/2024	08/31/2025	$27,851.50
HR Systems	07/09/2024	09/01/2024	08/31/2025	$3,527.70
Instructional Solutions and Support	07/09/2024	09/01/2024	08/31/2025	$25,287.30
Management Information Systems Software & Support Service (ASCENDER Student and Business)	07/09/2024	09/01/2024	08/31/2025	$65,582.00
OnDataSuite	07/09/2024	09/01/2024	08/31/2025	$6,250.00
Superintendent & School Board Member Training	07/09/2024	09/01/2024	08/31/2025	$800.00
Technology Resources Education Consortium (TREC)	07/09/2024	09/01/2024	08/31/2025	$9,288.00
TEKS Resource System	07/09/2024	09/01/2024	08/31/2025	$17,300.00
TSDS (PEIMS, TIMS, UID, Core Collections)	07/09/2024	09/01/2024	08/31/2025	$5,195.00
TxTracts	07/09/2024	09/01/2024	08/31/2025	$3,500.00

Print Date: 7/9/2024

$170,231.50

Each party paying for the performance of governmental functions or services must make those payments from current revenues available to the paying party.

Signature of Board President or Designee

Date Approved by Board of Trustees

Signature of Superintendent or Designee

Date

Designated District Contact

E-mail of District Contact

Please fax or e-mail to:
Education Service Center Region 11
Atten: Dr. Clyde W. Steelman, Jr.
1451 S. Cherry Lane
White Settlement, Texas 76108
Fax (817) 740-7675
clydes@esc11.net

For additional information, contact:
Dr. Clyde W. Steelman, Jr.
(817) 740-3630
clydes@esc11.net

ESC Region 11 Executive Director Signature

Print Date: 7/9/2024

Sanger Independent School District

Department: Curriculum and Instruction Date: July 15, 2024

AGENDA SECTION: Action

SUBJECT: 2024-2025 Sanger ISD T-TESS Appraisal Calendar

Background Information

Section 150.1001 Subchapter AA Teacher Appraisal of the Texas Education Code requires the board of trustees to annually adopt a calendar for the appraisal of teachers and provide that calendar to teachers within three weeks from the first day of instruction.

Recommendation

District administration recommends the Board approve the Sanger ISD T-TESS Appraisal Calendar for the 2024-2025 school year.

Suggested Motion

I make the motion to approve the Sanger ISD T-TESS Appraisal Calendar for the 2024-2025 school year.

Respectfully submitted,

Dr. Tommy Hunter
Superintendent

Sanger ISD T-TESS Teacher Appraisal Calendar

2024-2025

APPRAISAL TIMELINE for T-TESS TEACHERS	DATES
Deadline for new-hire training and annual T-TESS orientation (Late hires complete training/procedure review within 3 weeks of start date)	August 16, 2024
Formal observations begin	September 6, 2024
Deadline for completion of formal observation of probationary teachers	February 27, 2025
Deadline for completion of formal observation of all teachers	April 10, 2025
End-of-Year conferences may begin	March 17, 2025
Deadline for completion of end-of-year conferences	April 24, 2025
Written Summative Report completed after EOY conference then released to the teacher	Ten (10) days after conference
Final date to release Summative Report	May 15, 2025
All appraisal process tasks must be finalized on or before this date	May 22, 2025

No formal observation/evaluation will be made on the following dates unless another appraisal is required, or other extenuating circumstances arise:		
September 3 2024	September 6 2024	• During the two weeks following the day of completion of the T-TESS orientation
November 21 2024	December 2 2024	• Any day scheduled for STAAR assessments
December 19 2024	January 7 2025	• Any day scheduled for end-of-semester exams
January 21 2025	March 7 2025	
March 17 2025	May 8 2025	
May 15 2025		

Sanger ISD T-TESS Teacher Appraisal Calendar 2024-2025

SISD Texas Teacher Evaluation and Support System (T-TESS) Appraisal Procedures	
Certified Appraisers	• Campus Principals, Assistant Principals, Superintendent of Schools, Deputy/Assistant Superintendent of Schools, Director of Intervention, Director of Assessment and Accountability • Appraisers must be School Board approved annually prior to conducting T-TESS appraisals
Teacher Training	• A formal observation cannot be conducted with a teacher until three weeks after they have received the appropriate training • August Staff Development Week - Principal-led review of T-TESS policy, procedures, and calendar • Teachers new to the profession or who've never been trained in T-TESS participate in the T-TESS Orientation for New Teachers • Principal monitors completion of training
Goals	• All teachers enter goals in DMAC • All teachers are required to have a Goal-Setting conference • Signatures are required within five (5) working days after the goal-setting conference • The appraiser monitors & discusses uploaded evidence and goal progress with the teacher throughout the year
Pre Conference	• Pre-conference is required for a formal observation • The teacher and/or the appraiser should generate guiding pre-conference documents
Observation	**September 6, 2024 - April 10, 2025** **Teachers on probationary contracts will receive their observations before March 1, 2024.** • Teachers will receive a formal 45-minute observation using the T-TESS

Sanger ISD T-TESS Teacher Appraisal Calendar 2024-2025

	instrument <u>at least once every three years</u>
	• All teachers on a probationary contract will receive a formal evaluation each year
	• All scheduled formal observations will fall within a ten-day instructional window following teacher notification
	• By written, mutual consent of the teacher and the certified appraiser, the required minimum of 45 minutes of observation may be divided into shorter time segments (equaling the required 45 minutes of observation)
	• Schedule limitations:
	  ○ During two weeks following the day of completion of the T-TESS orientation
	  ○ During the administration of standardized tests
	  ○ On the days before and after a school holiday
	• Schedule limitations
	  ○ All requests for second observations must be made in writing via the teacher's SISD email account to the campus principal within ten (10) working days after the post-conference

Post Conference	• Prior to the post-conference, the teacher and/or the appraiser should generate guiding post-conference documents • Formal observation is reviewed during post-conference, and ratings are presented to the teacher after the discussion of areas for reinforcement and refinement • Post-conference and signatures are required within five (5) working days after observation • During post-conference, appraisers also review/discuss teacher professional goal progress
Walk Throughs	• May begin immediately after orientation and continue until the last day of instruction • A minimum of four (4) shall be conducted on all teachers and must focus on the

Sanger ISD T-TESS Teacher Appraisal Calendar 2024-2025

	Sanger ISD Lesson Structure Framework. • Each walk-through will be documented using the district's evaluation form within the DMAC system and shared with the teacher within 10 working days
Collecting and Maintaining Evidence	• The appraiser may collect scripted evidence according to personal style (by hand or electronically) • No audio or video recording shall be used for purposes of T-TESS during formal observation • Any documentation that will influence a teacher's appraisal report must be shared in writing with the teacher within 10 working days of the appraiser's knowledge of the occurrence
End-of-Year Summative Conference Dates	**March 17, 2025** • End-of-Year Conferences may begin on **March 17, 2025** • Teacher performance and evidence toward goal attainment are reviewed • Potential goals and professional learning for the next school year are discussed • Written Summative Report must be released to teachers within ten (10) working days after the conference and no later than **May 15, 2025** • Any documentation collected after the EOY conference but before the end of the contract term during one school year may be considered part of the appraisal of a teacher. If the documentation affects the teacher's evaluation in any dimension, another summative report shall be developed to inform the teacher of the change • A teacher may not request a second appraisal in response to a summative annual appraisal report if the ratings are based on observation summaries or documentation already received by the teacher earlier in the year **April 24, 2025** • Deadline for completion of End-of-Year Conferences **May 15, 2025** • Written Summative Report must be released to teachers within ten (10) working days after the conference and no later than May 15, 2025

Sanger ISD T-TESS Teacher Appraisal Calendar 2024-2025

	May 22, 2025 • All evaluations and supporting documentation must be completed, signed, and in DMAC on or before this date • A signed copy of the complete summative evaluation must be placed in the teacher's campus personnel file

T-TESS OBSERVATION ROTATION			
	TIER 1	**TIER 2**	**TIER 3**
Who	• Probationary contract • Principal discretion	• Principal discretion	• Principal discretion
T-TESS Evaluation Components	• BOY goal-setting conference • Minimum 4 walk-throughs & feedback • Pre-conference • 45-minute observation • Post-conference • EOY conference • Summative Report	• BOY goal-setting conference • Minimum 4 walk-throughs & feedback • EOY Goal conference	• BOY goal-setting conference • Minimum 4 walk-throughs & feedback

Sanger Independent School District

Department: Curriculum and Instruction Date: July 15, 2024

AGENDA SECTION: Action

SUBJECT: 2024-2025 Sanger ISD Professional Development Plan

Background Information

Section 21.4515 of the Texas Education Code requires the board of trustees to annually adopt a professional development plan guided by the recommendations for training in the Continuing Education and Training Clearninghouse and include a schedule of all training required for educators or other school personnel at the district or school.

Recommendation

District administration recommends the Board approve the Sanger ISD Professional Development Plan for the 2024-2025 school year.

Suggested Motion

I make the motion to approve the Sanger ISD Professional Development Plan for the 2024-2025 school year.

Respectfully submitted,

Dr. Tommy Hunter
Superintendent

Sanger ISD Professional Learning Plan 2024-2025

Annual Compliance Training	SISD Annual Compliance List includes but is not limited to: • ADA Compliance for Online Content • Anaphylaxis and Epinephrine Use • Bloodborne Pathogens in Schools • Child Abuse, Trafficking, and Maltreatment • Child Find • Communications • Copyright • Bullying and Cyberbullying Prevention • Diabetes Overview • Employee Handbook • Overdose Prevention • Road to Success Handbook • Section 504 Introduction • Seizures Overview • Sexual Harassment • Student Handbook • Student Code of Conduct • Suicide Prevention • Teen Dating Violence & Healthy Relationships • Technology/Internet Usage Agreement • Texas Educator Code of Ethics • Title IX Overview
Staff Development Requirements	DEIC/CEIC at the district and campus determine the current training needs. Surveys are used by the district and campus to determine needs. The training provided is evidence-based and developed by the curriculum department as well as the Region XI Education Service Center. New Teacher Tribe Academy provides an introduction to the district curriculum and technology programs. Employees new to the district who primarily work with Special Education students will receive training through the SpEd department related to their job in serving students with disabilities. General education teachers will also receive instruction related to IEPs, the implementation of IEPs, and differentiated instruction.

Cybersecurity Training	All employees complete each year.
Reading Academy	All Elementary Teachers K-3 are required to complete the Texas Reading Academy as outlined in HB3. Sanger ISD partners with ESC 11 to deliver the comprehensive TEA-developed curriculum to teachers and administrators to ensure the TEA requirements are met in a timely manner. All current K-3 teachers and administrators have completed the training (unless they are new in the 2024-2025 school year). In the 2024-2025 school year, all new K-3 teachers and administrators will participate in the Reading Academy. All teachers participating in a Reading Academy Cohort will travel to the Region Service Center ten times throughout the school year to engage with other cohort participants in the required curriculum. Training includes: • Instructional practices in reading • Phonemic awareness • Phonics • Fluency • Vocabulary • Comprehension • Empirically validated instructional methods for struggling readers • Effective Instructional practices for writing • Development of comprehension and inferential and critical thinking
TELPAS Training	The District ESL Coordinator tracks the employees who have been trained each year. The campus principals are notified of who needs to calibrate or test. Each campus sets up its training according to the timeline provided by the ESL Coordinator. This happens in the Spring of each school year. Teachers who are not successful receive remediation from the ESL Coordinator to be successful in calibrating and eventually rating students. The guidelines are reviewed with teachers in PLC or afterschool meetings before rating to resolve any questions.
HMH Into Science Training	Textbook training will be conducted with K-8 core teachers in the fall.
SAVVAS Experience Science Training	Textbook training with 9-12 core science teachers in the fall.

HMH Into Reading Training	Textbook training will be conducted with K-5 RLA teachers in the fall..
Autism Training	Autism training will be conducted with Pre-K teachers in the fall.
Tier I Instruction Training	Seven Strategies for Assessment of Learning with Jan Chappuis.
Reunification Training	Sanger ISD Police Department will conduct reunification training with each campus this fall.
Mentor Teacher Training	Mentors will complete a mentor training program provided by the district. Mentors will: ● Have three complete years of experience ● Record of improving student performance ● Have interpersonal skills ● Leadership skills Training for mentors will include: ● District and Professional Expectations ● Data-Driven Instruction Mentor/Mentee Interactions: ● Campus expectations - culture, attendance, lesson plans, formative assessments, classroom management ● Observations - mentor observing mentee/mentee observing mentor ● Coaching Cycle
CPR/Defibrillator Training	The nurse and athletic director set up employee training each school year. ● Nurses and Athletic Trainers are the instructors. ● It is offered annually for those who need it. (the card expires every two years) ● Each campus has an identified team to receive the training. ● This list is reviewed annually at the beginning of the school year to determine who needs training or if additional training is needed. Students also receive this training as required for graduation through courses taught at the middle school and high school.

Safety Training Program	• CPR/defibrillator • Emergency action planning • Communicating with emergency services • Symptoms of catastrophic injuries • Safety drill Training is provided to coaches, trainers, sponsors for an extracurricular activity, and the band director.
Teen Dating Violence & Healthy Relationships	Sanger ISD uses Region 11 Online Professional Development to provide training for Teen Dating Violence and Healthy Relationships. All new employees receive this training annually. It is to be completed by September 30 of each year.
Child Abuse, Sexual Abuse, Trafficking, Maltreatment	Sanger ISD uses Region 11 Online Professional Development to provide training for Child Abuse, Sexual Abuse, Trafficking, and Maltreatment.. All new employees receive this training annually. It is to be completed by September 30 of each year.
Bleed Control	The lead nurse sets up and presents this training to all employees annually based on current needs.
Trauma Informed Care	In August, the Director of Social Emotional Learning and Behavior Intervention for SISD does behavioral training with trauma-informed strategies for all campuses. School Counselors train during the year on various aspects of trauma/updates (August, October, January, March)
Positive Relationships among students with conflict resolution	The Director of Social Emotional Learning and Behavior Intervention for SISD does A Managing Emotions and Establishing Relationships training with all campuses in August.
Anaphylaxis / Epinephrine auto-injectors	Nurses train campus staff annually in August at the beginning of each school year. Additional training is scheduled as needed for new staff or based on the special needs of students and staff.
Suicide Prevention	Sanger ISD uses Region 11 Online Professional Development to provide Suicide Prevention training. All employees receive this training annually, and it must be completed by September 30 of each year.

STAAR Testing Training	The District Testing Coordinator provides training regarding the assessment instruments before administering the test. Fall - November prior to EOC Spring - Prior to STAAR, EOC, TELPAS The District Testing Coordinator receives training annually through the Region 11 Education Service Center. Training includes: ● Procedures for administration ● Cheating ramifications ● Reporting
Continuing Education Requirements for Teachers	The district provides multiple training opportunities each year: in the summer, in August for back to school, and in November, January, February, March, and April. Training is also provided after school and during Tribal Talks (PLC) throughout the school year. Some Training offered are: <u>Analyzing data</u> IXL DMAC STAAR/EOC scores Running Records <u>Technology</u> Blended Learning Teacher Made EdPuzzle Google - forms, classroom, docs, sheets, ... <u>Diverse Learners</u> Strategies for EBs Understanding IEPs and 504 plans RTI At-Risk populations ● Homeless ● Foster Care ● Struggling learners (educationally disadvantaged) ● Dropout ● LEP

	<u>Boundaries</u> Title IX Sexual Harassment Bullying Dating Violence In addition, teachers are encouraged to attend Region 11 Education Service Center training opportunities and educational conferences. Each year, training is reviewed, and feedback is analyzed to determine areas for future professional development or areas lacking.
Continuing Education Requirements for Principals	The district provides multiple training opportunities each year: in the summer, in August for back to school, and in November, January, and March. Training is also provided after school and during Principal Meetings throughout the school year. The Curriculum and Instruction Department meets with the principals at the beginning of the year to address any changes to policy and procedures related to discipline. Strategies for EBs Understanding IEPs and 504 plans RTI At-Risk populations • Homeless • Foster Care • Struggling learners (educationally disadvantaged) • Dropout • LEP Principals receive training on Blended Learning and technology tools available within the district. <u>Technology</u> Blended Learning Teacher Made EdPuzzle Google - forms, classroom, docs, sheets, ... The Deputy Superintendent provides updates on Title IX as needed. Administrators are encouraged to attend training at the Region 11 Education Service Center as well as attend relevant conferences each year (TEPSA, TASSP)

	The district hosts an administrator retreat in July to cover many of these topics. Principal Meetings are held monthly, and training is a part of the agenda.
Continuing Education Requirements for Counselors	The Director of Social Emotional Learning and Behavior Intervention for SISD oversees the training opportunities for counselors. Counselors are encouraged to attend Region 11 Service Center for training such as: • Graduation plans • Dropout Prevention • College admissions • Career Opportunities • Mental health concerns and substance abuse (grief and trauma-informed) • Comprehensive Counseling Program Counselors are also encouraged to attend conferences or training opportunities by local organizations The Director of Assessment and Accountability also provides training each year on at-risk populations (homeless, foster care, dropout, pregnancy, LEP…)

Sanger ISD Professional Learning Plan 2024-2025

DATE	PROFESSIONAL LEARNING CALENDAR OVERVIEW
July 23	Cabinet/Principal Leadership Retreat - District-Led Professional Learning
July 29	DCSEC New Special Education Teacher and Paraprofessional Training
July 30	DCSEC Special Education Teacher In-Service Training
July 30-31	New Teacher TRIBE Academy (New to SISD orientation and professional learning)
August 1 & 5	Faculty and staff are scheduled for district/campus professional learning and teacher classroom preparation
August 6	Teacher Workday
September 20	Campus-Led Tribal Talks (PLC) and Campus-Specific Activities
October 11	Parent/Teacher Conferences (Elementary & Secondary)
November 8	Lesson Structure Staff Development/Workday
January 6	Teacher Workday
January 9	Campus Administrators - Standards-based Learning Targets with Jan Chappuis
January 10	District-Led Professional Development - Seven Strategies of Assessment of Learning
February 7	Campus-Led Tribal Talks (PLC) and STAAR/TELPAS Testing Training
March 21	Standard-Based Learning Targets Development/Workday
April 1-3	Dyslexia training for TX-KEA *(Kindergarten Teachers Only)* during conference periods (needs to be scheduled with the Dyslexia Coordinator, Brooke Garnett)
May 23	District Convocation

Sanger Independent School District

Department: Human Resource Date: July 15, 2024

AGENDA SECTION: Action

SUBJECT: 2024-2025 Sanger ISD Employee Handbook

Background Information

The Employee Handbook compiles the policies, procedures, and expectations that govern employees. Its purpose is to provide information that will help with questions and prepare for a successful year.

Recommendation

District administration recommends the Board approve the Sanger ISD Employee Handbook for the 2024-2025 school year.

Suggested Motion

I make the motion to approve the Sanger ISD Employee Handbook for the 2024-2025 school year.

Respectfully submitted,

Dr. Tommy Hunter
Superintendent

HR Services Model Employee Handbook—2024 Update
Guide to Changes

Update Highlights

2024 Update. This version of the *Model Employee Handbook* includes editorial changes to ensure text accurately reflects policy or legal provisions. Expanded the topic "Tobacco Products and E-Cigarettes" to include use of any nicotine products, added instructions for employees to review their pay statements for accuracy in the topic "Paychecks", and added an explanation of overpayments and the repayment process to "Payroll Deductions/Overpayments." Detailed descriptions of all changes included in this update are listed in the chart below.

This update was posted in May 2024. A second update will be issued in July due to the updates of the Title IX Regulations, as needed.

Accessibility. The editable version of the *Model Employee Handbook* is formatted to support accessibility for individuals with disabilities. This version of the handbook is a simple, linear, clearly structured document that will be easy to read in its original state and is most likely to remain accessible across a wide range of assistive devices. It is recommended that districts take the time to transfer local information into the most recent editable version and refresh the format of their employee handbook. It will be easier to add material to the current editable format than to retrofit an existing handbook for accessibility. Refer to "Help for Editors" for additional information.

Editing Features

Text changes made in this update of the *Model Employee Handbook* (PDF version) have been marked to ease the district update process. Additions appear as blue, underlined text (e.g., additions) and deletions appear as red, strike through text (e.g., ~~deletions~~). **All changes identified in the text column of the *Model Employee Handbook* have been incorporated into the Editable Model Employee Handbook in Microsoft Word® (Editable MEH 2024-25.docx).**

The formatting included in the editable Microsoft Word® version of the model employee handbook includes a table of contents and index that are built automatically in Word. Instructions for using these features are provided in the online document, "Help for Editors".

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Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Cover Page			• Updated dates
Table of Contents	1-2	1-2	• Updated page numbers • Edited "Tobacco Products and E-Cigarette Use" to include "and Nicotine"
General Suggestions/Accessibility	5	Instruction page	• Edited hyperlinks for "Help for Editors" and "Frequently Asked Questions about School District Website Accessibility"
Probationary Contracts	13	N/A	• In Local considerations, edited the suggestion about including information on DOI exemptions to the "5 of 8 rule"
Paychecks	24	17	• Added a statement regarding employee's responsibility to review the accuracy of their pay statements at the end of the first paragraph
Payroll Deductions/ Overpayments	25-26	18	• Added an explanation of overpayments and the repayment process • Edited the last paragraph to eliminate overpayment schedule
Quarantine Leave for Peace Officers and Emergency Medical Technicians	48-49	N/A	• In Local considerations, addressed the updated CDC guidance which no longer recommends quarantining for COVID and the need for districts to update local policy and regulations • In Local considerations, added a reminder an employee certified as an instructor or emergency medical technician could qualify for the leave
Leave for Police Officers for Illness and Injury	49	N/A	• In Local considerations, updated to include emergency services medical personnel or firefighter, as applicable

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Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Harassment of Students	58	41-42	• Added Policy DF as it pertains to termination of employees for certain offenses against students • In the fourth paragraph, edited list of policy and regulation applicable to this topic • In Local considerations, added reference to Policy DF and edited the provisions related to Title IX
Tobacco and Nicotine Products and E-Cigarette Use	70	51	• Added "and Nicotine" to the topic and to the first paragraph • Added the second paragraph explaining the prohibition of possessing or using nicotine products of any type, including nicotine pouches • In Local considerations, added nicotine products to the list of prohibited products and explained the restrictions and district choices
Asbestos Management Plan	76	55	• Edited policy code • In Local considerations, added reference to changes in Policy Update 122
Index	93-95	67-69	• Updated page numbers • Added entries for "Nicotine (products and use)"

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SANGER ISD

2024-2025 Employee Handbook

If you have difficulty accessing the information in this document because of a disability, please contact the Human Resources Department.

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Employee Handbook Receipt

Name _____

Campus/Department _____

I hereby acknowledge receipt of a copy of the Sanger ISD Employee Handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document.

Employees have the option of receiving the handbook in electronic format or hard copy.

The Sanger ISD Employee Handbook is available at www.sangerisd.net.

Please indicate your choice by checking the appropriate box below:

- ❒ I choose to receive the employee handbook in electronic format and accept responsibility for accessing it according to the instructions provided.
- ❒ I choose to receive a hard copy of the employee handbook and understand I am required to contact my campus principal or supervisor to obtain a hard copy.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this document. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alterations of at-will employment relationships are intended by this handbook.

I understand that I have an obligation to inform my supervisor or department head of any changes in personal information such as phone number, address, etc. I also accept responsibility for contacting my supervisor or the Deputy Superintendent if I have questions or concerns or need further explanation.

_____ _____

Signature Date

Please sign and date this receipt and forward it to _____.

Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are, have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to Leann Loyless, Deputy Superintendent.

This handbook is neither a contract nor a substitute for the official district policy manual. Nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. District policies can be accessed Online at www.sangerisd.net.

District Information

Description of the District

Sanger ISD is a suburban district, which encompasses 106.91 square miles in northern Denton County. The school district services approximately 2840 students on seven campuses. The Administration building and the Denton County Special Education Cooperative are located at 601 Elm Street, Sanger Texas, 76266. The Tenderfoot Child Development Center is located on the Sanger Middle School campus.

Sanger High School
Principal: Carly Sperry
100 Indian Lane
(940) 458-7497

Sanger Middle School
Principal: Dr. Logan Lacy
105 Berry Street
(940) 458-7916

Sanger Sixth Grade Campus
Principal: Larry Beam
508 N. 7th Street
(940)458-3699

Linda Tutt High School
Principal: Anthony Love
(940) 458-5701

Clear Creek Elementary
Principal: Sally Herrell
1901 S. Stemmons
(940) 458-7476

Butterfield Elementary
Principal: Jill Morphis
291 Indian Lane
(940) 458-4377

Chisholm Trail Elementary
Principal: Amanda Howland
812 N. Keaton
(940) 458-5297

Sanger ISD Administration
601 Elm Street
(940) 458-7438

Mission Statement, Goals, and Objectives

Policy AE

The mission of Sanger ISD, a learning community, is to engage, challenge, and inspire all students through innovative learning experiences.
Sanger ISD will be an exceptional district focused on innovative learning where students are prepared to create their future in an ever-changing world.

Board of Trustees

Policies BA, BB series, BD series, and BE series

Texas law grants the board of trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal laws and regulations.
The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Board members are elected by place and serve three-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.
Current board members include:

- Place 1 – Jarrod Roberts
- Place 2 – Staci Moore
- Place 3 – Sarah York - President
- Place 4 – Jesse Hunter - Secretary
- Place 5 – Lisa Cody
- Place 6 – Mitch Hammonds – Vice-President
- Place 7 – Bruce Elsey

The board usually meets on the 2nd Monday of each month at the Sanger Sixth Grade Campus, 508 N. 7th Street, Sanger, Texas. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district website and Sanger ISD Administration building at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a one-hour notice.
All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Board Meeting Schedule

July 15, 2024	November 11, 2024	March 17, 2025
August 12, 2024	December 9, 2024	April 14, 2025
September 9, 2024	January 13, 2025	May 12, 2025
October 14, 2024	February 10, 2025	June 9, 2025

Administration

Dr. Tommy Hunter	Superintendent
Leann Loyless	Deputy Superintendent
Jennie Flaa	Assistant Superintendent
Monica Herren	Chief Financial Officer
Dr. Ann Hughes	Director of Social Emotional Learning & Behavior Intervention
Tina Yant	Director of Curriculum & Instruction
Kelly Bounds	Director of Communications
Robert Tillison	Director of Technology
Audrey Roberts	Director of Child Nutrition
Brooke Wiscombe	Dyslexia Coordinator
Tammy Austin	Instructional Technology Coordinator
Jona Gillum	Bilingual/ESL and Testing Coordinator
Kim Mills	Instructional Services Coordinator

School Calendar

2024-2025 Sanger ISD Teacher Calendar

2024 -2025 Sanger ISD Academic Student Calendar

Helpful Contacts

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors or at the campus or department level, the employee is encouraged to contact the appropriate department as listed below at (940) 458-7438.

Natalie Key	Accountant
Cheryl Schertz	Payroll Manager and Teacher Certification
Carrie Briney	Purchasing
Leanne Rogers	Human Resources/Employee Benefits
Kiley Clements	Transportation
Jodie Birdsong	PEIMS Coordinator
Amber Relyea	Executive Assistant to the Deputy and Assistant Superintendent

Campus Administrators

Amanda Howland, Principal	Chisholm Trail Elementary
Drew Brown, Assistant Principal	Chisholm Trail Elementary
Sally Herrell, Principal	Clear Creek Elementary
Tiffany Wilson, Assistant Principal	Clear Creek Elementary
Jill Morphis, Principal	Butterfield Elementary
Shila Borchert, Assistant Principal	Butterfield Elementary
Larry Beam, Principal	Sixth Grade Campus
Cari Cockrell, Assistant Principal	Sixth Grade Campus
Dr. Logan Lacy, Principal	Sanger Middle School
Tiffany Roelofs, Assistant Principal	Sanger Middle School
Carly Sperry, Principal	Sanger High School
David Breaux, Assistant Principal	Sanger High School
Shanna Orsi, Assistant Principal	Sanger High School
Tony Love, Principal	Linda Tutt High School/Challenge
Kali Wood, Assistant Principal	Linda Tutt High School/Challenge

Employment

Equal Employment Opportunity

Policies DAA, DIA

In its efforts to promote nondiscrimination and as required by law, Sanger ISD does not discriminate against any employee or applicant for employment because of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the district does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

In accordance with Title IX, the district does not discriminate on the basis of sex and is prohibited from discriminating on the basis of sex in its educational programs or activities. The prohibition against discrimination extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

The district designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment: Leann Loyless, Deputy Superintendent, 601 Elm Street, Sanger, Texas, 76266, 940-459-7437. Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.

The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability: Leann Loyless, Deputy Superintendent, 601 Elm Street, Sanger, Texas, 76266, 940-459-7437. Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

Job Vacancy Announcements

Policy DC

Announcements of job vacancies by position and location are posted on a regular basis to the district's website.

Employment after Retirement

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment after Retirement*. Employees can

contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Website (www.trs.texas.gov).

Contract and Noncontract Employment

Policy DC series

State law requires the district to employ all full-time professional employees in positions requiring a certificate from the State Board for Educator Certification (SBEC) and nurses under probationary, term, or continuing contracts. Employees in all other positions are employed at-will or by a contract that is not subject to the procedures for nonrenewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the district.

Probationary Contracts. Nurses and full-time professional employees new to the district and employed in positions requiring SBEC certification must receive a probationary contract during their first year of employment. Former employees who are hired after a two-year lapse in district employment or employees who move to a position requiring a new class of certification may also be employed by probationary contract. Probationary contracts are one-year contracts. The probationary period for those who have been employed as a teacher in public education for at least five of the eight years preceding employment with the district may not exceed one school year.

For those with less experience, the probationary period will be three school years (i.e., three one-year contracts) with an optional fourth school year if the board determines it is doubtful whether a term or continuing contract should be given.

Term Contracts. Full-time professionals employed in positions requiring certification and nurses will be employed by term contracts after they have successfully completed the probationary period. The terms and conditions of employment are detailed in the contract and employment policies. All employees will receive a copy of their contract. Employment policies can be accessed Online or copies will be provided upon request.

Noncertified Professional and Administrative Employees. Employees in professional and administrative positions that do not require SBEC certification (such as noninstructional administrators) are not employed by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Paraprofessional and Auxiliary Employees. All paraprofessional and auxiliary employees, regardless of certification, are employed at will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Certification and Licenses

Policies DBA, DF

Professional employees whose positions require SBEC certification or a professional license are responsible for taking actions to ensure their credentials do not lapse. Employees must submit documentation that they have passed the required certification exam and/or obtained or renewed their credentials to Cheryl Schertz in a timely manner. Employees licensed by the Texas Department of Licensing and Regulations (TDLR) must notify their supervisor and the Deputy Superintendent when there is action against, or revocation of, their license.

A certified employee's contract may be voided without Chapter 21 due process and employment terminated if the individual does not hold a valid certificate or fails to fulfill the requirements necessary to renew or extend a temporary certificate, emergency certificate, probationary certificate, or permit. A contract may also be voided if SBEC suspends or revokes certification because of an individual's failure to comply with criminal history background checks. Contact Leann Loyless, Deputy Superintendent if you have any questions regarding certification or licensure requirements.

Recertification of Employment Authorization

Policy DC

At the time of hire all employees must complete the Employment Eligibility Verification Form (Form I-9) and present documents to verify identity and employment authorization. Employees whose immigration status, employment authorization, or employment authorization documents have expired must present new documents that show current employment authorization. Employees should file the necessary application or petition sufficiently in advance to ensure that they maintain continuous employment authorization or valid employment authorization documents. Contact Cheryl Schertz if you have any questions regarding reverification of employment authorization. Failure to verify employment authorization may result in termination.

Searches and Alcohol and Drug Testing

Policy CQ, DHE

Non-investigatory searches in the workplace including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no legitimate expectation of privacy in those places. In addition, the district reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee's personal items, and work areas including district-owned technology resources, lockers, and private vehicles parked on district premises or work sites or used in district business. Disciplinary action, up to and including termination, may result if an employee refuses to submit to testing or is found to violate district policy.

Employees Required to Have a Commercial Driver's License. Any employee whose duties require a commercial driver's license (CDL) is subject to alcohol and drug testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people counting the driver, drivers of large vehicles, or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements if their duties include driving a commercial motor vehicle.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be

conducted following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty.
All employees required to have a CDL or who otherwise are subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs.
Employees with questions or concerns relating to alcohol and drug testing policies and related educational material should contact Leann Loyless, Deputy Superintendent.

Health Safety Training

Policies DBA, DMA

Certain employees who are involved in physical activities for students must maintain and submit to the district proof of current certification or training in first aid, cardiopulmonary resuscitation (CPR), the use of an automated external defibrillator (AED), concussion, and extracurricular athletic activity safety. Certification or documentation of training must be issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to the campus administrator by August 30, 2024.
School nurses and employees with regular contact with students must complete a Texas Education Agency approved, Online training regarding seizure disorder aware-ness, recognition, and related first aid.

Reassignments and Transfers

Policy DK

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent or designee determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract. Campus reassignments must be approved by the principal at the receiving campus except when reassignments are due to enrollment shifts or program changes. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA(Local).
An employee with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. A teacher requesting a transfer to another campus before the school year begins must submit his or her request by May 16, 2025. Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by the Human Resource office and must be approved by the receiving supervisor.

Workload and Work Schedules

Policies DEAB, DK, DL

Professional Employees. Professional employees and academic administrators are exempt from overtime pay and are employed on a 10-, 11-, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including start and end dates and scheduled holidays will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30 minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

Paraprofessional and Auxiliary Employees. Support employees are employed at will and receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees must be compensated for overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor. See Overtime Compensation in this handbook for additional information.

Breaks for Expression of Breast Milk

Policies DEAB, DG

The district supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk. A place, other than a multiple user bathroom, that is shielded from view and free from intrusion from other employees and the public where the employee can express breast milk will be provided.

A reasonable amount of break time will be provided when the employee has a need to express milk. For nonexempt employees, these breaks are unpaid and are not counted as hours worked. Employees should meet with their supervisor to discuss their needs and arrange break times.

The Providing Urgent Maternal Protections of Nursing Mothers Act (PUMP Act) requires an employee to notify the district if they believe the district is out of compliance in providing breaks for a nursing mother. The employee must give the district 10 days to come into compliance before making any claim of liability against the district. An employee with concerns should contact Leann Loyless, Deputy Superintendent (940) 458-7438.

Pregnant Workers Fairness Act

The Pregnant Workers Fairness Act (PWFA) provides consideration of accommodations to employees who have known limitations related to pregnancy, childbirth, or related medical conditions. An employee seeking a PWFA accommodation should contact Leann Loyless, Deputy Superintendent (940) 458-7438 to begin the interactive process.

Notification to Parents Regarding Qualifications

Policies DK, DBA

In schools receiving Title I funds, the district is required by the Every Student Succeeds Act (ESSA) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. ESSA also requires that parents be notified if their child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to a teacher who does not hold an appropriate teaching certificate. This notice is not required if parental notice under ESSA is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate or permit. Information relating to teacher certification will be made available to the public upon request. Employees who have questions about their certification status can call Cheryl Schertz (940) 458-7438.

Outside Employment and Tutoring

Policy DBD

Employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Performance Evaluation

Policy DN series

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and have the opportunity to respond to the evaluation.

Upon receiving a report, a nursing review committee may review a nurse's nursing services, qualifications, and quality of patient care, as well as the merits of a complaint concerning a nurse, and a determination or recommendation regarding a complaint. A nurse may request, orally or in writing, a determination by the committee regarding conduct requested of the nurse believed to violate the nurse's duty to a patient.

Employee Involvement

Policies BQA, BQB

At both the campus and district levels, Sanger ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from the Deputy Superintendent.

Staff Development

Policy DMA

Staff development activities are organized to meet the needs of employees and the district. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the campus improvement plan, and approved by a campus-level advisory committee. Staff development for noninstructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

Compensation and Benefits

Salaries, Wages, and Stipends

Policies DEA, DEAA, DEAB

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as nonexempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each hour worked beyond 40 in a workweek. (See *Overtime Compensation* in this handbook.)

All employees will receive written notice of their pay and work schedules before the start of each school year. Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule.

Employees should contact Cheryl Schertz for more information about the district's pay schedules or their own pay.

Paychecks

All professional and salaried employees are paid monthly. Hourly employees are paid semi-monthly. Paychecks will not be released to any person other than the district employee named on the check without the employee's written authorization. Employees are responsible for regularly reviewing the accuracy of their pay statement.

The schedule of pay dates for the 2024-2025 school year follows:

September 13, 2024	January 15, 2025	May 15, 2025
October 15, 2024	February 14, 2025	June 13, 2025
November 15, 2024	March 7, 2025	July 15, 2025
December 13, 2024	April 15, 2025	August 15, 2025

Automatic Payroll Deposit

Employees can have their paychecks electronically deposited into a designated account. A notification period of 14 days is necessary to activate this service. Contact Cheryl Schertz for more information about the automatic payroll deposit service.

Payroll Deductions

Policy CFEA

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS) or Social Security employee contributions
- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired after March 31, 1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities; and higher education savings plans or prepaid tuition programs. Employees also may request payroll deduction for payment of membership dues to professional organizations. Salary deductions are automatically made for unauthorized or unpaid leave.

Overpayments. Employees are not entitled to any funds the district overpays. An overpayment occurs if an employee is paid more than the amount the employee should have been paid under the assigned pay grade and applicable supplemental pay.

If an overpayment is reported in the current fiscal year, a payment plan will be developed to recoup the payment. Generally, an overpayment will be paid in one pay cycle. However, if this creates an undue hardship for the employee, the district has the discretion to develop a plan for regular payroll deductions in the same fiscal year.

An agreement between an employee and the district must be in place in order to deduct any overpayment.

Overtime Compensation

Policies DEAB, DEC

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action up to and including termination.

Overtime is legally defined as all hours worked in excess of 40 hours in a workweek and is not measured by the day or by the employee's regular work schedule. For the purpose of calculating overtime, a workweek begins at 12:00 AM on Saturday and ends at 11:59 PM on Friday. Nonexempt employees that are paid on a salary basis are paid for a 40-hour workweek and do not earn additional pay unless they work more than 40 hours.

Employees may be compensated for overtime (i.e., hours beyond 40 in a workweek) at time-and-a-half rate with compensatory time off (comp time) or direct pay. The following applies to all nonexempt employees:

- Employees can accumulate up to 60 hours of comp time.
- Comp time must be used in the duty year that it is earned.
- Use of comp time may be at the employee's request with supervisor approval, as workload permits, or at the supervisor's direction.

- An employee is required to use comp time before using available paid leave (e.g., sick, personal, vacation).
- Weekly time records will be maintained on all nonexempt employees for the purpose of wage and salary administration.

Travel Expense Reimbursement

Policy DEE

Before any travel expenses are incurred by an employee, the employee's supervisor and Superintendent or designee must give approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district. Employees must submit receipts, to the extent possible, to be reimbursed for allowable expenses other than mileage.

Health, Dental, and Life Insurance

Policy CRD

Group health insurance coverage is provided through TRS-ActiveCare, the statewide public school employee health insurance program. The district's contribution to employee insurance premiums is determined annually by the board of trustees. Employees eligible for health insurance coverage include the following:

- Employees who are active, contributing TRS members
- Employees who are not contributing TRS members and who are employed for 10 or more regularly scheduled hours per week

The insurance plan year is from September 1 through August 31. Current employees can make changes in their insurance coverage during open enrollment each year or when they experience a qualifying event (e.g., marriage, divorce, birth). Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees in a separate booklet. Employees should contact Leanne Rogers for more information.

Supplemental Insurance Benefits

Policy CRD

At their own expense, employees may enroll in supplemental insurance programs for dental, vision, supplemental life, catastrophic illness, and disability. Premiums for these programs can be paid by payroll deduction. Employees should contact Leanne Rogers for more information.

Cafeteria Plan Benefits (Section 125)

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., disability, accidental death and

dismemberment, cancer and dread disease, dental, and additional term life insurance). A third-party administrator handles employee claims made on these accounts.
New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

Workers' Compensation Insurance

Policy CRE

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage TASB effective immediately.
Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case. All work-related accidents or injuries should be reported immediately to Leanne Rogers. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See *Workers' Compensation Benefits,* for information on use of paid leave for such absences.

Unemployment Compensation Insurance

Policy CRF

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact Cheryl Schertz (940) 458-7438.

Teacher Retirement

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.
Employees who plan to retire under TRS should notify Cheryl Schertz as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the web (www.trs.texas.gov). Contact TRS for information on restrictions of employment of retirees in Texas public schools.

Other Benefit Programs

Sanger ISD provides tuition-free attendance for children of non-resident employees and insurance/deferred compensation.

Childcare is available for employees at Tenderfoot Child Development Center. Contact Amanda Moon at (940) 458-3279.

Sanger ISD employees are also granted free admission to Sanger ISD sporting events by showing their employee badge.

Leaves and Absences

Policies DEC, DECA, DECB

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should call their principal or supervisor for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Paid leave must be used in half day (4 hours) increments. Earned comp time must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- Local Leave
- State Sick Leave
- State Personal Leave

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification. Any unapproved absences or absences beyond accumulated or available paid leave shall result in deduction from the employee's pay.

If an hourly employee does not report or request leave of absence(s) according to district procedures, the incident is considered a "no call/no show". An employee who is absent for three consecutive days without notice is considered to have abandoned their job and may face disciplinary consequences up to and including termination.

Immediate Family. For purposes of leave other than family and medical leave, immediate family is defined as the following:

- Spouse
- Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands in loco parentis.
- Parent, stepparent, parent-in-law, or other individual who stands in loco parentis to the employee.
- Sibling, stepsibling, and sibling-in-law
- Grandparent and grandchild
- Any person residing in the employee's household at the time of illness or death

For purposes of family and medical leave, the definition of family is limited to spouse, parent, son or daughter, and next of kin. The definition of these are found in Policy DECA(LEGAL).

Medical Certification. Any employee, who is absent more than five days because of a personal or family illness, must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee's fitness to return to work.

The district may require medical certification due to an employee's questionable pattern of absences or when deemed necessary by the supervisor or superintendent. The district may also request medical certification when an employee requests leave under the Family and Medical Leave Act (FMLA) for the employee's serious health condition, a serious health condition of the employee's spouse, parent, or child, or for military caregiver leave.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. 'Genetic information,' as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member, or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Continuation of Health Insurance. Employees, on an approved leave of absence other than family and medical leave, may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the FMLA will be paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave.

Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FML. If an employee's unpaid leave extends for more than six months, the district will provide the employee with notice of COBRA rights.

Personal Leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is available for use at the beginning of the year. A day of personal leave is equivalent to the number of hours per day in an employee's usual assignment, whether full-time or part-time. State personal leave accumulates without limit, is transferable to other Texas school districts, and generally transfers to education service centers. Personal leave may be used for two general purposes: nondiscretionary and discretionary.

Nondiscretionary. Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of leave allow very little, if any, advance planning. Nondiscretionary may be used in the same manner as state sick leave.

Discretionary. Leave taken at an employee's discretion that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a request to his or her principal or supervisor three days in advance of the anticipated absence. The effect of the employee's absence on the educational program or department operations, as well as the availability of substitutes, will be considered by the principal or supervisor.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of state personal leave the employee used beyond his or her pro rata entitlement for the school year.

State Sick Leave

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee's immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)
- Death in the immediate family
- Active military service

Local Leave

All employees shall be paid five leave days per school year in accordance with administrative regulations. Local leave shall accumulate to a maximum of 30 leave days. Local leave shall be used according to the terms and conditions of state personal leave (See State Personal Leave, above.)

Vacation

Policy DED

Each person employed in a position normally requiring 260 days of service shall receive ten paid vacation days per year on the anniversary day of employment. All vacation schedules shall be subject to the approval of the Superintendent. The following guidelines shall apply:

1. An employee shall be eligible for vacation time after 12 months of continuous employment.

2. Vacation days are not cumulative for year to year.

Sick Leave Bank (or Pool)

Sanger ISD Board of Trustees has granted the district the authority to establish a Sick Leave Pool to which employees may donate local leave days each year to another Sanger ISD employee suffering a serious health condition. See DEC (Local). To be eligible to request a sick leave pool be established, an employee must have exhausted all available paid leave, including state and local personal leave, vacation, and non-duty days. The employee, who suffers from a catastrophic illness or injury must provide the district with medical certification by the attending physician. Conditions such as routine pregnancy or elective surgery shall not be eligible for the establishment of a sick leave pool. A maximum of 15 days at a time may be donated for a pool

for an individual employee. The following regulations have been established by SISD for the purpose of the Sick Leave Pool.

1. Employee must submit a completed Request for Sick Leave form (available online at www.sangerisd.net)

Family and Medical Leave Act (FMLA)—General Provisions

The following text is from the federal notice, *Your Employee Rights Under the Family and Medical Leave Act.* Specific information that the district has adopted to implement the FMLA follows this general notice.

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons.

The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees. Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness ***may*** **take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is ***not*** **paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if *all* of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location

Airline flight crew employees have different "hours of service" requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,

- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management

How do I request FMLA leave?

Generally, **to request FMLA leave you *must***:

- Follow your employer's normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do *not* have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You ***must* also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your **employer *may* request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress

What does my employer need to do?

If you are eligible for FMLA leave, your employer ***must***:

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your **employer *cannot* interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer *must* confirm whether you are eligible** or not eligible for FMLA leave. If your employer determines that you are eligible, **your employer *must* notify you in writing**:

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call **1-866-487-9243** or visit **dol.gov/fmla** to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**

WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

SCAN ME

Local Procedures for Implementing Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period beginning the first duty day of the school year.

Use of Paid Leave. FML runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or injury. The district will designate the leave as FML, if applicable, and notify the employee that accumulated leave will run concurrently.

Combined Leave for Spouses. Spouses who are employed by the district are limited to a combined total of 12 weeks of FML to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent Leave. When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

Fitness for Duty. An employee that takes FML due to the employee's own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. When leave is taken for the employee's own serious health condition, the certification must address the employee's ability to perform essential job functions. The district shall provide a list of essential job functions (e.g., job description) to the employee with the FML designation notice to share with the health care provider. Fitness for duty is not required when an employee returns to work following leave to care for a family member with a serious health condition; to care for a child following birth, adoption, or foster care placement; or for qualifying exigency leave.

Reinstatement. An employee returning to work at the end of FML will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FML entitlement, and the district will maintain the employees group health insurance and reinstate the employee at the end of the leave according the procedures outlined in policy (see DECA(LEGAL)).

Failure to Return. If, at the expiration of FML, the employee is able to return to work but chooses not to do so, the district may require the employee to reimburse the district's share of insurance premiums paid during any portion of FML when the employee was on unpaid leave. If the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from the district, the district may not require the employee to reimburse the district's share of premiums paid.
District Contact. Employees that require FML or have questions should contact Cheryl Schertz for details on eligibility, requirements, and limitations.

Temporary Disability Leave

Certified Employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.
Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.
If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.
When an employee is ready to return to work, the Human Resource Department should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Certified employees returning from leave will be reinstated to the school to which they were previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employee will be reinstated to a position at the original campus at the beginning of the following school year.

Workers' Compensation Benefits

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.
An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use accumulated sick leave or any other paid leave benefits. An employee choosing to use paid leave will not receive workers' compensation weekly income benefits until all paid leave is exhausted or to the extent that paid leave does not equal the pre-illness or -injury

wage. If the use of paid leave is not elected, then the employee will only receive workers' compensation wage benefits for any absence resulting from a work-related illness or injury, which may not equal his or her pre-illness or -injury wage.

Assault Leave

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident involving an assault is a work-related injury and should be immediately reported to the Human Resource Department.

An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person nonresponsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

Bereavement Leave

An employee shall be granted three days of bereavement leave up the death of the employee's immediate family. Such leave shall be taken with no loss of pay or other paid leave.

Immediate family members include:

- Spouse
- Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands in loco parentis.
- Parent, stepparent, parent-in-law, or other individual who stands in loco parentis to the employee.
  Sibling, stepsibling, and sibling-in-law
  Grandparent and grandchild

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA (LEGAL).

Jury Duty

Policies DEC, DG

The district provides paid leave to employees who are summoned to jury duty including service on a grand jury. The district will not discharge, threaten to discharge, intimidate, or coerce any

regular employee because of juror or grand juror service or for the employee's attendance or scheduled attendance in connection with the service in any court in the United States. Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received and may be required to provide the district a copy of the summons to document the need for leave.

An employee may be required to report back to work as soon as they are released from jury duty. The supervisor may consider the travel time required and the nature of the individual's position when determining the need to report to work. A copy of the release from jury duty or documentation of time spent at the court may be required.

Compliance with a Subpoena

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave. Employees may be required to submit documentation of their need for leave for court appearances.

Truancy Court Appearances

An employee who is a parent, guardian of a child, or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or compensatory time for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

Religious Observance

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may use any accumulated personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

Military Leave

Paid Leave for Military Service. Any employee who is a member of the Texas National Guard, Texas State Guard, reserve component of the United States Armed Forces, or a member of a state or federally authorized Urban Search and Rescue Team is entitled to 15 days of paid leave per fiscal year when engaged in authorized training or duty orders by proper authority. An additional

seven days of leave per fiscal year are available if called to state active duty in response to a disaster. In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

Reemployment after Military Leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact Cheryl Schertz. In most cases, the length of federal military service cannot exceed five years.

Continuation of Health Insurance. Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact Leanne Rogers for details on eligibility, requirements, and limitations.

Mental Health Leave for Peace Officers and Licensed Telecommunicators

Leave for Police Officers for Illness or Injury

A full-time district employed licensed police officer who regularly serves in a law enforcement capacity in a district police department is entitled to a paid leave of absence (LOA) for an illness or injury related to the person's line of duty. If necessary, the leave shall continue for at least one year.

If unable to return to work at the end of the paid leave and any extension, a police officer may use accumulated sick, vacation, and other accrued leave before being placed on unpaid temporary leave. At the end of temporary leave, the police officer will be reinstated at the same rank and with the same seniority the person had before going on temporary leave.

Employee Relations and Communications

Employee Recognition and Appreciation

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, in the district newsletter, and through special events and activities.

District Communications

Throughout the school year, the Director of Communications office publishes newsletters, brochures, fliers, calendars, news releases, and other communication materials. These publications offer employees and the community information pertaining to school activities and achievements. They include the following:

Complaints and Grievances

Policy DGBA

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the board of trustees. For ease of reference, the district's policy concerning the process of bringing concerns and complaints is reprinted as follows:

Complaints and Grievances – Policy DGBA

Employee Conduct and Welfare

Standards of Conduct

Policy DH

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action up to and including termination.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines, including intentionally making a false claim, offering false statements, or refusing to cooperate with a district investigation may result in disciplinary action, up to and including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See *Reports to the Texas Education Agency,* for additional information.

The *Educators' Code of Ethics*, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

Texas Educators' Code of Ethics

Purpose and Scope

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public

schools of the community. This chapter shall apply to educators and candidates for certification. (19 TAC 247.1(b))

Enforceable Standards

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
Standard 2.8 The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

3. Ethical Conduct toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;
(ii) the subject matter of the communication;
(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Discrimination, Harassment, and Retaliation

Policies DH, DIA

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action up to and including termination.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is reprinted below:

DIA(LEGAL)
DIA(LOCAL)

Harassment of Students

Policies DF, DH, DHB, FFG, FFH, FFI

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited.

Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. Any district employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct based on sex, including sexual harassment, of a student shall immediately notify the district's Title IX coordinator, the ADA/Section 504 coordinator, or superintendent and take any other steps required by district policy.

All allegations of prohibited harassment of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or has reasonable cause to believe that child abuse or neglect occurred child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting Suspected Child Abuse*, for additional information.

The district's policy that includes definitions and procedures for reporting and investigating harassment of students is reprinted below:

DHB(LEGAL)
FFH(LOCAL)

FFH(EXHIBIT)

Reporting Suspected Child Abuse

Policies DG, FFG, GRA

All employees with reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect, as defined by Texas Family Code §261.001, are required by state law to make a report to a law enforcement agency, Child Protective Services (CPS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within 48 hours of the event that led to the suspicion. Alleged abuse or neglect involving a person responsible for the care, custody, or welfare of the child (including a teacher) must be reported to CPS.

Employees are also required to make a report if they have reasonable cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child, elderly person, or person with a disability.

Reports to Child Protective Services can be made Online at https://www.txabusehotline.org/Login/Default.aspx or to the Texas Abuse Hotline (800-252-5400). State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against a certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to make the required report may result in prosecution as a Class A misdemeanor. The offense of failure to report by a professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. In addition, a certified employee's failure to report may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency.

Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

Sexual Abuse and Maltreatment of Children

The district has established a plan for addressing sexual abuse and other maltreatment of children, which may be accessed at FFG(LOCAL). As an employee, it is important for you to be

aware of warning signs that could indicate a child may have been or is being sexually abused or maltreated. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Maltreatment is defined as abuse or neglect. Anyone who has reasonable cause to believe that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect following the procedures described above in *Reporting Suspected Child Abuse*.

Reporting Crime

Policy DG

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

Scope and Sequence

Policy DG

If a teacher determines that students need more or less time in a specific area to demonstrate proficiency in the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level, the district will not penalize the teacher for not following the district's scope and sequence.
The district may take appropriate action if a teacher does not follow the district's scope and sequence based on documented evidence of a deficiency in classroom instruction. This documentation can be obtained through observation or substantiated and documented third-party information.

Technology Resources

Policy CQ

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's technology resources.
- Has no adverse effect on job performance or on a student's academic performance.

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use.
Employees are required to abide by the provisions of the district's acceptable use agreement and administrative procedures. Failure to do so can result in suspension of access or termination of

privileges and may lead to disciplinary and/or legal action. Employees with questions about computer use and data management can contact Robert Tillison, Director of Technology.

Personal Use of Electronic Communications

Policy CQ, DH

Electronic communications include all forms of social media, such as text messaging, instant messaging, electronic mail (email), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, Twitter, LinkedIn, Instagram). Electronic communications also include all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic communications as they are for any other public conduct. If an employee's use of electronic communications interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic communications for personal purposes shall observe the following:

- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.

- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, mealtimes, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.
- The employee shall not use the district's logo or other copyrighted material of the district without express written consent.
- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee's immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
    - Confidentiality of student records. [See Policy FL]

- Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law. [See DH(EXHIBIT)]
- Confidentiality of district records, including educator evaluations and private email addresses. [See Policy GBA]
- Copyright law [See Policy CY]
- Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See DH(EXHIBIT)]

See *Electronic Communications between Employees, Students, and Parents,* below, for regulations on employee communication with students through electronic media.

Electronic Communications between Employees, Students, and Parents

Policy DH

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who are currently enrolled in the district. The employee must comply with the provisions outlined below. Electronic communications between all other employees and students who are enrolled in the district are prohibited. Employees are not required to provide students with their personal phone number or email address.

An employee is not subject to the provisions regarding electronic communications with a student to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. An employee who claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol;
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee's communications with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- *Electronic communications* means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes email, text messages, instant messages, and any communication made through an Internet website, including a social media website or a social networking website.
- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a *communication*: however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic*

Media, above. Unsolicited contact from a student through electronic means is not a *communication*.

- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below.
- Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:
    - The employee shall include at least one of the student's parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message.
- employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).
- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page ("professional page") for the purpose of communicating with students. The employee must enable administration and parents to access the employee's professional page.
- The employee shall not communicate directly with any student between the hours of 9:00 p.m. and 6:00 a.m. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
- The employee does not have a right to privacy with respect to communications with students and parents.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics including:
    - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
    - Copyright law [Policy CY]
    - Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DH]
- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.
- Upon written request from a parent or student, the employee shall discontinue communicating with the student through email, text messaging, instant messaging, or any other form of one-to-one communication.

- An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.
- All staff are required to use school email accounts for all electronic communications with parents. Communication about school issues through personal email accounts or text messages are not allowed as they cannot be preserved in accordance with the district's record retention policy.
- An employee shall notify his or supervisor in writing within one business day if a student engages in an improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

Public Information on Private Devices

Policy DH, GB

Employees should not maintain district information on privately owned devices. Any district information must be forwarded or transferred to the district to be preserved. The district will take reasonable efforts to obtain public information in compliance with the Public Information Act. Reasonable efforts may include:

- Verbal or written directive
- Remote access to district-owned devices and services

Criminal History Background Checks

Policy DBAA

Employees may be subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted on certain employees and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

Employee Arrests and Convictions

Policy DH, DHB, DHC

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses listed below:

- Crimes involving school property or funds
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes the following:

- Dishonesty
- Fraud
- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse or neglect under the Texas Family Code.

If an educator is arrested or criminally charged, the superintendent is also required to report the educator's criminal history to the Division of Investigations at TEA.

Certified Employees. The superintendent and directors are required to report the misconduct or criminal history of a certified employee or individual applying for certification or permit to TEA Division of Educator Investigations. Information about misconduct or allegations of misconduct of a certified employee obtained by a means other than the criminal history clearinghouse that results in termination, resignation, or criminal history (e.g., arrest, indictment, prosecution, conviction, or other disposition by the criminal justice system, including probation and deferred adjudication) will be reported to TEA.

Misconduct or allegations of misconduct include:

- Abused or otherwise committed an unlawful act with a student or minor
- Possessed, transferred, sold, or distributed a controlled substance
- Illegally transferred, appropriated, or expended school property or funds
- Attempted by fraudulent means to obtain or alter any certificate or permit to gain employment or additional compensation
- Committed a criminal offense on school property or at a school-sponsored event, or
- Solicited or engaged in sexual conduct or a romantic relationship with a student or minor

Uncertified Employees. Misconduct or criminal history of an uncertified employee also must be reported to TEA. Information about misconduct or the allegations of misconduct obtained by a means other than the criminal history clearinghouse that results in termination, resignation, or criminal history (e.g., arrest, indictment, prosecution, conviction, or other disposition by the criminal justice system, including probation and deferred adjudication) will be reported to TEA.

Misconduct or allegations of misconduct include:

- Abuse or unlawful act with a student or minor, or
- Involvement in a romantic relationship with or solicited or engaged in sexual contact with a student or minor

Alcohol and Drug-Abuse Prevention

Policy DH

Sanger ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug use follows:

DH(LOCAL)

Tobacco and Nicotine Products and E-Cigarette Use

Policies DH, FNCD, GKA

State law prohibits smoking, using tobacco and nicotine products, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

Employees are prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity. Exceptions may be made for smoking cessation products with supervisor approval.

Fraud and Financial Impropriety

Policy CAA

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety include the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets including employee time
- Impropriety in the handling of money or reporting of district financial transactions
- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties
- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district, except as otherwise permitted by law or district policy

- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment
- Failing to provide financial records required by federal, state, or local entities
- Failure to disclose conflicts of interest as required by law or district policy
- Any other dishonest act regarding the finances of the district
- Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards

Conflict of Interest

Policy CB, DBD

Employees are required to disclose in writing to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Non-school employment

Employees should contact their supervisor for additional information.

Gifts and Favors

Policy DBD

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials such as maps or worksheets that convey information to students or contribute to the learning process.

Copyrighted Materials

Policy CY

Employees are expected to comply with the provisions of federal copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Associations and Political Activities

Policy DGA

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work. Use of district resources including work time for political activities is prohibited.

The district encourages personal participation in the political process, including voting. Employees who need to be absent from work to vote during the early voting period or on election day must communicate with their immediate supervisor prior to the absence.

Charitable Contributions

Policy DG

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fundraiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or coerce an employee to refrain from making a contribution to a charitable organization or in response to a fundraiser or attending a meeting called for the purpose of soliciting charitable contributions.

Safety and Security

Policy CK series

The district has developed and promotes a comprehensive program to ensure the safety and security of its employees, students, and visitors. The safety and security program includes written guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. See Emergencies in this handbook for additional information.

Employees must follow established protocols and response to emergencies for each campus and department. Refer to written security procedures specific to your location and work area.

To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules.
- Keep work areas clean and orderly at all times.
- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

While driving on district business, employees are required to abide by all state and local traffic laws. Employees driving on district business are prohibited from texting and using other electronic devices that require both visual and manual attention while the vehicle is in motion.

Employees will exercise care and sound judgment on whether to use hands-free technology while the vehicle is in motion.
Employees with questions or concerns relating to safety programs and issues can contact Leann Loyless, Deputy Superintendent.

Possession of Firearms and Weapons

Policies DH, FNCG, GKA

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or firearm or ammunition is properly stored, and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisor or call Dr. Tommy Hunter, Superintendent immediately.

Visitors in the Workplace

Policy GKC

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

Asbestos Management Plan

Policy CSC

The district is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of the district's management plan is kept in the District Administration office and is available for inspection during normal business hours.

Pest Control Treatment

Policies CLB, DI

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.
Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located in the campus office suite. In addition, individual

employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written, or electric means. Pest control information sheets are available from campus principals or facility managers upon request.

General Procedures

Emergency School Closing

The district may close schools because of severe weather, epidemics, or other emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district's website, ParentSquare, the district provided communicaiton platform, and notify the following radio and television stations:

Radio Stations: WBAP 820 AM

96.7 FM www.wbap.com

Television Stations: FOX Channel 4 www.fox.com

KXAS Channel 5 (NBC) www.nbc5i.com

WFAA Channel 8 (ABC) www.wfaa.com

KTVT Channel 11 (CBS) www.cbs11tv.com

Employee Dress Code

The dress and grooming of District employees shall be clean, neat, and in a manner appropriate for assignments, and in accordance with any additional standards established by their supervisors and approved by the Superintendent. Professional and paraprofessional employees shall wear on or off-campus only professional attire for days of student instruction and for professional development days on or off campus.

All employees are forbidden from wearing any type of visible body piercings other than pierced ears for women. Visible tattoos must be in good taste and not contain obscene or offensive images or language. Distracting hair colors and styles are also not acceptable.

Standard attire includes shirts, skirts, slacks, and dresses. **Dresses and skirts should be at or below knee length.**

Conditions Under Which Exceptions Could Be Made

- Cleaning/Moving
- Designated Casual Days
- Designated "special occasion day"
- Spirit Day at schools
- Medical necessity
- Teacher Workday
- Other conditions that are deemed occupationally necessary

Clothing Items That Are Inappropriate In Any Venue

- Flip flops/beachwear
- Torn, worn-out clothing
- Pants with holes
- Tight-fitting or revealing clothing
- Tops with spaghetti straps (without a jacket)
- Clothing that shows bare midriffs
- Lingerie-style clothing
- Short skirts or dresses (**above the knee**)
- Workout clothing/jogging suits/sweatpants and sweatshirts/spandex
- Leggings-except when worn with a dress or skirt that is at or below knee length
- Sheer or see-through clothing
- Pajamas/sleepwear/house slippers
- Nursing/Medical Scrubs Outfits (unless occupationally necessary – Health Clinic)
- Shorts/skorts (unless occupationally necessary – i.e., PE teachers/coaches*)
- *Coaches wear athletic clothing only during athletic periods. Professional dress is required during your instructional teaching assignments.

Jeans and Spirit Wear

Jeans may only be worn on Spirit Days in conjunction with a school shirt
They may also be worn on specially designated days as the supervisor approves. The principal/supervisor may authorize exceptions to the dress code for special days and/or when an activity warrants an exception.

Emergencies

Policies CKC, CKD

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

Purchasing Procedures

Policy CH

All requests for purchases must be submitted to the Business department on an official district purchase order (PO) form with the appropriate approval signatures. No purchases, charges, or commitments to buy goods or services for the district can be made without a PO number. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. Contact Natalie Key for additional information on purchasing procedures.

Name and Address Changes

It is important that employment records be kept up to date. Employees must notify the Human Resource Department if there are any changes or corrections to their name, home address, contact telephone number, marital status, emergency contact, or beneficiary. The form to process a change in personal information can be obtained from Human Resources.

Personnel Records

Policy DBA, GBA

Most district records, including personnel records, are public information and must be released upon request. In most cases, an employee's personal email address is confidential and may not be released without the employee's permission.

Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number
- Emergency contact information
- Information that reveals whether they have family members

The choice to not allow public access to this information or change an existing choice may be made at any time by submitting a written request to Leanne Rogers at the District Office. New or terminated employees have 14 days after hire or termination to submit a request. Otherwise, personal information may be released to the public until a request to withhold the information is submitted or another exception for release of information under law applies. An employee is responsible for notifying the district if he or she is subject to any exception for disclosure of personal or confidential information.

Facility Use

Policies DGA, GKD

Employees who wish to use district facilities after school hours must follow established procedures. Leann Loyless, Deputy Superintendent is responsible for scheduling the use of

facilities after school hours. Contact Leann Loyless to request to use school facilities and to obtain information on the fees charged.

Termination of Employment

Resignations

Policy DFE, DHB

Contract Employees. Contract employees may resign their position without penalty at the end of any school year if written notice is received at least 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the superintendent or other persons designated by the board of trustees, which includes Dr. Tommy Hunter, Superintendent. Supervisors who have not been designated by the board to accept resignations shall instruct the employee to submit the resignation to the superintendent or other person designated by board action.

Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The principal is required to notify the superintendent of an educator's resignation within seven business days following an alleged incident of misconduct for any of the acts listed in *Reports to Texas Education Agency* found in this handbook. The superintendent will notify SBEC when an employee resigns and there is evidence to indicate that the employee has engaged in such misconduct.

Noncontract Employees. Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to the principal at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or of knowing about an employee's resignation or termination following an alleged incident of misconduct described above.

Dismissal or Nonrenewal of Contract Employees

Policies DF Series, DHB

Employees on probationary, term, and continuing contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The timelines and procedures to be followed when a suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee.

The principal is required to notify the superintendent of an educator's termination within seven business days following an alleged incident of misconduct for any of the acts listed in Reports to

Texas Education Agency found in this handbook. The superintendent will notify SBEC when an employee is terminated and there is evidence to indicate that the employee has engaged in such misconduct.
Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or are available Online.

Dismissal of Noncontract Employees

Policies DCD, DP

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, sex, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See *Complaints and Grievances*)
The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or knew about an employee's resignation or termination following an alleged incident of misconduct described above.

Discharge of Convicted Employees

Policy DF

The district shall discharge any employee who has been convicted of or placed on deferred adjudication community supervision for an offense requiring the registration as a sex offender or convicted of a felony under Title 5 Penal Code if the victim was a minor.
If the offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

Exit Interviews and Procedures

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment.

Reports to Texas Education Agency

Policies DF, DHB, DHC

Certified Employees. The resignation or termination of a certified employee must be reported to the Division of Investigations at TEA if there is evidence that the employee was involved in any of the following:

- Any form of sexual or physical abuse of a minor, or any other unlawful conduct with a student or a minor
- Soliciting or engaging in sexual contact or a romantic relationship with a student or minor
- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The reporting requirements above are in addition to the superintendent's ongoing duty to notify TEA when a certified employee or an applicant for certification has a reported criminal history or engaged in conduct violating the assessment security procedures established under TEC §39.0301. "Reported criminal history" means any formal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction that is obtained by a means other than the Fingerprint-based Applicant Clearinghouse of Texas (FACT).

Noncertified Employees. The voluntary or involuntary separation of a noncertified employee from the district must be reported to the Division of Investigations at TEA by the superintendent if there is evidence the employee abused or otherwise committed an unlawful act with a student or minor, was involved in a romantic relationship with a student or minor, or solicited or engaged in sexual contact with a student or minor.

Reports Concerning Court-Ordered Withholding

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance. Notice of the following must be sent to the support recipient and the court or, in the case of child support, the Texas Attorney General Child Support Division:

- Termination of employment not later than the seventh day after the date of termination
- Employee's last known address
- Name and address of the employee's new employer, if known

Student Issues

Equal Educational Opportunities

Policies FB, FFH

In an effort to promote nondiscrimination and as required by law, Sanger ISD does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in providing education services, activities, and programs, including Career and Technical Education (CTE) programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination against students based on sex, including sexual harassment should be directed to Leann Loyless, Deputy Superintendent, 601 Elm Street, Sanger, TX 76266 (940)458-7438 the district Title IX coordinator for students. Questions or concerns about discrimination on the basis of a disability should be directed to Kim Phillips, Director of Denton County Special Education Co-op, 601 Elm Street, Sanger, TX 76266 kphillps@sangerisd.net, the district ADA/Section 504 coordinator for students. All other questions or concerns relating to discrimination based on any other reasons should be directed to the Superintendent.

Student Records

Policy FL

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

- Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.
- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the campus principal for assistance.

Parent and Student Complaints

Policy FNG

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling

complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.
Parents are encouraged to discuss problems or complaints with the teacher or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

Administering Medication to Students

Policy FFAC, FFAF

Only designated employees may administer prescription medication, nonprescription medication, and herbal or dietary supplements to students. Exceptions apply to the administration of medication for respiratory distress, medication for anaphylaxis (e.g., EpiPen®), opioid antagonists, and medication for diabetes management, if the medication is administered in accordance with district policy and procedures. A student who must take any other medication during the school day must bring a written request from his or her parent and the medicine in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Dietary Supplements

Policies DH, FFAC

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Psychotropic Drugs

Policy FFAC

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.
District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

Student Conduct and Discipline

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Student Attendance

Policy FEB

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student upon returning to school, must bring a note signed by the parent with the reason for the absence. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

Bullying

Policy FFI

Bullying is defined by §TEC 37.0832. All employees are required to report student complaints of bullying, including cyberbullying, to the campus principal. The district's policy includes definitions and procedures for reporting and investigating bullying of students and is reprinted below:

Adopted: 8/14/2023

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Periodic Monitoring

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy

FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

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

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Hazing

Policy FNCC

Students must have prior approval from the principal or designee for any type of "initiation rites" of a school club or organization. While most initiation rites are permissible, engaging in or permitting "hazing" is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

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Sanger Independent School District

Department: Curriculum and Instruction Date: July 15, 2024

AGENDA SECTION: Action

SUBJECT: EIC & DED(Local)

Background Information

To ensure a fair and transparent selection process for the Valedictorian and Salutatorian, it is necessary to revise the existing policy to incorporate additional criteria for resolving instances where two students have identical GPAs. These criteria will provide a definitive method for determining the Valedictorian in the event of a tie.

An employee on a full-time 226 work-day contract will be identified as a full-time 12 month employee.

Recommendation

District administration recommends the Board approve the revisions to EIC & DED (Local).

Suggested Motion

I make the motion to approve the revisions to EIC & DED (Local).

Respectfully submitted,

Dr. Tommy Hunter

Superintendent

Educate - Inspire - Elevate

PROPOSED REVISIONS

Consistent Application for Graduating Class

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

~~***Note:*** The following provisions shall apply to students in the graduating classes of 2022, 2023, and 2024.~~

~~**Calculation**~~

~~The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, unless excluded below.~~

~~The calculation shall include failing grades until a failing grade is replaced with a passing grade.~~

~~Exclusions~~

~~The calculation of class rank shall exclude grades earned in physical education, any course substituted for physical education, cheerleading, band, drill team, athletics, or any local credit course.~~

~~***Note:*** The following provisions shall apply to students beginning with the graduating class of 2025.~~

Calculation

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only in each of the following course categories:

- Four courses in English;
- Four courses in mathematics;
- Four courses in science;
- Four courses in social studies; and
- Courses in languages other than English.

The class rank calculation shall not include semester grades from a course that is retaken after a passing grade has been earned, and the new grade shall not be recorded on the transcript.

The calculation shall include failing grades until a failing grade is replaced with a passing grade.

~~***Note:*** The following provisions shall apply to all students, regardless of their graduating class.~~

Weighted Grade System

The District shall categorize and weight courses as Advanced, Level 2 Honors, and Level 1 Regular in accordance with provisions of this policy and as designated in appropriate District publications.

Categories

Advanced

Eligible Advanced Placement (AP) courses, dual credit courses, and On Ramps courses shall be categorized and weighted as Advanced courses.

Level 2 Honors

Eligible courses locally designated as honors shall be categorized and weighted as Level 2 Honors courses.

Level 1 Regular

All other eligible courses shall be categorized and weighted as Level 1 Regular courses.

Weighted Numerical Grade Average

The District shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:

Course Grade	Level 1 Regular	Level 2 Honors	Advanced
100	100	105	110
99	99	104	109
98	98	103	108
97	97	102	107
96	96	101	106
95	95	100	105
94	94	99	104
93	93	98	103
92	92	97	102
91	91	96	101
90	90	95	100
89	89	94	99
88	88	93	98
87	87	92	97
86	86	91	96
85	85	90	95
84	84	89	94
83	83	88	93
82	82	87	92
81	81	86	91

Course Grade	Level 1 Regular	Level 2 Honors	Advanced
80	80	85	90
79	79	84	89
78	78	83	88
77	77	82	87
76	76	81	86
75	75	80	85
74	74	79	84
73	73	78	83
72	72	77	82
71	71	76	81
70	70	75	80
Below 70	0	0	0

No points shall be added to failing grades.

The District shall record unweighted numerical grades on student transcripts.

Exception If a student earns a passing grade in only one semester of a course and the combined grade for both semesters is greater than 70, the District shall include in the calculation of class rank the average of the two semester grades in place of the failing semester grade, in accordance with administrative regulations.

Transferred Grades When a student transfers grades from courses that would be eligible under the Level 1 Regular category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to those grades based on the categories and grade weight system used by the District only if an equivalent course is offered to the same class of students in the District.

Letter Grades Transferred letter grades shall be recorded as follows:

Letter Grade	Numerical Grade
A+	98

Letter Grade	Numerical Grade
A	95
A-	93
B+	88
B	85
B-	83
C+	78
C	77
C-	76
D+	73
D	72
D-	71
F	69

Numerical Grades

If a student transfers in from an out-of-state district with a passing grade that is 69 or below, the District shall award the student a grade of 70 to be used in the calculation of class rank.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the third nine-week grading period of the senior year.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest ranking, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation;
2. Have completed the foundation program with the distinguished level of achievement; and
3. Be graduating after exactly eight semesters of enrollment in high school.

Breaking Ties

In case of a tie in weighted numerical grade averages after calculation to the fourth decimal place, the District shall **apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:** ~~count the number of Advanced courses taken by each student involved in the tie to determine recognition as valedictorian or salutatorian.~~

1. **Count the number AP courses taken by each student involved in the tie.**
2. **Calculate a weighted numerical grade average using only eligible grades in AP courses taken by each student involved in the tie.**

If the tie is not broken after applying ~~this~~ **these** method**s**, the District shall recognize all students involved in the tie as sharing the honor and title.

Highest-Ranking Graduate

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

PROPOSED REVISIONS

Paid Vacation Days

Each person employed in a position normally requiring 260 days of service shall receive ten paid vacation days per year on the anniversary day of employment. All vacation schedules shall be subject to the approval of the Superintendent. The following guidelines shall apply:

1. An employee shall be eligible for vacation time after 12 months of continuous employment on a full-time basis.
2. Vacation days are not cumulative from year to year.

Nonduty Days

Eligibility

A full-time~~, 12-month~~ employee in a position having an assignment of ~~226 workdays~~**12 months** or who has a contract requiring ~~226 workdays~~**12 months** of service shall have a determined number of nonduty days each school calendar year.

Number of Nonduty Days

The number of nonduty days available for a ~~226-day~~**12 month** employee shall be calculated by subtracting the number of assigned or contracted workdays and the school calendar holidays from the total number of weekdays in the school calendar year.

Scheduling Nonduty Days

Scheduling of nonduty days for the purposes of time off shall require prior approval of the Superintendent. The Superintendent shall have the authority to schedule an employee's nonduty days to meet the needs of the District.

Use of Nonduty Days / Carryover

An employee who works ~~226 workdays~~**12 months** shall be expected to use the nonduty days available to him or her in a school calendar year by June 30 of that year. Unused nonduty days at the end of the school calendar year shall be lost.

Unused nonduty days shall not include any nonduty days that an employee has worked, and for which the employee received compensation, in accordance with this policy.

No Compensation for Working Nonduty Days

An employee working ~~226 workdays~~**12 months** who chooses to report to work rather than using his or her nonduty days shall receive no compensation for the additional days worked unless prior approval in writing has been given by the Superintendent.

No Reimbursement

There shall be no reimbursement paid to a ~~226-day~~**12 month** employee for unused nonduty days under any circumstances. If a ~~226-day~~**12 month** employee ceases to be employed by the District, all unused nonduty days shall be lost.

Sanger Independent School District

Department: Curriculum and Instruction Date: July 15, 2024

AGENDA SECTION: Action

SUBJECT: 2024-2025 Sanger ISD Student Handbook

Background Information

Sanger ISD, like all Texas public school districts, operates under a complex framework of federal and state statutes, regulations, and rules, along with local board policies, administrative regulations, guidelines, and handbooks. The Student Handbook is a reference document provided for educational purposes only and contains information to facilitate a general understanding of the law.

Recommendation

District administration recommends the Board approve the Sanger ISD Student Handbook for the 2024-2025 school year.

Suggested Motion

I make the motion to approve the Sanger ISD Student Handbook for the 2024-2025 school year.

Respectfully submitted,

Dr. Tommy Hunter
Superintendent

Sanger ISD
2024-2025 Student Handbook
Explanation of Changes

Highlighted text indicates new verbiage from the TASB Model Student Handbook.

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

Birthday Celebrations/Invitations (Grades Pre-K-5) *(local procedure added)*

We welcome store-bought treats for your child's birthday celebration in grades Pre-K-5. Treats can be dropped off in the front office of your child's campus, and we will deliver them to the teacher in the child's homeroom.

To avoid hurt feelings, birthday party invitations will only be handed out in class if all children, all boys, or all girls are invited. Invitations to be delivered to students outside your child's homeroom class must be done outside the school day.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days

- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse
Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [Error! Reference source not found. and Error! Reference source not found..]

Emotional Abuse
Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

Neglect
Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

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

A student in grades 1-5 is eligible to accelerate to the next grade level if the student meets all of the following requirements:

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

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

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

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition. Please contact the student's campus counselor for pregnancy-related accommodations.

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Error! Reference source not found. and Error! Reference source not found..]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Error! Reference source not found..]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact your student's campus principal.

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

The district permits students to possess personal cell phones and other telecommunication devices for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes.

Grading Guidelines (All Grade Levels)

- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

Seizures (All Grade Levels)

A parent who submits a plan must use the Seizure Management and Treatment Plan Form (https://tea.texas.gov/academics/tea-seizure-management-form.pdf) developed by the Texas Education Agency.

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

With limited exceptions for medication, [see Error! Reference source not found.] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

Leaving Campus (All Grade Levels)

If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus.

Nondiscrimination Statement (All Grade Levels)

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

Emergency and Medical Treatment and Information

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent
- That person cannot be contacted

- That person has not given the district actual notice to the contrary

Library (All Grade Levels)

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. A parent who wants to access to the school's library or any available online catalog should submit a request to the principal.

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian. A district employee or parent may request the reconsideration of a library material by contacting the campus librarian or another administrator or by submitting a reconsideration of library material request on a form available in the District's administrative office.

For more information, see EFB(LOCAL).

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see Error! Reference source not found..]

Glossary

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

Grading Guidelines

Definition of Formative and Summative Assessments

Formative assessments are those assessments that are done frequently to help drive classroom instruction. These may include class work, daily assignments, quizzes, exit tickets, etc. that are completed during an instructional unit.

Summative assessments are those assessments that are done to gauge student learning at the completion of an instructional unit. Examples include unit assessments, tests, projects, presentations, etc. Before a summative grade is assigned, the teacher is to have adequately

taught the concept, and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice with specific feedback. Major or long-term projects should be closely monitored with two or three formative grades at set intervals prior to the summative grade.

Homework

Sanger ISD embraces current research that indicates a healthy, rested student with a well-rounded life outside of academics is an optimum learner. Homework will be assigned in the event of a major project that needs additional time for completion. If students did not complete their classwork in a reasonable period of time or were excessively off task during an assignment, they would need to bring it home to complete it. Students enrolled in Honors/Advanced/Dual Credit classes may be required to complete outside assignments at the teacher's discretion. ***Homework should never be a disciplinary measure, nor should its purpose be to teach the characteristics of responsibility.***

Academic Dishonesty

First Offense

- If 20% or more of an assignment is determined to be generated by artificial intelligence or plagiarized, the assignment will be redone

Grade Computations for High School (Grades 6-12)

One summative grade must be from a unit or combination of units for the nine week grading period. Other summative grades may come from tests, projects, term papers, and similar assignments.

Course Level Changes *(Aligns with verbiage in course catalog)*

Course level changes may be requested during the following window (6th through 9th week of the first grading period) or at the end of the Fall semester for each course that offers a different level of the same course and again can be considered before the start of the second semester. To be considered for a transfer from an Honors or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and conferencing with his/her teacher. The parent must conference with the teacher before a course-level change will be considered. Space availability in the receiving course will be a consideration for a course-level change. On-level courses will not be overloaded during level changes.

Schedule Changes *(Aligns with verbiage in course catalog)*

- Schedule changes can significantly impact the calculation of the nine-week average. For students with disabilities, special education courses are determined by the Admissions, Review, and Dismissal (ARD) Committee.

- Schedule changes will be considered during the first week of each semester for the following reasons:
    a. A student fails a required course, making a schedule adjustment necessary for graduation.
    b. Additional credit was earned, making a schedule adjustment necessary.
    c. The student does not have the prerequisite(s) or does not have courses needed for graduation.
    d. Change is needed as a result of a student being selected or administratively assigned to or taken out of a program; i.e., intervention, band, athletics, other classes requiring instructor approval.
    e. Change is needed to enable a student to graduate in the particular year.
    f. Class sizes must be balanced.
    g. Courses are canceled.

Grade 2

At least 9 grades should be given in reading language arts, and math during each grading period. At least 3 summative assessments must be given as well. These could include Math and Reading Unit Assessments, Fundations Assessments, projects/presentations, and/or choice board activities.

**Spelling tests are not to be utilized as a formative or summative grade. Spelling is incorporated into the Fundations Unit Assessments.

At least 6 grades should be given in science and social studies during each grading period.

All grades carry the same weight when determining the average for the grading period.

Grades 3-5 *(grades will now be weighted)*

Percentage of Weight - 3rd-5th Grade

Summative Grades - 20%
At least 3 recorded grades per grading period
One summative grade must be from a unit exam. Other summative grades may come from written assignments, projects, presentations, choice board activities, or similar assignments.

Formative Grades - 80%
At least 9 recorded grades per grading period
Examples - Classwork, Quizzes, notebooks, journals, exit tickets, and similar assignments

**Spelling tests are not to be utilized as a formative or summative grade. Spelling is incorporated into the Fundations Unit Assessments in 3rd grade.

**District Unit Assessment grades will be used as summative assessment grades. Students have the opportunity to make corrections on these assessments for a grade of up to 70%.

Sanger Independent School District
Student Handbook
2024–2025
School Year



2024-2025 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at (940) 458-7438 or your student's campus.

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MISSION STATEMENT

Our mission as a learning community is to engage, challenge, and inspire all students through innovative learning experiences.

VISION

Our schools will be exceptional campuses focused on innovative learning where students are prepared to create their future in an ever-changing world.
Educate - Inspire - Elevate

VALUES

Pride & Tradition
Trust & Integrity
Faith & Community
Exploration & Ownership
Diversity & Uniqueness



Board of Trustees

Sarah York, President

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Leann Loyless, Deputy Superintendent

Jennie Flaa, Assistant Superintendent

Monica Herren, CFO/HR Executive

Dr. Ann Hughes – Director of Student Intervention

Tina Yant – Director of Curriculum and Instruction

Campus Principals

Carly Sperry, Sanger High School

Anthony Love, Linda Tutt High School

Dr. Logan Lacy, Sanger Middle School

Larry Beam, Sixth Grade Campus

Jill Morphis, Butterfield Elementary

Sally Herrell, Clear Creek Elementary

Amanda Howland, Chisholm Trail Elementary

Preface Parents and Students:

Welcome to the new school year!
Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.
The ***Sanger ISD*** Student Handbook is a general reference guide that is divided into two sections:
Section One: Parental Rights describes certain parental rights as specified in state or federal law.
Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.
Note: Unless otherwise noted, the term "parent" refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.
The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.
In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.
Therefore, parents and students should become familiar with Sanger ISD Student Code of Conduct. To review the Code of Conduct, visit the district's website at www.sangerisd.net. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.
The Student Handbook is updated annually. However, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.
Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.
A hard copy of either the Student Code of Conduct or Student Handbook can be requested through your student's Principal.
Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.sangerisd.net.
The policy manual includes:

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

For questions about the material in this handbook, please contact:
Your student's Principal or Assistant Principal at the campus office

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

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

[See **Objecting to the Release of Directory Information** and **Consent Required Before Student Participation in a Federally Funded Survey** for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:
Your student's Principal or Assistant Principal at the campus office.

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent.
Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

Under District of Innovation, the SISD District Educational Improvement Committee (DEIC) will address the district's health education needs as they are aware of the needs of the district and the students. The DEIC will convene at least two times per year to address these needs as well as many others as necessary. For more information, see the district's human sexuality instruction website at www.sangerisd.net.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.

- Remove their child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See **Complaints and Concerns (All Grade Levels**) and FNG(LOCAL).]

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

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

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**.]

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the parent must give written consent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Opting Out of Human Sexuality Instruction

To remove your student from human sexuality instruction, please contact your student's principal or counselor.

Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

Under District of Innovation, the SISD District Educational Improvement Committee (DEIC) will address the district's health education needs as they are aware of the needs of the district and

the students. The DEIC will convene at least two times per year to address these needs as well as many others as necessary.
For more information, see the district's abuse prevention instruction website at www.sangerisd.net.
In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove their child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See **Complaints and Concerns (All Grade Levels)** and policy FNG for information on the grievance and appeals process.]

[See **Consent to Human Sexuality Instruction**, **Dating Violence** and **Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)**]

Consent to Provide a Mental Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

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

Sanger High School	Liz Luttmer	elizabeth.luttmer@sangerisd.net	(940) 458-7497
Sanger High School	Christa Walters	christa.walters@sangerisd.net	(940) 458-7497
Sanger High School	Delia Trahan	delia.trahan@sangerisd.net	(940) 458-7497
Sanger Middle School	Dawn Riedl	dawn.riedl@sangerisd.net	(940) 458-7916
Linda Tutt High School	Gina Lea	gina.lea@sangerisd.net	(940) 458-5701
Sixth Grade Campus	Heather Carty	heather.carty@sangerisd.net	(940) 458-3699
Butterfield Elementary	Michelle McDonald	michelle.mcdonald@sangerisd.net	(940) 458-4377
Clear Creek Elementary	Sharon Sanders	ssanders@sangerisd.net	(940) 458-7476
Chisholm Trail Elementary	Cheryl Gaston	cheryl.gaston@sangerisd.net	(940) 458-5297

The mental health liaison can provide further information about these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.
[See **Mental Health Support (All Grade Levels)**]

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

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

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

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

Consent to Receive Parenting and Paternity Awareness Instruction If a Student is Under Age 14

A student under age 14 must have parental permission to participate in the district's Parenting and Paternity Awareness Program (https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety
- Classroom instruction or a cocurricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety, as provided by law for a student receiving special education services in certain settings

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.
Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.
The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Prohibiting the Use of Corporal Punishment

Please see Board Policy FO (Local)

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines. For example, a teacher may create a social networking page for the class to relay information about class work, homework, and tests. A parent is welcome to access such a page.
However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.
The employee is required to include the student's parent as a recipient on all text messages.
AND
The employee is required to include their immediate supervisor and the student's parent as recipients on all text messages.
AND
The employee is required to send a copy of the text message to the employee's district email address.
A parent who does not want their child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.
"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

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

Directory information will be released to anyone who follows procedures for requesting it. However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within 10 school days of the student's first day of

instruction for this school. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]
The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.
As allowed by state law, the district has identified two directory information lists — one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: For the following school-sponsored purposes — all school publications, activities, and announcements — directory information shall include student name, address, telephone listing, electronic mail address, photograph, date of birth, major field of study, honors and awards received, dates of attendance, grade level, most recent educational institution attended, participation in officially recognized activities and sports, weight and height of members of athletic teams, and enrollment status. If a parent does not object to the use of their child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.
For all other purposes, the district has identified the following as directory information: For all other purposes, directory information shall include student name. If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

Note: Also see **Authorized Inspection and Use of Student Records**.

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

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

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.
[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.
A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent

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

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

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

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

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

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

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

The ED provides extensive information about the Protection of Pupil Rights Amendment (https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance), including a PPRA Complaint Form (https://studentprivacy.ed.gov/file-a-complaint).

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

See **Consent to Human Sexuality Instruction** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** for information on a parent's right to remove a student from such instruction.

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

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

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

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

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

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

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

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

State law, however, requires that all students participate in one minute of silence following recitation of the pledges. [See **Pledges of Allegiance and a Minute of Silence (All Grade Levels)** and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Parent Review of Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

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

[For information about parental access to any online library catalog and library materials, see **Library (All Grade Levels)**.]

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact your student's campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

A parent may review their child's records, including:

- Attendance records

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

Authorized Inspection and Use of Student Records

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

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

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

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

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

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

Inspection and release of student records is restricted to an eligible student or a student's parent unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

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

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

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- Working with the student
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility
- Investigating or evaluating programs

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff)
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer)
- A person appointed to serve on a team to support the district's safe and supportive school program
- A parent or student serving on a school committee
- A parent or student assisting a school official perform their duties

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

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

Release of personally identifiable information to any other person or agency — such as a prospective employer or for a scholarship application — will occur only with parental or student permission as appropriate.
The campus principal is custodian of all records for currently enrolled students at the assigned school. The Assistant Superintendent is the custodian of all records for students who have withdrawn or graduated.
A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records they want to inspect.
Records may be reviewed in person during regular school hours. The custodian of records or designee will be available to explain the record and to answer questions.
A parent or eligible student who submits a written request and pays copying costs of 10 cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.
You may contact the custodian of records for currently enrolled students at the student's campus.
You may contact the custodian of records for students who have withdrawn or graduated at:

Jennie Flaa, Assistant Superintendent

Sanger ISD Administration Building

601 Elm Street, Sanger, TX. 76266

jflaa@sangerisd.net

(940) 458-7438

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.
A request to correct a student's record should be submitted to the appropriate custodian of records. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.
Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.
[See **Report Cards/Progress Reports and Conferences (All Grade Levels)**, **Complaints and Concerns (All Grade Levels)**, and Finality of Grades at policy FNG(LEGAL).]
The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at www.sangerisd.net.
Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records — such as a teacher's

personal notes about a student shared only with a substitute teacher — do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information about the professional qualifications of their child's teachers, including whether the teacher:

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children (https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact) entitles children of military families to flexibility regarding certain district and state requirements, including:

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

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

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

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.
Additional information may be found at Military Family Resources at the Texas Education Agency (https://tea.texas.gov/about-tea/other-services/military-family-resources).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (for example, twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.
Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

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

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

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

[See **Birthday Celebrations/Invitations (Grades** Pre-K-5)

We welcome store-bought treats for your child's birthday celebration in grades Pre-K-5. Treats can be dropped off in the front office of your child's campus, and we will deliver them to the teacher in the child's homeroom.

To avoid hurt feelings, birthday party invitations will only be handed out in class if all children are invited. Invitations to be delivered to students outside your child's homeroom class must be done outside the school day.

Bullying (All Grade Levels), and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within 10 district business days.

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

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

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

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

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

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

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

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

If you have questions, please contact the district's foster care liaison:

Marta Chavez
Foster Care Liaison
401 Hughes Street, Sanger, Texas
Marta.chavez@sangerisd.net
940-458-5701

[See **Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject** and **Course Credit (Secondary Grade Levels Only)**]

A Student Who Is Homeless

A parent is encouraged to inform the district if their child is experiencing homelessness. District staff can share resources that may be able to assist families.

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements
- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules

- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district
- Awarding partial credit when a student passes only one half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.
If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.
A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.
For more information on services for students who are homeless, contact the district's homeless education liaison:

Marta Chavez
Foster Care Liaison
401 Hughes Street, Sanger, Texas
Marta.chavez@sangerisd.net
940-458-5701

[See **Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject** and **Course Credit (Secondary Grade Levels Only)**.]

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

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.
If a student is experiencing learning difficulties, their parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.
This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to

evaluate the student, along with a copy of the Notice of Procedural Safeguards (https://fw.escapps.net/Display_Portal/publications). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.
Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.
If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.
There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.
Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.
Additional information about special education is available from the school district in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process (https://fw.escapps.net/Display_Portal/publications).

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:
Your student's teacher, counselor, or administrator

For questions about post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee: *Denton County Special Education Co-op at (940) 458-7430*

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:
The assistant principal at your student's campus

[See **A Student with Physical or Mental Impairments Protected under Section 504**]
Visit these websites for information regarding students with disabilities and the family:

- Legal Framework for the Child-Centered Special Education Process (https://fw.escapps.net/Display_Portal?destination=/)
- Partner Resource Network (http://prntexas.org/)
- SPEDTEX: Special Education Information Center (https://www.spedtex.org/)
- Texas First Project (http://www.texasprojectfirst.org/)
- TEA Special Education Parent and Family Resources (https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources)

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

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

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.
The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

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

If a student is receiving special education services at a campus outside their attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus if the grade level for the transferring student is offered on that campus.
The student receiving special education services is entitled to transportation; however, the district is not required to provide transportation to other children in the household.
The parent or guardian should contact the school principal regarding transportation needs before requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

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

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

[See **Emergent Bilingual Students (All Grade Levels)** and **Special Programs (All Grade Levels)**.]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

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

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.
It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.
Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact your student's campus principal.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.
Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6-18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.
State law requires a student in kindergarten-grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.
A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

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

Compulsory Attendance — Exemptions

All Grade Levels

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

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician
- For students in the conservatorship of the state:
    - An activity required under a court-ordered service plan
    - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours

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

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see **Telecommunications and Other Electronic Devices (All Grade Levels)**.

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of the visit to the driver's license office for each absence and must make up any work missed.

[See **Driver License Attendance Verification (Secondary Grade Levels Only)**.]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL)
- The principal has approved the student's absence
- The student follows campus procedures to verify the visit and makes up any work missed

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

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.
The district will allow a student to be absent for up to two days per school year to serve as:

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

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

Compulsory Attendance — Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.
A student who is absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

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

Ages 6-18

When a student age 6-18 three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.
The notice will:

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

The truancy prevention facilitator for the district is:

Shanna Orsi
Sanger High School Assistant Principal
100 Indian Lane, Sanger, TX 76266
Shanna.orsi@sangerisd.net
(940) 458-7497

For any questions about student absences, parents should contact the facilitator or any other campus administrator.
A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs 10 or more unexcused absences within a six-month period in the same school year.
If a student age 12-18 incurs 10 or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court. [See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if they complete a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.
If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]
Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance** and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at

Sanger High School	10:05AM (Period 3)
Linda Tutt High School	11:00 AM (Period 3)
Sanger Middle School	9:55 AM (Period 3)

Sanger Sixth Grade Campus	9:15 AM (Period 2)
Butterfield Elementary	9:30 AM
Clear Creek Elementary	9:30 AM
Chisholm Trail Elementary	9:30 AM

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

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.
A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.
The campus will document in its attendance records whether the absence is excused or unexcused.
Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

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

Within ***three*** days of returning to school, a student who is absent for more than ***four*** consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.
Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form (https://www.tdlr.texas.gov/driver/forms/VOE.pdf) is available online.
More information is available on the Texas Department of Public Safety website (https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen).
[See **Compulsory Attendance — Exemptions for Secondary Grade Levels** for information on excused absences for obtaining a learner license or driver's license.]

Accountability under State and Federal Law (All Grade Levels)

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings
- A School Report Card (SRC) for each campus in the district, compiled by TEA
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA
- Information compiled by TEA for the submission of a federal report card that is required by federal law

Accountability information can be found on the district's website at www.sangerisd.net. Hard copies of any reports are available upon request to the district's administration office.
TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division (https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

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

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.
The test shall be offered on November 6, 2024 and March 25, 2025 at 8:00 AM at Sanger High School. Contact the principal for information about this opportunity.

Birthday Celebrations/Invitations (Grades Pre-K-5)

We welcome store-bought treats for your child's birthday celebration in grades Pre-K-5. Treats can be dropped off in the front office of your child's campus, and we will deliver them to the teacher in the child's homeroom.

To avoid hurt feelings, birthday party invitations will only be handed out in class if all children are invited. Invitations to be delivered to students outside your child's homeroom class must be done outside the school day.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.
Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student

- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school
- Infringes on the rights of the victim at school

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

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

Bullying is prohibited by the district and could include:

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

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey about school culture that includes relevant questions on bullying to identify and address student concerns.
Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.
If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.
A student may anonymously report an alleged incident of bullying by accessing the STOPit App.
The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.
If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying.
The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.
Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.
Any retaliation against a student who reports an incident of bullying is prohibited.
Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.
The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments**]
A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.
A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).
[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels), Hazing (All Grade Levels)**, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

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

- Animal science
- Audio and Video Production
- Automotive Technology
- Business Marketing and Management

- Criminal Justice
- Culinary Arts
- Education and Training
- Engineering, Robotics, Drones
- Exercise and Wellness
- Fashion Design
- Graphic Design
- Health Sciences
- Plant Science
- Welding

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

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.
District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.
The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.
For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.
[See **Nondiscrimination Statement (All Grade Levels)** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.
Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.
[See **Food Allergies (All Grade Levels)**]

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

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children. The plan is available at www.sangerisd.net. Abuse includes physical abuse, including sexual abuse, and psychological and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [**Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**.]

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression

- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

Description and Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community
- Older romantic partners

Additional warning signs of labor trafficking in children include:

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

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**.]

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

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

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. DFPS also manages early intervention counseling programs.

To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County (http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

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

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

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- Child Welfare Information Gateway (https://www.childwelfare.gov/pubPDFs/whatiscan.pdf)
- KidsHealth, For Parents, Child Abuse (https://kidshealth.org/en/parents/child-abuse.html)
- Office of the Texas Governor's Child Sex Trafficking Team (https://gov.texas.gov/organization/cjd/childsextrafficking)
- Human Trafficking of School-aged Children (https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children)
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault (https://taasa.org/product/child-sexual-abuse-parental-guide/)
- National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools (https://safesupportivelearning.ed.gov/human-trafficking-americas-schools)

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

See APPENDIX C: Academic Achievement Class Ranking

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

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

[See **Schedule Changes (Middle/Junior High and High School Grade Levels)**) for information related to student requests to revise their course schedule.]

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

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program**]
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2024 term through the spring 2026 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice about the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See **Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)** for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation (Secondary Grade Levels Only)** for information associated with the foundation graduation program.]

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

College Credit Courses (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or college preparatory

- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN)
- Enrollment in courses taught in conjunction and in partnership with North Central Texas College, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities
- Admission to these programs is based on the completion of prerequisites as outlined in the course catalog.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. [See **Fees (All Grade Levels)**for more information.]

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)**for information on CTE and other work-based programs.

For dual credit purposes, all these methods have eligibility requirements and must be approved before enrollment in the course. Please see the school counselor for more information.

Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

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

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by emailing the student's campus PEIMS secretary.

Automated Emergency Communications

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

[See **Safety (All Grade Levels)** for information about contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.
Standard messaging rates of your wireless phone carrier may apply.
If you do not wish to receive such communications, please contact your child's principal. [See **Safety (All Grade Levels)** for information about contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.
For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.sangerisd.net.The complaint forms can be accessed at the principal's or superintendent's office.
To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.
If the concern is not resolved, a parent or student may request a conference with the superintendent.
If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior — on and off campus, during remote and in-person instruction, and on district vehicles — and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.
During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately before the summer period apply, unless the district amends either or both documents for summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at www.sangerisd.net.

Deliveries

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

Disruption of School Operations

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

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

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

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

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

Social Events

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

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

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

Counseling

The district has a comprehensive school counseling program that includes:

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

- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

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

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

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

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

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

[See **Scholarships and Grants** for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should notify the administrator, teacher, or the

counselor. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.
If your child has experienced trauma, contact the school counselor for more information.
[See **Mental Health Support (All Grade Levels)**, **Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)**, and **Dating Violence**.]

Course Credit (Secondary Grade Levels Only)

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

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

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.
Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."
The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [See **Attendance for Credit or Final Grade (All Grade Levels)**.]
If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.
[See the school counselor and policy EHDB(LOCAL) for more information.]

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

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.
The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.
The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.
When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

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

Students in Grades 1-5

A student in grades 1-5 is eligible to accelerate to the next grade level if the student meets all of the following requirements:

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

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

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

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

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

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

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

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

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures.**

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating,

threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.
Examples of dating violence against a student may include, but are not limited to:

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

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.
The counselor's office has information about the dangers of dating violence and resources for seeking help.
For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier (https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf)
- The CDC's Preventing Teen Dating Violence (https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html)

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**]

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.
Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation
- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

Sexual Harassment and Gender-Based Harassment

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

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

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

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

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

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

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact the student's campus counselor for pregnancy-related accommodations.

Retaliation

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by the FFH series of policies. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Birthday Celebrations/Invitations (Grades** Pre-K-5)

We welcome store-bought treats for your child's birthday celebration in grades Pre-K-5. Treats can be dropped off in the front office of your child's campus, and we will deliver them to the teacher in the child's homeroom.

To avoid hurt feelings, birthday party invitations will only be handed out in class if all children are invited. Invitations to be delivered to students outside your child's homeroom class must be done outside the school day.
Bullying (All Grade Levels)]
The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by the FFH series of policies.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.
To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.
If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.
During an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.
If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.
All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).
A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**]

Distance Learning (All Grade Levels)

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.
If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal before enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.
[See **Remote Instruction**]

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

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

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

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

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

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

School Materials

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

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

Nonschool Materials

From Students

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

The campus principal is responsible for designating time, place, and manner of restrictions for distribution of non-school literature from students for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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

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

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory

materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.
To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the ***Superintendent*** for prior review. The ***Superintendent or designee*** will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]
The ***Superintendent or designee*** has designated the campus administrative offices as the location for approved nonschool materials to be placed for voluntary viewing or collection.
Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

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

Elementary Dress and Grooming (PK – 5)

The elementary dress and grooming policy apply 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:

APPROPRIATE ATTIRE
Students are expected to come to school in clothes that are clean, neatly kept, and modest in nature.

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.

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 the longest fingertip when standing upright with arms at the side and hand open.

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

Shirts, blouses, and dresses that reveal undergarments or cleavage, exposed skin when sitting, bending, or reaching.

Exposed undergarments, including bra straps and boxer/briefs
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.

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.

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.

Hair color must be a natural color.

Distracting styles will not be allowed.

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.

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 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.

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.

Secondary Dress and Grooming (6-12)
The secondary dress and grooming policy apply 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:

APPROPRIATE ATTIRE
Students are expected to come to school in clothes that are clean, neatly kept, and modest in nature.

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.

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 the longest fingertip when standing upright with arms at the side and hand open.

Spandex shorts are prohibited.-

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

Shirts, blouses, and dresses that reveal undergarments or cleavage, exposed skin when sitting, bending, or reaching.

Exposed undergarments, including bra straps and boxer/briefs.

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.

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.

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.

Hair color must be a natural color.

Distracting styles will not be allowed.

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.

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.

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.

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.
In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See **Required State Assessments** and **Standardized Testing**.]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See **Consent to Conduct a Psychological Evaluation**.]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact your student's campus principal.
[See **A student tardy to class may be assigned to detention hall or given another** appropriate consequence. Check with your student's campus for specific tardy policies.
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels).]

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

The district permits students to possess personal cell phones and other telecommunication devices for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See **A student tardy to class may be assigned to detention hall or given another** appropriate consequence. Check with your student's campus for specific tardy policies.
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels) for graphing calculator applications on computing devices.]

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.
Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.
The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.
If a student uses a telecommunication device without authorization during the school day, the device will be confiscated. The student/parent may pick up the confiscated telecommunications device from the principal's office for a fee of $15.
Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]
In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches and Investigations** and policy FNF for more information.]
Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).
All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "Before You Text" Bullying and Sexting Course (https://txssc.txstate.edu/tools/courses/before-you-text/), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

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

Your right to use and possess a Sanger ISD device terminates no later than the last day of the school year, unless earlier terminated by Sanger ISD, or upon withdrawal from the district. Per Texas State Education Code 31.104 (d), if technological equipment is not returned in an acceptable condition or paid for, the district or school may withhold the student's records. Students who are transferring from one campus to another within Sanger ISD or are assigned to DAEP must turn the device in to the campus principal or the principal's designee.

End-of-Course (EOC) Assessments

[See **Graduation (Secondary Grade Levels Only)** and **Standardized Testing**.]

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

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

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

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

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

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

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

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

[See UIL Texas (https://www.uiltexas.org/) for additional information on all UIL-governed activities.]

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

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks. However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), honors, or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

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

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

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

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

Fees (All Grade Levels)

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

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles**.]
- A maximum fee of $50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance

requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

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

Grading Guidelines (All Grade Levels)

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

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

[See **Report Cards/Progress Reports and Conferences (All Grade Levels)** for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law
- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA)

Testing Requirements for Graduation

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

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

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

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

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

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

[See **Standardized Testing**.]

Foundation Graduation Program

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

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

- Multidisciplinary Studies

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

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

Personal Graduation Plans will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

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

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	**Number of Credits: Foundation Graduation Program**	**Number of Credits: Foundation Graduation Program with an Endorsement**
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

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

Available Endorsements

A student must specify which endorsement to pursue upon entering grade 9.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Sanger High School provides the following to help students complete and submit the FAFSA or TASFA:

- *Classroom presentation on "NEXT STEPS" including senior timeline, application FAFSA/TAFSA support*
- *Individual "NEXT STEPS" meetings with counselor*
- *NEXT STEPS continued support includes:*
    - *Monthly Go Center support from UNT for applications - during Tribe Time and lunches*

- *NCTC Financial Aid support - during Tribe Time and lunches*
- *Monthly FAFSA/TAFSA/Application Night*

- *Informative presentation followed by individual support*

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out
- A school counselor authorizes the student to opt out for good cause

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a FAFSA or TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- A copy of a financial aid award letter from an IHE

Personal Graduation Plans

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

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

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

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

Please review TEA's Graduation Toolkit (https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

A student may, with parental permission, amend their personal graduation plan after the initial confirmation each school year during the course selection window. Reminder: Changes to the pathway courses could jeopardize the student's ability to receive a particular endorsement.

Available Course Options for All Graduation Programs

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

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

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

Certificates of Coursework Completion

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

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

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

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of their IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn a high school diploma but will only be allowed to participate in one graduation ceremony. [See policy FMH(LEGAL) for more information.]

Graduation Activities

Graduation activities will include:

- Senior Night
- Senior Breakfast
- Graduation Commencement

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not the same as graduating.

Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.
Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will be allowed to participate in the graduation ceremony and related graduation activities.

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies. A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.
[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]
[See **Student Speakers (All Grade Levels)** for student speakers at other school events.]

Graduation Expenses

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

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.
[See **College and University Admissions and Financial Aid (All Grade Levels)** for more information.]
Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**.]

Hazing (All Grade Levels)

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

- Any type of physical brutality
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the

elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated

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

[See **Birthday Celebrations/Invitations (Grades** Pre-K-5)

We welcome store-bought treats for your child's birthday celebration in grades Pre-K-5. Treats can be dropped off in the front office of your child's campus, and we will deliver them to the teacher in the child's homeroom.

To avoid hurt feelings, birthday party invitations will only be handed out in class if all children are invited. Invitations to be delivered to students outside your child's homeroom class must be done outside the school day.

Bullying (All Grade Levels) and policies FFI and FNCC for more information.]

Health — Physical and Mental

Illness (All Grade Levels)

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

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

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

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

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

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

Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the DSHS exemption form (https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:
Texas Department of State Health Services
Immunization Section, Mail Code 1946
P.O. Box 149347
Austin, Texas 78714-9347
The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.
The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.
If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.
For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis (All Grade Levels)**.
[See the DSHS's School and Childcare Vaccine Requirements (https://www.dshs.texas.gov/immunizations/school) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.
The district does not require or recommend that students be removed from school because of lice or nits.
If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.
More information on head lice is available on the DSHS website Managing Head Lice in School Settings and at Home (https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) and the Centers for Disease Control and Prevention's website About Head Lice (https://www.cdc.gov/lice/about/head-lice.html).
[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess their own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.
The district will not purchase nonprescription medication to give to a student.
In accordance with policy FFAC, authorized employees may administer:

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

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.
Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if they have written authorization from a parent and a physician or other licensed health-care provider. The student must also demonstrate to their health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.
If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.
[See also **Food Allergies (All Grade Levels)**.]

Unassigned Epinephrine Auto-injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine auto-injector" is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during regular on-campus school hours and when school personnel are physically on site for school-sponsored activities.

The District authorizes school personnel who have agreed in writing and been adequately trained to administer an unassigned epinephrine auto-injector in accordance with law and this policy.

Administration of epinephrine shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing anaphylaxis.

For additional information, see FFAC(LOCAL).

Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress.

The district will provide at each campus school personnel who are trained to administer prescription medication for respiratory distress during regular school hours.

"Unassigned medication for respiratory distress" means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists (All Grades)

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

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

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

Mental Health Support (All Grade Levels)

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

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

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

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

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

For related information, see:

- **Consent to Conduct a Psychological Evaluation** and **Consent to Provide a Mental Health Care Service** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- **Counseling** for the district's comprehensive school counseling program
- **Physical and Mental Health Resources (All Grade Levels)** for campus and community mental and physical health resources
- **Policies and Procedures that Promote Student**
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-
-
- **Physical and Mental Health (All** Grade Levels) for board-adopted policies and administrative procedures that promote student health

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten-grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.
For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters in accordance with policies at EHAB, EHAC, EHBG, and FFA.
For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3-12)

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

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

This examination is required to be submitted annually to the district.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to the required physical examination.
See the UIL's explanation of sudden cardiac arrest (https://www.uiltexas.org/health/info/sudden-cardiac-death) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

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

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

Other Examinations and Screenings (All Grade Levels)

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

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

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

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus. [See **Immunization (All Grade Levels)**.]

Diabetes

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

Food Allergies (All Grade Levels)

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis found on the DSHS Allergies and Anaphylaxis website (https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely

accessing the school environment. The district's food allergy management plan can be accessed at www.sangerisd.net.
[See **Celebrations (All Grade Levels)** and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the Seizure Management and Treatment Plan Form (https://tea.texas.gov/academics/tea-seizure-management-form.pdf) developed by the Texas Education Agency.
[See **A Student with Physical or Mental Impairments Protected under Section 504** and contact the school nurse for more information.]

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see **Medicine at School (All Grade Levels)**] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.
The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

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

- *The district full-time nurse:*
  Laura McFerren, RN
  Coordinator of Health Services
  291 Indian Lane, Sanger, TX 76266
  lmcferren@sangerisd.net
  (940)458-4377
- The Local public health authority, Denton County Public Health Dept., which may be contacted at (940) 349-2900.
- The local mental health authority, Denton County MHMR, which may be contacted at (940) 381-5000, choose #5 from the menu Policies and Procedures that Promote Student

Physical and Mental Health (All Grade Levels)
The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at www.sangerisd.net.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: the FFH series of policies
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.
The district has developed administrative procedures as necessary to implement the above policies and plans.
For more information about these procedures and access to the District Improvement Plan, please contact:

Jennie Flaa
Assistant Superintendent
601 Elm St., Sanger, TX 76266
jflaa@sangerisd.net
(940) 458-7438

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

Under District of Innovation, the SISD District Educational Improvement Committee (DEIC) will address the district's health education needs as they are aware of the needs of the district and the students. The DEIC will convene at least two times per year to address these needs as well as many others as necessary.
During the preceding school year, the district's School Health Advisory Council (SHAC) held *4* meetings. Additional information about the district's SHAC is available on the www.sangerisd.net.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at www.sangerisd.net.

[See **Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**, and policies BDF and EHAA. For more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

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

Jennie Flaa
Assistant Superintendent
601 Elm St., Sanger, TX 76266
jflaa@sangerisd.net
(940) 458-7438

Homework (All Grade Levels)

Please check with your student's campus for specific homework expectation and procedures.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

- To comply with an order of the juvenile court
- To comply with the laws of arrest
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court

- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety
- To comply with a properly issued directive from a juvenile court to take a student into custody

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day. For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for

documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.
If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.
Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by their parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.
If a student is 18 years of age or is an emancipated minor, the student may sign out of school. Documentation regarding the reason for the absence will be required.

During Lunch

All SISD campuses are closed and students are not allowed to leave during lunch without a parent.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.
Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.
The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.
The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade (All Grade Levels)**.]
A student Involved In an extracurricular activity must notify teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

Students will follow the same makeup work policy as their home campus.

Grades 9-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), the student will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at www.sangerisd.net.
The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Leann Loyless
Deputy Superintendent
601 Elm St., Sanger, TX 76266
Leann.loyless@sangerisd.net
(940) 458-7438

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in the FFH series of policies.
The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Kim Mills
Instructional Services Coordinator
Kimberly.mills@sangerisd.net
601 Elm St., Sanger, TX 76266
(940) 458-7438

For all other concerns regarding discrimination, see:

Dr. Tommy Hunter
Superintendent
601 Elm St., Sanger, TX 76266
Tommy.hunter@sangerisd.net
(940) 458-7438

[See policies at FB, the FFH series, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.

- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling**.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school. [See **Report Cards/Progress Reports and Conferences (All Grade Levels)**.]
- Becoming a school volunteer. [See **Volunteers (All Grade Levels)**and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: campus PTO and extra-curricular booster clubs.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:

Jennie Flaa
Assistant Superintendent
601 Elm St., Sanger, TX 76266
jflaa@sangerisd.net
(940) 458-7438

- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [**See School Health Advisory Council (SHAC) (All Grade Levels)** and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the second Monday of each month at 6:00 PM at the Sanger Sixth Grade Campus, 508 N. 7th Street, Sanger, TX 76266. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at 601 Elm Street, Sanger, TX 76266 and online www.sangerisd.net . [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay a fee of $20 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags**.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

Elementary and Middle/Junior High Grade Levels

In grades 4-8, promotion is based on an overall average of 70 on a scale of 100 based on course level, grade-level standard (Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in language arts and mathematics, and in either science or socials studies.

Repeating Prekindergarten -Grade 3 at Parent Request

A parent may request in writing that a student repeat prekindergarten, kindergarten, or grade 1, 2, or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.
A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification (Grades 9-12 Only)**.]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.
Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See **Leaving Campus (All Grade Levels)**.]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.
All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every 9 weeks by accessing the summary tab within the Ascender Parent Portal.

During the fourth week of a nine-week grading period, parents may access the summary tab within the Ascender Parent Portal to review a progress report of their child's performance in any course/subject. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal and superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines (All Grade Levels)**and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).
The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.
The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**.]

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above the current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which they are enrolled, unless otherwise required to do so by federal law.
A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science before high school.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

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

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.
There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.
Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.
Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.
STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.
An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation (Secondary Grade Levels Only)**.]
STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.
For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.
When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plan — Middle School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).
School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items:

- Identify the student's educational goals
- Address the parent's educational expectations for the student
- Outline an intensive instruction program for the student

[See the principal and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.
[See **Personal Graduation Plans** for information related to the development of personal graduation plans for high school students.]

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by reporting to any campus administrator or using the STOPit app.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.
The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Stop the Bleed Texas (https://stopthebleedtexas.org/).

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent
- That person cannot be contacted
- That person has not given the district actual notice to the contrary

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: automated calling, district website, social media, and local news and radio stations.

[See **Parent Contact Information** and **Automated Emergency Communications**.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing**.]

Schedule Changes (Middle/Junior High and High School Grade Levels)

Contact the campus counselor at your student's campus to discuss schedule changes.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Leann Loyless
Deputy Superintendent
601 Elm St., Sanger, TX 76266
Leann.loyless@sangerisd.net
(940) 458-7438

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact:

Office personnel at your student's campus for the appropriate application.

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

> "Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.
>
> "To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant

Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:
1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
Program.Intake@usda.gov
"This institution is an equal opportunity provider."

The responsible state agency that administers the program is the Texas Department of Agriculture (https://www.texasagriculture.gov/Home/Contact-Us), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).
The local agency that administers the program is the district. [See **Nondiscrimination Statement (All Grade Levels)** for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.]

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information about these policies and guidelines, see the principal.
[See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.
All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.
Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Leann Loyless
Deputy Superintendent
601 Elm St., Sanger, TX 76266
Leann.loyless@sangerisd.net
(940) 458-7438

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use. Please check with your campus librarian for specific times.

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student.

A parent who wants to access to the school's library or any available online catalog should submit a request to the principal.

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian. A district employee or parent may request the reconsideration of a library material by contacting the campus librarian or another administrator or by submitting a reconsideration of library material request on a form available in the District's administrative office.

For more information, see EFB(LOCAL).

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

Please contact your student's campus to identify the areas that are accessible to students.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).
A list of these groups is available in the principal's office.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.
A parent must provide permission for a student to participate in a field trip.
The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.
The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See **Fees (All Grade Levels)** for more information.]
The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.
District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see **Law Enforcement Agencies (All Grade Levels)**.]
District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.
In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.
If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.
Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources (All Grade Levels)** and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

The district's policy FNF(LOCAL) addresses board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations at www.sangerisd.net.

[See **Steroids (Secondary Grade Levels Only)**.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact:

Jennie Flaa
Assistant Superintendent
601 Elm St., Sanger, TX 76266
jflaa@sangerisd.net
(940) 458-7438

The Texas State Library and Archives Commission's Talking Book Program (https://www.tsl.texas.gov/tbp/index.html) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: pep rallies and eligible school-sponsored events. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit their name in accordance with policy FNA(LOCAL).

[See **Graduation (Secondary Grade Levels Only)** for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Check with your student's campus about summer school opportunities for remediation or course recovery.

Tardies (All Grade Levels)

A student tardy to class may be assigned to detention hall or given another appropriate consequence. Check with your student's campus for specific tardy policies.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.
The district selects instructional materials in accordance with state law and policy EFA.
The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.
If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.
A student who is issued a damaged item should report the damage to the teacher.
Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.
[For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)**.]

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.
The superintendent is authorized to investigate and approve transfers between schools.
[See **Safety Transfers/Assignments, Birthday Celebrations/Invitations (Grades** Pre-K-5)
We welcome store-bought treats for your child's birthday celebration in grades Pre-K-5. Treats can be dropped off in the front office of your child's campus, and we will deliver them to the teacher in the child's homeroom.

To avoid hurt feelings, birthday party invitations will only be handed out in class if all children are invited. Invitations to be delivered to students outside your child's homeroom class must be done outside the school day.
Bullying (All Grade Levels), and **A Student with Physical or Mental Impairments Protected under Section 504**, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips (All Grade Levels)**.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

Sanger ISD has identified areas around each campus where hazardous conditions may occur. Students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. These areas around each are identified on the district website (www.sangerisd.net).

Kiley Clements
Director of Transportation
797 N. Keaton, Sanger, TX 76266
kclements@sangerisd.net
(940) 458-3046

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for their child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact (940) 458-3046.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Observe all usual classroom rules
- Follow the driver's directions at all times
- Enter and leave the vehicle in an orderly manner at the designated stop
- Keep feet, books, instrument cases, and other objects out of the aisle
- Not deface the vehicle or its equipment
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle
- Be seated while the vehicle is moving
- Fasten their seat belts, if available
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle
- Follow any other rules established by the operator of the vehicle

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal who the district has designated to coordinate the implementation of and compliance with this law.

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

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

- The person poses a substantial risk of harm to any person
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).
[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

Sanger High School invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.
If you are interested in volunteering, please contact your student's campus principal.
Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.
A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and their parents are members of the committee.
Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after beginning grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten-grade 12.
TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix A: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.sangerisd.net/FFI. Below is the text of Sanger ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 5/31/2023

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.
For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited
The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples
Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards
In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation
The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

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

False Claim
A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Periodic Monitoring The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

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

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in

accordance with the Student Code of Conduct or any other appropriate corrective action.

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

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

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

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

Appendix B: Internet Safety Policy

The following is a contract between the student, parent or guardian, and the school system.

With access to such vast storehouses of information and instant communication with millions of people worldwide, material will be available that may not be considered of educational value by the District or which is inappropriate for distribution to children. The District has taken available precautions, including but not limited to enforcing the use of filters that block access to obscenity, child pornography and other materials harmful to minors. However, on a global network, it is impossible to control all material and an industrious user may obtain access to inappropriate information or material. Subject to staff supervision, technology measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes. The District firmly believes that the value of the information and interaction available on the Internet far outweighs the possibility that students and employees may procure material inconsistent with our educational goals.

All staff members must educate students about appropriate online behavior, including interactions with others on social networking sites/chat rooms and cyberbullying awareness and response. This may be done in various ways, such as once-a-year short training sessions, one-on-one education with individual students, and/or via educational handouts. It is also the responsibility of all staff members to monitor students' online activity for appropriate behavior.

As a student, I agree to the following terms and conditions:

- I will not use the Internet for transmission of any materials in violation any federal or state regulations. Transmission of copyrighted material threatening or obscene materials, materials protected by trade secrets, product advertisement or political lobbying is also prohibited.
- I will refrain from using profanity and vulgarities on the Internet. I will not use the Internet for illegal activities.
- I will not give my home address, location of my school, phone number or any personal information about myself or any other student or school personnel to anyone via the Internet.
- I understand that the use of e-mail or any other communications over the Internet are not private; any messages related to or in support of illegal activities may be reported to authorities.
- I understand that I am prohibited from conducting any actions that may endanger my safety, or the safety of other students/staff members while using any component of the school's internet access and/or network (email, chat rooms, etc.).
- I will not use the Internet in a way that would disrupt the use of the network by others.
- I will respect the trademark and copyrights of materials on the Internet and assume anything accessed via the network is private property.
- The school system and service provider are not responsible for any damages or losses resulting from using Internet services or information obtained from the Internet.

- If you discover any way to access unauthorized information or defeat any security measures, you must inform a teacher and/or principal immediately. You must not share any unauthorized information with any other user.
- Vandalism of any kind is prohibited. This includes stickers on the device, pen/pencil marks, etc.
- These terms and conditions shall be governed and interpreted in accordance with the laws of the state and the United States of America.
- I understand access to the Internet through Sanger Independent School District is a privilege. School authorities can deny any student access to the Internet at any time, and their decisions are final.

Appendix C: Academic Achievement Class Ranking

Consistent Application for Graduating Class

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

Calculation

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only in each of the following course categories:

- Four courses in English;
- Four courses in mathematics;
- Four courses in science;
- Four courses in social studies; and
- Courses in languages other than English.

The class rank calculation shall not include semester grades from a course that is retaken after a passing grade has been earned, and the new grade shall not be recorded on the transcript.

The calculation shall include failing grades until a failing grade is replaced with a passing grade.

Weighted Grade System

Categories

The District shall categorize and weight courses as Advanced, Level 2 Honors, and Level 1 Regular in accordance with provisions of this policy and as designated in appropriate District publications.

Advanced

Eligible Advanced Placement (AP) courses, dual credit courses, and On Ramps courses shall be categorized and weighted as Advanced courses.

Level 2 Honors

Eligible courses locally designated as honors shall be categorized and weighted as Level 2 Honors courses.

Level 1 Regular

All other eligible courses shall be categorized and weighted as Level 1 Regular courses.

Weighted Numerical Grade Average

The District shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:

Course Grade	Level 1 Regular	Level 2 Honors	Advanced
100	100	105	110
99	99	104	109
98	98	103	108
97	97	102	107

Course Grade	Level 1 Regular	Level 2 Honors	Advanced
96	96	101	106
95	95	100	105
94	94	99	104
93	93	98	103
92	92	97	102
91	91	96	101
90	90	95	100
89	89	94	99
88	88	93	98
87	87	92	97
86	86	91	96
85	85	90	95
84	84	89	94
83	83	88	93
82	82	87	92
81	81	86	91
80	80	85	90
79	79	84	89
78	78	83	88
77	77	82	87
76	76	81	86
75	75	80	85
74	74	79	84
73	73	78	83
72	72	77	82
71	71	76	81
70	70	75	80
Below 70	0	0	0

No points shall be added to failing grades.

The District shall record unweighted numerical grades on student transcripts.

Exception If a student earns a passing grade in only one semester of a course and the combined grade for both semesters is greater than 70, the District shall include in the calculation of class rank the average of the two semester grades in place of the failing semester grade, in accordance with administrative regulations.

Transferred Grades When a student transfers grades from courses that would be eligible under the Level 1 Regular category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to those grades based on the categories and grade weight system used by the District only if an equivalent course is offered to the same class of students in the District.

Letter Grades

Transferred letter grades shall be recorded as follows:

Letter Grade	Numerical Grade
A+	98
A	95
A-	93
B+	88
B	85
B-	83
C+	78
C	77
C-	76
D+	73
D	72
D-	71
F	69

Numerical Grades

If a student transfers in from an out-of-state district with a passing grade that is 69 or below, the District shall award the student a grade of 70 to be used in the calculation of class rank.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the third nine-week grading period of the senior year.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest ranking, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation;
2. Have completed the foundation program with the distinguished level of achievement; and

3. Be graduating after exactly eight semesters of enrollment in high school.

Breaking Ties

In case of a tie in weighted numerical grade averages after calculation to the fourth decimal place, the District shall apply the following methods, in order, to determine recognition as valedictorian or salutatorian.

1. Count the number of AP courses taken by each student involved in the tie.

2. Calculate a weighted numerical grade average using only eligible grades in AP courses taken by each student involved in the tie.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

Highest-Ranking Graduate

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

Appendix D: Grading Guidelines

SANGER ISD GRADING GUIDELINES (ALL GRADE LEVELS)

Philosophy

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or course in a sequence of courses. EIA(LOCAL).

Learning standards are concise written descriptions of what students are expected to know and be able to do at a specific stage of their education. Assignments, assessments, projects, and other instructional activities shall be designed so that each student's performance indicates a measurable level of mastery. Therefore:

- A grade is a measurement of a student's mastery of the learning objective.
- Best practices and district expectations occur when teachers clearly communicate learning objectives to students and provide clear guidelines for how work is assessed.
- Grades reflect mastery of the TEKS/SEs and not classroom behavior, participation, attendance, tardies, lack of supplies, or improper format when the format is not a part of the objective.

Guidelines for grading shall be clearly communicated to students and parents.

- During each grading period, a sufficient number of grades are taken to support the grade average assigned.
- The District shall issue grade reports/report cards every quarter in a manner approved by the Superintendent or designee.
- Performance shall be measured in accordance with this policy and the standards established in EIE(LOCAL).

Mastery of Texas Essential Knowledge and Skills

Sanger Independent School District has provided a well-balanced curriculum on the state-prescribed Texas Essential Knowledge and Skills (TEKS). Students will have the opportunity to master the knowledge, skills, and competencies established by the district curriculum and state standards.

SISD will utilize ongoing mastery assessments to determine which students are in need of remediation (re-teaching and acceleration). The use of benchmark tests, teacher-developed tests, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

Definition of Formative and Summative Assessments

Formative assessments are those assessments that are done frequently to help drive classroom instruction. These may include class work, daily assignments, quizzes, exit tickets, etc. that are completed during an instructional unit.
Summative assessments are those assessments that are done to gauge student learning at the completion of an instructional unit. Examples include unit assessments, tests, projects, presentations, etc. Before a summative grade is assigned, the teacher is to have adequately taught the concept, and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice with specific feedback. Major or long-term projects should be closely monitored with two or three formative grades at set intervals prior to the summative grade.

Absences

Students must be in attendance for at least 90 percent of the days school is in session in order to receive credit for the school year. If students do not meet this requirement, only a principal or an official attendance committee can consider grade-level advancement FEC(LEGAL).

Homework

Sanger ISD embraces current research that indicates a healthy, rested student with a well-rounded life outside of academics is an optimum learner. Homework will be assigned in the event of a major project that needs additional time for completion. If students did not complete their classwork in a reasonable period of time or were excessively off task during an assignment, they would need to bring it home to complete it. Students enrolled in Honors/Advanced/Dual Credit classes may be required to complete outside assignments at the teacher's discretion. Homework should never be a disciplinary measure, nor should its purpose be to teach the characteristics of responsibility.

Late Work

Assignment due dates are set by the teacher and communicated to the students. Late work is any assignment that is not turned in on the day it is due except when a student is absent from class.

- Assignments must be completed and turned in on the assigned date to receive full credit.
- If a student fails to complete daily work or homework, the teacher will implement intervention strategies to assist the student in completing the assignment, which will include the involvement of the parent.
- On-level courses per nine weeks - Students may submit four late assignments with ten points deducted for each day up to four days. Upon the fifth day, the maximum grade will be 50. Beyond four late assignments, it is up to the teacher’s discretion whether or not to accept the late assignment.
- Honors and AP Courses per nine weeks - Students may submit two late assignments with ten points deducted for each day up to two days. Upon the third day, the maximum grade

will be 50. Beyond two late assignments, it is up to the teacher's discretion whether or not to accept the late assignment.

Once the summative assessment has been administered and feedback has been provided to students, formative work from that unit of study will no longer be accepted by the teacher.

Makeup Work

Students shall be expected to make up assignments or assessments after an absence. The district will not impose a grade penalty for makeup work. Students will receive missed instruction, and alternative assignments may be given to determine their mastery of learning objectives.

- Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
- Under extenuating circumstances, such as long-term illness or family emergencies, teachers may give students more than one day for each missed day to make up assignments.
- A student suspended from his/her regular classes is to request makeup work when he/she returns to school. The student will be given the number of days absent to make up assignments unless there is an extenuating circumstance.
- School-related absences are given the same amount of time to complete makeup work as non-school-related absences. Students absent from class due to school-sponsored activities are instructed to speak with their classroom teachers prior to the planned absence.
- A student should not, on the day of returning to school, be required to take a quiz or test. The student should be afforded the opportunity to complete content, test review, and ask clarifying questions of the teacher before a test is given.
- Make-up tests or quizzes should be administered before/after school or during tutorial times to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day.
- Exceptions may be granted by the campus administration in extenuating circumstances.

Corrections/Re-do Work EIA(LOCAL)

Sanger ISD allows students the opportunity to make corrections on assignments or re-do quizzes, assessments, or projects that reflect mastery of the course TEKS/SEs in which the student has not met mastery of 70%. Corrections on assignments or re-do quizzes, assessments, or projects must be completed within ten days of receiving a grade. In order to support mastery, teachers shall provide appropriate interventions before/after school or during tutorial times. Students are required to receive intervention before re-doing any quiz or assessment. The re-do of quizzes and assessments can be similar to the original, or it can be an alternate version of the original, including an oral quiz or assessment.

The corrections/re-do of assignments, quizzes, assessments, or projects does not apply to work that was subject to a penalty due to academic dishonesty, STAAR simulations, or work turned in late. The new grade for the corrections/re-do shall reflect student mastery and will be graded

starting at 100. The highest grade reported for the corrections/re-do will be 70%. Students must complete the intervention and corrections/re-do before the end of each progress report grading period.

If 50% of all the students on a single assessment do not demonstrate mastery, the teacher is obligated to reteach and retest during class time. Students with three or more zeros on assignments over the assessed material may be excluded from the calculation.

Report Cards/Progress Reports and Conferences

At the end of each grading period, student's grades are available through the online parent portal to inform parents of the student's progress in the course. Additionally, interim progress reports shall be issued for all students after the third and sixth week of each grading period. Electronic report cards and interim progress reports are designed to be convenient and easy for parents to access their student's grades while supporting the district's efforts to reduce printing. Parents may request a printed copy of report cards and progress reports to be sent home with the student.

Teachers shall initiate parent contact within three (3) days from the time interim progress reports are available for students whose average is below 70. Teachers shall also initiate parent contact at the end of each grading period for students whose average is below 70. All communication should be documented and kept by the teacher.

Questions about grading calculations should first be discussed with the teacher; if the question is unresolved, the student or parent may request a conference with the principal.

When reporting and recording any failing grade below 50 for the grading period on the report card, teachers must provide evidence of the actions taken to remediate the student. This must include parental contact, reteaching, tutorials, etc. Evidence must be provided to the campus administrator before grades are posted.

Teachers are required to update grades by Thursday of each week.

Academic Dishonesty

Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties and grade penalties on assignments or tests. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employees, taking into consideration written materials, observation, or information from students. Classroom teachers are expected to communicate with the student's parents when academic dishonesty is discovered. Administrators will communicate disciplinary consequences.

Academic dishonesty includes but is not limited to:

- Copying work for homework, test, or any other assignment, whether verbally, in written form, or electronically.

- Allowing another student to copy your work for homework, test, or any other assignment, whether verbally, in written form, or electronically.
- Presenting collaborative work as individual work.
- Fabricating data, information, or sources.
- Using unauthorized help or information during the completion of an assignment or assessment. This may include textbook answer keys, study guides such as Sparknotes, cheat sheets, cell phones, or other physical or online sources.
- Asking about or sharing questions and/or answers to quizzes and exams.
- Submitting the same work for more than one assignment without express permission from your teacher(s).
- Altering corrections or scores with the intent of changing your grade.
- Leaving an online assessment screen, such as Canvas, during the assessment for any reason without a teacher's permission.
- Using answers or essays generated through artificial intelligence (AI) programs such as ChatGPT.

Consequences are per course:

First Offense

- If 20% or more of an assignment is determined to be generated by artificial intelligence or plagiarized, the assignment will be redone
- Academic dishonesty, not including the use of AI or plagiarism, will result in a grade of zero for the assignment, along with reassessment for a maximum grade of 50
- One day of Saturday School
- Notify the National Honor Society sponsor, extracurricular coaches/sponsors if applicable

Second Offense

- A grade of zero for the assignment with no reassessment allowed
- One day of In-School Suspension
- Notify the National Honor Society sponsor, extracurricular coaches/sponsors if applicable

Third Offense

- A grade of zero for the assignment with no reassessment allowed
- Three days of In-School Suspension
- Notify the National Honor Society sponsor, extracurricular coaches/sponsors if applicable

Evaluation of Grades/Credit from Foreign Countries or Non-Accredited Schools

We do not accept credit from non-accredited programs. Students coming from non-accredited schools may opt to show mastery through credit by examination. Foreign transcripts coming from an accredited school will be accepted, and the alpha grade will be converted to a numeric grade. For foreign transcripts with unconfirmed accreditation, the transcript will be evaluated; students may need to show mastery through credit by examination.

Transcript Recording From Non-SISD Schools

A student who transfers into the District shall receive the grades that were earned in courses at other accredited schools. Higher-level course credits earned shall receive grade points according to the list of higher-level courses offered in the District and the grade point scale used for credit earned in the District. Students shall not receive weighted grade points for courses not available in SISD, with the exception of International Baccalaureate courses. Letter grades will be converted as follows:

Letter Grade	Numeric Grade
A+	98
A	95
A-	93
B+	88
B	85
B-	83
C+	78
C	77
C-	76
D+	73
D	72
D-	71
F	69

If a student transfers in from an out-of-state district with a passing grade that is 69 or below, the District shall award the student a grade of 70.

HIGH SCHOOL GRADING GUIDELINES

Grade Computations for High School (Grades 9-12)

Percentage of Weight - High School

Summative Grades - 60% (core subjects) 50% (electives)
At least 3 recorded grades per grading period

One summative grade must be from a unit or combination of units for the nine week grading period. Other summative grades may come from tests, projects, term papers, and similar assignments.

Formative Grades - 40% (core subjects) 50% (electives)
At least 9 recorded grades per grading period for on-level and honors courses
At least 6 recorded grades per grading period for AP courses

Examples - Classwork, Quizzes, Homework, notebooks, journals, notes, and similar assignments

- No grades will be recorded for interim/benchmark assignments.

- When calculating a nine-week average, no single assignment/assessment grade may count as more than 20% of the total average, regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%.

Semester Grade Computation

Semester exams/projects are administered in all high school credit courses at the end of the fall and spring semesters. All semester exams/projects shall be comprehensive in nature and must measure mastery of the skills or content of the course. Any projects administered as a final must have a written component that counts as 25% of the project grade and will be administered on the date assigned for the semester exam. Any exceptions to this policy for the administration of semester exams must be made at the department level with principal approval.

Fall Semester Grade - first grading period average (45%), second grading period average (45%), semester exam (10%) = 100%

Spring Semester Grade - third grading period average (45%), fourth grading period average (45%), semester exam (10%) = 100%

Semester exam/project schedules will be published by the high school. The campus does not administer semester exams/projects earlier than the published schedule. Missed semester exams/projects shall be recorded as a "0" and should be made up according to the schedule published on the semester exam schedule.

UIL Eligibility

For the purposes of determining UIL eligibility:

- Grades will be posted by the official grading deadline (Refer to the TEA/UIL Academic Eligibility Calendar).
- A student who is missing assignments due to an absence at the end of a grading period should be given an incomplete.
- Students have five (school) days after the grade posting deadline to complete incomplete assignments.
- In accordance with TEC 74.30, courses that meet TEA guidelines for advanced level courses in the areas of RLA, mathematics, science, social studies, economics, or languages other than English have been designated as courses that may be exempt from "No Pass, No Play" requirements for Sanger ISD. *For a complete list of courses, please contact your campus counselor.*

Communication Timelines and Review of Curriculum Materials

- Student work/assessments that receive a numeric grade shall be entered into the grade book within five (5) school days of being given to the teacher, and feedback shall be given. This also includes makeup or missing work that is submitted.

- For projects/research papers and/or essays, students will be provided the opportunity to re-submit the assignment after receiving the grade/feedback if the grade is below 70%. This second submission is limited to a maximum grade of 70. Projects/research papers and/or essays shall be graded and returned within the same grading period that they are completed and submitted to the teacher. Expectations for long-term assignments include:

    - Tasks are actively monitored with timely feedback that tracks a student's work/progress toward mastery. Major corrections are addressed before a final grade is earned.
    - Teachers are expected to provide clear and consistent communication to students concerning deadlines and academic progress on any long-term assignment.

- Students who choose to resubmit projects/research papers and/or essays have five days from the original graded and returned projects/research papers and/or essays.

- After the third grade of "0" or "Missing Assignment" [M] is assigned to a student in a grading period, the teacher must contact the parent. If the problem persists, a student-teacher-parent conference is required.

Promotion, Retention, and Award of Credit - Grades 9-12

(Courses in which a STAAR EOC is not administered, including courses taken in grade 8 for high school credit)

Mastery of at least 70 percent of the objectives on formative and summative assignments shall be required.

1. Grade level advancement for students in grades 9 - 12 shall be earned by course credits.

    a. If a student earns a grade of 70 or above in a one-semester course, 0.5 credit for the course shall be awarded.

    b. If a student earns a grade of 70 or above in both semesters of a full-year course, 1.0 credit for the course shall be awarded.

    c. If a student earns a failing grade during the fall or spring semester in a full-year course, and the final average for the year is greater than or equal to 70, 1.0 credit for the course shall be awarded. This applies to Sanger High School courses from the fall and spring semesters of the same academic year.

    d. If a student earns a grade of 70 or above for one semester of a full-year course but not the other semester; only the credits from the past semester are awarded.

    e. Credit shall be awarded for a failed semester when it is repeated, and the student earns a grade of 70 or above. Both grades will be recorded on the transcript, and both grades will be factored into the GPA.

All high school students are classified as members of a particular class as of the first day of each school year. However, students who have not been promoted to a higher grade due to a lack of credits may be eligible for reclassification at the end of the first semester. In order to be considered for reclassification at the end of the first semester, the student must have an approved graduation plan. Students will be promoted based on total credits; however, only state credits will apply toward graduation. Minimum grade classification requirements for grade levels include:

Freshman	(09)	0 - 5 ½ credits
Sophomore	(10)	6 - 12 ½ credits
Junior	(11)	13 - 18 ½ credits
Senior	(12)	19 + credits
Graduate w/ Endorsement		26 credits

Summer School Grades

- A student failing the regular semester and attending summer school for that semester shall receive a passing grade for that course if the curriculum is mastered. That grade will be included in the calculation of the student's GPA.

- Students may take approved courses for acceleration. Students should confer with their counselor to approve courses. In those situations, the numeric grade the student receives in summer school will be factored into the GPA.

Dual Credit Courses

Students in Sanger High School may earn credit toward high school graduation by completing an approved college-level course in any accredited college or university under the following provisions:

1. Students interested in taking a course for dual credit must obtain a Dual Credit Agreement form from the student's counselor. This form will be signed by a school designee (counselor or administrator), the parent/guardian, and the student.

2. In addition to the completed Dual Credit Agreement form, the student must complete the college's Application for Admission and provide the college with an official high school transcript and SAT or ACT scores. If the SAT or ACT scores do not exempt the student from a college entrance exam, then the student must pass the TSIA2 placement test. Please look for testing dates and times at Sanger High School and or search your local colleges for dates, times, and costs of placement testing.

3. Credit for successfully completing one-semester college course(s) is earned in ½ credit increments according to the crosswalk agreement between the high school and college. College number grades that are considered "passing" for college credit will be converted to a high school numeric grade of 70, and high school credit will be awarded. Any grade below the high school's converted grade of 70 will result in no credit being awarded for any equivalent high school course.

4. Students do NOT earn high school credit for concurrent college classes. Students are required to show proof of enrollment in the course for a release for a concurrent class. Grades for concurrent enrollment are not posted on the transcript, nor are they provided a class period during the school day to complete coursework.

5. Students enrolled in Dual Credit courses will follow the grading policy within the syllabus created by their instructor under the direction of the cooperating higher education entity (e.g., NCTC syllabus).

Withdrawal from Dual Credit Courses

Should a student withdraw from a Dual Credit course, the campus will accept the withdrawal grade and place the student in a comparable high school course (AP). A drop form must be completed and submitted to the dual credit coordinator.

Course Level Changes

Course level changes may be requested during the following window (6th through 9th week of the first grading period) or at the end of the Fall semester for each course that offers a different level of the same course and again can be considered before the start of the second semester. To be considered for a transfer from an Honors or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and conferencing with his/her teacher. The parent must conference with the teacher before a course-level change will be considered. Space availability in the receiving course will be a consideration for a course-level change. On-level courses will not be overloaded during level changes.

- Students approved for a level change into a non-weighted course (e.g., Honors to on-level): The teacher of the weighted course will submit all graded assignments to the non-weighted teacher. Each assignment grade given must not be lower than a grade of 50.

- Students approved for a level change into a non-weighted course (e.g., Honors to on-level): The teacher of the weighted course will submit the grade for that grading period. The grade submitted must not be lower than a grade of 50. UIL eligibility will be determined using the nine-week grade prior to the level change. (i.e., the nine-week average prior to the grade submitted to the grading period.)

- Students approved for a level change into a weighted course (e.g., on-level to Honors): The teacher of the new weighted course will insert the grade average recorded by the previous teacher into all open assignments taken in the new course prior to the date of transfer. A level-up will only be allowed until the first progress report.

Dual credit level requests must additionally be made through the dual credit coordinator (along with an official NCTC form submission). Once a dual credit course is changed, students will be given a choice to be placed in the AP or regular level course (per the availability.)

Schedule Changes

- Schedule changes can significantly impact the calculation of the nine-week average. For students with disabilities, special education courses are determined by the Admissions, Review, and Dismissal (ARD) Committee.

- Schedule changes will be considered during the first week of each semester for the following reasons:

    - A student fails a required course, making a schedule adjustment necessary for graduation.

- Additional credit was earned, making a schedule adjustment necessary.

- The student does not have the prerequisite(s) or does not have courses needed for graduation.

  a. Change is needed as a result of a student being selected or administratively assigned to or taken out of a program; i.e., intervention, band, athletics, other classes requiring instructor approval.

  b. Change is needed to enable a student to graduate in the particular year.

  c. Class sizes must be balanced.

  d. Courses are canceled.

Class Rank Calculation EIC(LOCAL)

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

Class rankings are calculated on a scale of 100 and are computed on September 1st, January 30th, and June 30th.

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9-12 only in each of the following course categories:

- Four courses in English;
- Four courses in mathematics;
- Four courses in science;
- Four courses in social studies and
- Courses in languages other than English.

The class rank calculation shall not include semester grades from a course that is retaken after a passing grade has been earned, and the new grade shall not be recorded on the transcript.

The calculation shall include failing grades until a failing grade is replaced with a passing grade.

Graduation, Class Rank, and Honor Designations (Grades 9-12)

HIGHEST RANKING	The district shall recognize at the graduation ceremony a Valedictorian and Salutatorian. The Valedictorian/Salutatorian represents each class as the students whose weighted GPA comprises the top two students in the graduating class. To be eligible for recognition as a Valedictorian/Salutatorian, a student must have been continuously enrolled in the District high school

for four semesters immediately preceding graduation and have completed the Distinguished graduation program.

EARLY GRADUATES

To be eligible to graduate in three years, a student shall complete all coursework and exit-level testing required of other students in his or her freshman class.

A student wishing to graduate early shall complete an application and submit it to the counselor at least six weeks prior to the end of the student's sophomore year. Early graduates shall not be considered for valedictorian or salutatorian honors. Early graduates shall be included in calculating the top ten percent and shall be included in the list of honor graduates when applicable. Students who graduate in three years shall be eligible to participate in commencement ceremonies.

SUMMER GRADUATES

Students who graduate during the summer (before August 1st) shall be ranked with the class that graduated during the previous spring. Graduates who are deficient in credits shall not be eligible to participate in spring commencement ceremonies and shall not be considered for local scholarships awarded during the spring.

MID-YEAR GRADUATES

A student who graduates at the end of the fall semester shall be ranked among the students who will graduate during the upcoming spring. Students graduating at mid-year shall be ranked at the end of the year. Mid-year graduates shall be eligible to participate in spring commencement ceremonies and shall be considered for local scholarships awarded during the spring, provided they complete a local scholarship application form.

A student graduating after the end of the school year shall be ranked when all requirements are met. These students shall not be allowed to displace in-rank students who graduated at the end of the school year.

Weighted Grade System

The District shall categorize weighted courses as Advanced, Level 2 Honors, and Level 1 Regular in accordance with provisions of this policy and as designated in appropriate District publications. Eligible AP courses, dual credit courses, and OnRamps courses shall be categorized and weighted as Advanced courses. Eligible courses locally designated as honors shall be categorized and weighted as Level 2 Honors courses. All other eligible courses shall be categorized and weighted as Level 1 Regular courses.

MIDDLE SCHOOL GRADING GUIDELINES

Grade Computations for Middle School (Grades 7-8)

Percentage of Weight - 7th & 8th Grade

Summative Grades - 50%

At least 3 recorded grades per grading period

One summative grade must be from a unit or combination of units for the nine-week grading period. Other summative grades may come from tests, projects, term papers, and similar assignments.

Formative Grades - 50%

At least 9 recorded grades per grading period for on-level and honors courses

Examples - Classwork, Quizzes, Homework, notebooks, journals, notes, and similar assignments

- No grades will be recorded for interim/benchmark assignments.

- When calculating a nine-week average, no single assignment/assessment grade may count as more than 20% of the total average, regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%.

Semester Exams - Grades 7 & 8

Semester exams/projects are administered in all middle school credit courses at the end of the fall and spring semesters. All semester exams/projects shall be comprehensive in nature and must measure mastery of the skills or content of the course. Any projects administered as a final must have a written component that counts as 25% of the project grade and will be administered on the date assigned for the semester exam. Any exceptions to this policy for the administration of semester exams must be made at the department level with principal approval.

Fall Semester Grade - first grading period average (45%), second grading period average (45%), semester exam (10%) = 100%
Spring Semester Grade - third grading period average (45%), fourth grading period average (45%), semester exam (10%) = 100%

Semester exam/project schedules will be published by the middle school. The campus does not administer semester exams/projects earlier than the published schedule. Missed semester exams/projects shall be recorded as a "0" and should be made up according to the schedule published on the semester exam schedule.

Communication Timelines and Review of Curriculum Materials

- Student work/assessments that receive a numeric grade shall be entered into the grade book within five (5) school days of being given to the teacher, and feedback shall be given. This also includes makeup or missing work that is submitted.

- For projects/research papers and/or essays, students will be provided the opportunity to re-submit the assignment after receiving the grade/feedback if the grade is below 70%. This second submission is limited to a maximum grade of 70. Projects/research papers and/or essays shall be graded and returned within the same grading period that they are completed and submitted to the teacher. Expectations for long-term assignments include:

    - Tasks are actively monitored with timely feedback that tracks a student's work/progress toward mastery. Major corrections are addressed before a final grade is earned.
    - Teachers are expected to provide clear and consistent communication to students concerning deadlines and academic progress on any long-term assignment.

- Students who choose to resubmit projects/research papers and/or essays have five days from the original graded and returned projects/research papers and/or essays.

- After the third grade of "0" or "Missing Assignment" [M] is assigned to a student in a grading period, the teacher must contact the parent. If the problem persists, a student-teacher-parent conference is required.

Promotion, Retention, and Award of Credit - Grades 6-8

In grades 6-8, promotion to the next grade level shall be based on the following: an overall average of 70 on a scale of 100 based on course level, grade level standards (TEKS) for all subject areas, and a grade of 70 or above in language arts, mathematics, and in either science or social studies. [EIE(LOCAL)]

A student must pass both semesters or attain an average grade of at least 70 when averaging two semesters to be awarded credit for a high school credit course.

UIL Eligibility

For the purposes of determining UIL eligibility:

- Grades will be posted by the official grading deadline (Refer to the TEA/UIL Academic Eligibility Calendar).
- A student who is missing assignments due to an absence at the end of a grading period should be given an incomplete.
- Students have five (school) days after the grade posting deadline to complete incomplete assignments.

- In accordance with TEC 74.30, courses that meet TEA guidelines for advanced level courses in the areas of RLA, mathematics, science, social studies, economics, or languages other than English have been designated as courses that may be exempt from "No Pass, No Play" requirements for Sanger ISD. *For a complete list of courses, please contact your campus counselor.*

Course Level Changes

Course level changes may be requested during the following window (6th through 9th week of the first grading period) or at the end of the Fall semester for each course that offers a different level of the same course and again can be considered before the start of the second semester. To be considered for a transfer from an Honors or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and conferencing with his/her teacher. The parent must conference with the teacher before a course-level change will be considered. Space availability in the receiving course will be a consideration for a course-level change. On-level courses will not be overloaded during level changes.

- Students approved for a level change into a non-weighted course (e.g., Honors to on-level): The teacher of the weighted course will submit all graded assignments to the non-weighted teacher. Each assignment grade given must not be lower than a grade of 50.

- Students approved for a level change into a non-weighted course (e.g., Honors to on-level): The teacher of the weighted course will submit the grade for that grading period. The grade submitted must not be lower than a grade of 50. UIL eligibility will be determined using the nine-week grade prior to the level change. (i.e., the nine-week average prior to the grade submitted to the grading period.)

- Students approved for a level change into a weighted course (e.g., on-level to Honors): The teacher of the new weighted course will insert the grade average recorded by the previous teacher into all open assignments taken in the new course prior to the date of transfer. A level-up will only be allowed until the first progress report.

Dual credit level requests must additionally be made through the dual credit coordinator (along with an official NCTC form submission). Once a dual credit course is changed, students will be given a choice to be placed in the AP or regular level course (per the availability.)

Grade 6 GRADING GUIDELINES

Grade Computations for Grade 6

Percentage of Weight - 6th Grade

Summative Grades - 50%

At least 3 recorded grades per grading period

One summative grade must be from a unit or combination of units for the nine-week grading period. Other summative grades may come from tests, projects, term papers, and similar assignments.

Formative Grades - 50%

At least 9 recorded grades per grading period for on-level and honors courses

Examples - Classwork, Quizzes, Homework, notebooks, journals, notes, and similar assignments

- No grades will be recorded for interim/benchmark assignments.

- When calculating a nine-week average, no single assignment/assessment grade may count as more than 20% of the total average, regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%.

Communication Timelines and Review of Curriculum Materials

- Student work/assessments that receive a numeric grade shall be entered into the grade book within five (5) school days of being given to the teacher, and feedback shall be given. This also includes makeup or missing work that is submitted.

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- For projects/research papers and/or essays, students will be provided the opportunity to re-submit the assignment after receiving the grade/feedback if the grade is below 70%. This second submission is limited to a maximum grade of 70. Projects/research papers and/or essays shall be graded and returned within the same grading period that they are completed and submitted to the teacher. Expectations for long-term assignments include:

    - Tasks are actively monitored with timely feedback that tracks a student's work/progress toward mastery. Major corrections are addressed before a final grade is earned.

- Teachers are expected to provide clear and consistent communication to students concerning deadlines and academic progress on any long-term assignment.

- Students who choose to resubmit projects/research papers and/or essays have five days from the original graded and returned projects/research papers and/or essays.

- After the third grade of "0" or "Missing Assignment" [M] is assigned to a student in a grading period, the teacher must contact the parent. If the problem persists, a student-teacher-parent conference is required.

Promotion, Retention, and Award of Credit - Grades 6-8

In grades 6-8, promotion to the next grade level shall be based on the following: an overall average of 70 on a scale of 100 based on course level, grade level standards (TEKS) for all subject areas, and a grade of 70 or above in language arts, mathematics, and in either science or social studies. [EIE(LOCAL)]

A student must pass both semesters or attain an average grade of at least 70 when averaging two semesters to be awarded credit for a high school credit course.

Course Level Changes

Course level changes may be requested during the following window (6th through 9th week of the first grading period) or at the end of the Fall semester for each course that offers a different level of the same course and again can be considered before the start of the second semester. To be considered for a transfer from an Honors or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and conferencing with his/her teacher. The parent must conference with the teacher before a course-level change will be considered. Space availability in the receiving course will be a consideration for a course-level change. On-level courses will not be overloaded during level changes.

- Students approved for a level change into a non-weighted course (e.g., Honors to on-level): The teacher of the weighted course will submit all graded assignments to the non-weighted teacher. Each assignment grade given must not be lower than a grade of 50.

- Students approved for a level change into a non-weighted course (e.g., Honors to on-level): The teacher of the weighted course will submit the grade for that grading period. The grade submitted must not be lower than a grade of 50. UIL eligibility will be determined using the nine-week grade prior to the level change. (i.e., the nine-week average prior to the grade submitted to the grading period.)

- Students approved for a level change into a weighted course (e.g., on-level to Honors): The teacher of the new weighted course will insert the grade average recorded by the previous teacher into all open assignments taken in the new course prior to the date of transfer. A level-up will only be allowed until the first progress report.

ELEMENTARY SCHOOL GRADING GUIDELINES

Grade Computations for Pre-K-5th Grade

Pre-Kindergarten

Pre-Kindergarten students will receive a report card each grading period that reflects their mastery of the Pre-Kindergarten Guidelines.

The following rubric is used to indicate a student's progress in all reported areas:

3 = Mastered grade-level standards
2 = Approaching grade-level standards
1 = Insufficient progress on grade-level standards

Kindergarten and 1st Grade

Kindergarten and 1st-grade students will receive a standards-based report card that is based on students' progress on various performance measures administered throughout the grading period.

The standards-based report card grades provide an opportunity for students to demonstrate growth and development on the TEKS.

The following rubric is used to indicate a student's progress in all reported areas:

3 = Mastered grade level standards
2 = Approaching grade level standards
1 = Beginning progress on grade-level standards

Grade 2

The district will provide report card grades as numerical scores in core content areas as well as letter grades for Specials such as Music, PE, etc.

The letter grades for Specials are as follows:

E - Excellent
S- Satisfactory
N- Needs Improvement
U - Unsatisfactory

At least 9 grades should be given in reading language arts, and math during each grading period. At least 3 summative assessments must be given as well. These could include Math and Reading Unit Assessments, Fundations Assessments, projects/presentations, and/or choice board activities.

**Spelling tests are not to be utilized as a formative or summative grade. Spelling is incorporated into the Fundations Unit Assessments.

At least 6 grades should be given in science and social studies during each grading period.

All grades carry the same weight when determining the average for the grading period.

Grades 3-5

Percentage of Weight - 3rd-5th Grade

Summative Grades - 20%
At least 3 recorded grades per grading period
One summative grade must be from a unit exam. Other summative grades may come from written assignments, projects, presentations, choice board activities, or similar assignments.

Formative Grades - 80%
At least 9 recorded grades per grading period
Examples - Classwork, Quizzes, notebooks, journals, exit tickets, and similar assignments

The district will provide report card grades as numerical scores in core content areas as well as letter grades for Specials such as Music, PE, etc.

The letter grades for Specials are as follows:
E - Excellent
S- Satisfactory
N- Needs Improvement
U - Unsatisfactory

At least 9 grades should be given in reading language arts, and math during each grading period. This should include at least three summative assessments. These summative assessments should come from the following: at least one summative assessment, written assignment, project/presentation or choice board.

**Spelling tests are not to be utilized as a formative or summative grade. Spelling is incorporated into the Fundations Unit Assessments in 3rd grade.

At least 6 grades should be given in science and social studies during each grading period.

**District Unit Assessment grades will be used as summative assessment grades. Students have the opportunity to make corrections on these assessments for a grade of up to 70%.

Elementary Reporting Grades and Grading Period Averages

Progress Reports for Standards-based Grading (Grades K & 1)

Teachers will provide students with a progress report at week 4 of the grading period. This progress report will be paper-based, and it will provide parents with updated information regarding their child's progress on the standards (TEKS) covered during that time frame. Parents are asked to sign and return the report to the child's teacher upon receipt. The progress report will be based on the same grading scale as the report card. Teachers will provide additional comments regarding ways parents can assist in areas where the student is struggling.

Posting Grades (Grades 2-5)

Teachers are required to post all grades on the district electronic system and ensure that grades are updated and posted on a weekly basis. The system is used to record grades, average grades, and generate report cards.

Transfer Grades for Elementary Students

Students who are new to the district or who enroll after the start of a grading period shall receive grades depending on the time at which they arrive. If a student arrives with half of the grading period remaining, the report card grade will consist of a combination of the grade from the former school and grades earned at SISD. If students are coming from a district that uses a different grade system than SISD, the student's previous grades will be evaluated by the campus administrator to determine the correlation between the two grading systems.

Retention and Promotion

- Parents or guardians may elect for a student to
    - repeat prekindergarten
    - enroll in kindergarten if the child would have enrolled in kindergarten in the previous school year and has not yet enrolled in first grade, and
    - for grades one through three, repeat the grade the student was enrolled in the previous school year.

The election by the parent must be made in writing to the district. If the district disagrees with the parent election, it must convene a meeting of the retention committee. If a parent fails to meet with the committee, the student may not be retained based on the parent election.

Appendix E: Bus Rider Guidelines

The Goal of Bus Rider guidelines is to help provide information that will help ensure a safe and enjoyable experience for our children who ride the bus.

The school district is in need of your help and cooperation. It is important that every student understand the standards outlined in this handbook and be encouraged by his or her parents or guardians to follow the rules and regulations. Please read and discuss this handbook with your child(ren).

Video surveillance may be in operation on your child's bus to help maintain a safe and orderly bus environment. Federal law prohibits the school district from releasing the video to any member of the public except to law enforcement officials (Family Educational Rights and Privacy Act).

All Sanger ISD Campus and Transportation policies and rules are enforceable within 300 feet of any Sanger ISD bus stop or campus.

RIDER ELIGIBILTY

1. All riders shall be registered with the Transportation Center office.
2. We provide transportation on school buses to and from school for those children who live more than two miles away from the school they attend or hazardous routes to be determined by the Board.
3. The Board, after determining eligibility for transportation services, shall allow a parent to designate a child- care facility or the residence of a grandparent of the child instead of the child's residence as the regular location for purposes of obtaining transportation under the system to and from the child's school. Either designated location must be an approved stop on and an approved route.
4. All students who use District transportation shall board buses at authorized stops. Authorized bus stops shall be designated annually by the Superintendent or designee. Bus drivers shall load and unload passengers at authorized stops only.
5. Visiting riders are not eligible to ride the bus due to seating charts and capacity.

PROHIBITED ITEMS

Students are not allowed to bring animals or harmful objects on the bus (i.e., weapons, drugs, alcohol, tobacco,
fireworks, laser lights, flammables, etc.). Band instruments or class projects are allowed ONLY if they can be held in students' laps and not extended above chin level.

Education Code 370126 Disruption of Transportation: Except as provided by Section 37.125, a person commits an offense if the person intentionally disrupts, prevents, or interferes with the lawful transportation of children to or from school or an activity sponsored by a school on a vehicle owned or operated by a county or independent school district. An offense under this section is a Class C misdemeanor.

ACCIDENTS OR EMERGENCIES

1. Follow the driver's directions.
2. If you must leave the bus, stay in a group.
3. The following procedures will be used in an emergency situation.

    - Students will stay seated and wait for the driver’s instructions.
    - Leave the bus in a single file as quickly as possible.
    - Evacuation will start with the seat closest to the door.
    - Once outside the bus, follow the driver’s direction completely.
    - Students may not leave the scene of the accident until the police officer clears the area.

EXTRACURRICULAR TRIPS

1. Bus rider rules apply to all school-sponsored events.
2. Discipline will be the responsibility of the building principal and the trip sponsor.
3. The bus must return clean when returning from the trip.
4. Students leaving with a parent or guardian must sign out on the Sanger ISD release form.
5. Before leaving a contest, the student must make contact with their respective coach/sponsor .
6. A parent or guardian must sign the student out prior to leaving the contest.

PROCEDURES FOR WAITING FOR THE BUS

1. Be at your bus stop five minutes before time.
2. Students are required to wait a minimum of 20 feet from the edge of the roadway in an orderly group and remain there until the bus has come to a complete stop before loading.
3. Students shall move well away from the side of the bus after leaving the bus.
4. Students are not to rush the bus.
5. Students are not to get the mail from the roadside mailbox until the bus has departed.
6. Stand clear of the bus until it comes to a complete stop.
7. Parents/guardians should instruct their children on what procedures to follow if the bus is missed.

LOADING THE BUS

1. Scuffling, shoving, hitting, or fighting is prohibited on the bus and at designated bus stops. Student must keep all body parts and personal objects from contacting another student.
2. When the bus approaches, form a line (smallest to largest) and be prepared to load immediately.
3. Use handrails and steps.
4. Go directly to your seat and sit down. The bus will not move until all students are properly seated.

SEATING ON THE BUS

1. All students shall be assigned a specific seat on the bus.
2. Students will be assigned seating from front to back, with the younger students seated closest to the driver.
3. The driver will use seating assignments as a form of student management.
4. Upon parent request, siblings may be asked to sit together. (Older students will move forward).

BUS SAFETY RULES AND REGULATIONS

1. Remain seated at all times.
2. Sit in assigned seats at the driver's discretion.
3. Nothing may be extended out the windows at any time.
4. Emergency doors may not be entered or exited except for emergency purposes.
5. No type of weapon, explosive, fireworks, sharp or pointed articles will be permitted.
6. No type of alcoholic beverage, controlled drug, or substance will be permitted. No tobacco products will be permitted.
7. Students MUST follow the driver's and or aide's instructions at all times.
8. Cursing, obscenities, harassment, and scuffling are forbidden.
9. Students must not depart at unauthorized stops unless a school administrator grants approval.
10. No objects may be thrown from the bus windows.
11. Drivers are not required to wait for students at the bus stop or to sound the horn while students come out of their residences. Students must be at the stop before the bus arrives.
12. SISD students and staff are the only persons authorized to board the busses. Parents and guests must receive authorization from administrators to board.
13. No type of animal, bird, or pet is permitted on the bus.
14. Fighting is forbidden.
15. Students may not eat, drink, or litter while on the bus.
16. Students may be denied bus privileges and required to pay for any damage to any part of the bus, including seats.
17. Students may use cell phones on the bus. The device MUST BE KEPT ON SILENT, OR earbuds or headphones MUST be used. Transportation is NOT responsible for lost, stolen, or damaged earbuds, headphones, or devices. NO PHOTOS OR VIDEOS may be taken on the bus at any time.

DISCIPLINE

Bus Discipline Procedures: ***RIDING A SCHOOL BUS THAT SERVES THIS DISTRICT IS A PRIVILEGE.*** The driver is recognized as the authority on the bus and has control over daily operations. Cooperation of every rider is necessary for the safety and comfort of all.

1. The Transportation Director and Principal/ Asst. Principal of each campus shall be responsible for enforcing discipline on all buses. All transportation personnel are authorized to ensure that department and district discipline management guidelines are followed.

2. The Transportation Director and Principal/Asst. Principal will investigate a violation and contact parents by phone, mail, or Bus Violation Report if their child is involved in inappropriate behavior. If consequences dictate a suspension, the parent/guardian will be notified by phone or email delivery of the suspension dates.

3. Misconduct will be reported by the driver to the Transportation Director and Principal/Asst. Principal using a Bus Violation Report. Copies of the Bus Violation Reports will be sent to the parent, building principal and placed on file at the Transportation Department Office.

1st Offense: The student may be subject to disciplinary action, and written notice will be sent to the parent. The notice will inform the parent that if a second offense is committed, the student will be excluded from riding the bus for a minimum of 5 school days. **For severe behavior problems, a student may be suspended from the bus immediately for the number of days determined appropriate by the transportation director and principal.**

2nd Offense: A notice will be sent to the parent advising that the child is excluded from riding the bus for 5 days. The student may be subject to other disciplinary action.

3rd Offense: The student will be excluded from riding the bus for a period of 10 school days. The student will be subject to other disciplinary action.

4th Offense: The student will be excluded from the bus for the remainder of the semester. The student will be subject to other disciplinary action. Prior to the student being re-admitted to the bus in the next semester, the parent must contact the principal and give concrete assurance that the student's behavior will conform to rules and regulations.

EXCEPTION: IF A STUDENT'S CONDUCT SERIOUSLY JEOPARDIZES THE SAFETY OF THE OTHER STUDENTS AND/OR THE DRIVER OR ENGAGES IN ANY ILLEGAL ACTIVITY, A SUSPENSION WILL BE IMMEDIATELY PLACED INTO EFFECT.

DISCIPLINE REFERRAL PROCESS

The bus driver, Director of Transportation, and campus administrators are each responsible for portions of progressive discipline aimed at correcting inappropriate student behavior occurring on buses. The progression of discipline is as follows:

Verbal Counseling: Drivers constantly monitor the behavior of their passengers and, as such, regularly provide oral guidance and reminders of appropriate behavior and applicable rules. This counseling may be accompanied by additional on-bus consequences such as temporary seat assignments. Where minor infractions are not corrected, or notable infractions occur, the driver will follow up the verbal counseling with documentation on the student's transportation discipline record. The date and discipline shall be recorded.

Written Referral: Where significant misconduct occurs or continued documented verbal counseling has not been effective, the driver may initiate a written referral. The student will be told that a written referral is being submitted to the Director of Transportation. Upon receipt of a written referral, the Director of Transportation will obtain the necessary feedback from the driver of the bus. The Director of Transportation will then notify the Principal or Assistant Principal, who will investigate the violation. The investigation process is subject to include:

- Current referral piece
- Bus Driver communication
- Transportation Director Communication
- Students involved in the infraction and their role in the infraction.
- A student who witnessed the infraction
- Prior bus referral history that has been reported
- Prior disciplinary history

Suspension of Bus Privilege: After the parent/guardian has been notified of a Discipline Referral and the possibility of bus suspension, any subsequent written discipline notices may result in the suspension of bus privilege. Once the Transportation Director and/or Principal or Assistant Principal has investigated the referral and determined that suspension is warranted, the parent/guardian will be notified that the suspension will start the next school day. The first suspension will be a minimum of five days. The student may be subject to other disciplinary action.

Appeal Process: The student or parent of a student who has been suspended from receiving transportation entitlement may appeal a decision by submitting a formal written request to the respective administrator.

Appendix F: Sanger High School Discipline Management Plan

The Sanger ISD Student Code of Conduct contains the school district's requirements for student conduct and behavior while at school or under the school's jurisdiction. The Code of Conduct also explains the kinds of disciplinary action school officials can take in response to violations of the rules for student conduct and the steps involved in taking disciplinary action.

The SHS discipline management plan is based on a point system. When a student accumulates 30 points a parent conference will be held with the administration. When a student accumulates 50 or more points a disciplinary conference will be held to determine disciplinary placement.

An explanation of the system is listed in the preceding sections:

Tiered Consequences Chart		
Tier I Behaviors	**Points**	**Consequence**
Running in hallways Refusal to turn in work Excessive time out of class (Not Skipping) Throwing of items that do not have the potential of causing physical harm Name calling/Cursing Excessive tardies Public Display of Affection Failure to follow directions Bus Referral Failure to wear Student ID	2 - 1st offense 3 - 2nd offense 5 - Each after 3rd offense	Student Conference Parent Conference Detention Friday/Saturday School

Tier II Behaviors	**Points**	**Consequence**
Racial Slurs	3-5	Friday/Saturday School
Horseplay (non-aggressive)		School Assigned Community Service
Skipping Class	5	ISS
Leaving classroom without permission	2-10	
Excessive Public Display of Affection	3-5	
Academic Dishonesty	5-10	
Misbehavior during safety drill	5-10	
Failure to Respect the Property of Others	5-10	
Failure to attend Tribe Time	2-5	ISS
Failure to attend Detention	5-10	ISS
Failure to attend Saturday School	5-10	ISS

Tier III Behaviors	Points	Consequence
Cursing toward Staff	3-5	ISS
Using Racial Slander toward Student/Staff	3-5	OSS
Insubordination with staff	5	DAEP Hearing
Throwing items with the potential of causing physical harm	5	
False alarm not resulting in an emergency response.	5	
Horseplay leading to aggression	10	
Theft of Property	15	
Allowing unauthorized access into the building	15	
Fighting	30	
Bullying/Harassment	15-30	
Vandalism/Destruction of School Property	10-30	
Leaving building without permission	15-50	
Possession or distribution of e-cig, vape, tobacco, or alcohol in part or in whole.	15-50	
Persistent Tier II Behaviors		

Tier IV Behaviors	Points	Consequence
Aggressive physical contact with staff	50	DAEP Hearing
Possession or under the influence of alcohol, controlled substance, or illegal drug, vape, vape contraband		
Possession of a weapon on campus		
Assault		
Lewd Acts		
Sexual Infractions		
Unlawful Entry/Trespassing		
Possession of Fireworks		
Persistent Tier III behaviors		

The chart above does not cover every possible behavior/infraction. It is meant to be used as a guide. The consequences applied will be the final decision of the Administration. Additional changes will be made as behaviors/infractions are identified.

Dress Code Procedures		
Offense	**Points**	**Consequence**
1st offense	1	Students provided an opportunity to change. Students are placed in ISS until the change of clothes has occurred. Phone call made by front office staff to parent. Situation documented.
2nd offense	2	Student assigned detention. Students provided an opportunity to change. Students are placed in ISS until the change of clothes has occurred. Phone call made by administrator. Situation documented.
3rd offense	2	Student assigned ISS. Phone call made by administrator. Situation documented.
4th offense +	2	Students are assigned discipline as appropriate by the SISD Student Code of Conduct.

It is common for a student to fix their dress code violation after being addressed by staff members (ex: a student unrolls shorts after being dress coded for shorts violation.) If a student is dress coded by a staff member, they must change clothing regardless of the ability to "fix" the current clothing infraction.

Technology Confiscation		
Offense	**Points**	**Consequence**
Misuse of technology as defined in the SISD Student Code of Conduct.	5-10	1. Pay Technology Fee of $15 2. School assigned community service (no less than 5 hours) 3. Detention 4. Saturday School 5. ISS (possible campus community service)

It is at the discretion of the administrator which consequence is utilized.
Factors influencing the decision will include the severity of the offense and number of offenses.

Tardy System		
Offense	**Points**	**Consequence**
1st & 2nd Offense	2	Documented and classroom warning.
3rd Offense	3	Administration assigned detention. Phone call home.
4th Offense +	5	Saturday School ISS

Attendance is the greatest single factor a student can control that will impact their academic success. Tardy referrals past 4 offenses will be assigned consequences at the discretion of administration. Tardy counts reset at semester.

A tardy is defined as not being in the room making an effort to be in the designated location for instructional purposes.

Attendance is the greatest single factor a student can control that will impact their academic success. Tardy referrals past 6 offenses will be assigned consequences at the discretion of administration. Tardy counts reset at semester.

Non-Negotiables		
Offense	**Points**	**Consequence**
The use of any device that has the capability to record audio or visual (including but not limited to cell phones, tablets, computers, etc.) in the locker room or bathroom.	10-30	1st offense: 1 days ISS 2nd offense: 3 days ISS 3rd offense: Removal of technology access on campus, consideration of DAEP placement
Cursing toward staff	5-10	1st offense: 1 day ISS 2nd offense: 3 days ISS 3rd offense +: Consideration of DAEP placement
Skipping Class	5	1st offense: 1 day ISS 2nd offense: 3 days ISS 3rd offense +: ISS/Saturday School/DAEP options considered
Refusal to complete classroom work.	5	1st offense: 3 Days Lunch Detention 2nd offense: 1 Day of ISS 3rd offense: +: Additional days of ISS/OSS/DAEP Hearing will be considered.
Cell Phone use during class	5	1st offense: Technology confiscation policy.

Cell Phones must be turned off and inside the backpack (not a side pocket) while the student is on campus.		2nd offense: 1 Day of ISS 3rd offense: 3 Days of ISS 4th offense +: Additional ISS/OSS/DAEP Hearing considered.
Possession of a weapon or object with the intent to use as a weapon.	15	DAEP Hearing ** Any student found to be in possession of any prohibited item is subject to random search protocol for the remainder of the school year.**
Possession of vape, e-cig, tobacco, or alcohol in part or whole	10 - 1st 20 - Each. After	1st offense: DAEP 30 days (state mandated) 2nd offense: DAEP 45 days (state mandated) 3rd offense : DAEP 60 days (state mandated) 4th offense: DAEP remainder of academic year **Citation with the local court system will be filed after each infraction.** **Any student found to be in possession of any prohibited item is subject to random search protocol for the remainder of the school year.**
Threatening to Fight/Encouraging a fight.	10	1st offense: 1 Day of ISS 2nd offense: 3 Days of ISS 3rd offense +: ISS/OSS/ DAEP hearing will be considered.
Fighting (Mutual Combat) ***Self-Defense is defined as, "a person is justified in using force against another when and to the degree that actor reasonably believes the force is immediately necessary to protect the actor against the other's use or attempted use of unlawful force." Therefore, self-defense includes all of the following:* *1. The student did not contribute to the creation of the situation* *2. The student made every good faith effort to remove themselves from the situation and found no other option.* *3. The student only utilized enough force to create an opportunity to leave the situation.*	15-50	1st offense: 3 days ISS 2nd offense: DAEP Placement

The list of non-negotiables is subject to change depending on the behavioral management needs on campus.

Students can reduce or eliminate points according to the following schedule:

CRITERIA FOR POINT REDUCTION	NUMBER OF POINTS REDUCED
Nine weeks referral free	8 points

Students are subject to all of the disciplinary management policies/actions noted in the SISD Student Handbook and SISD Student Code of Conduct. The point system is in addition to those policies and actions and is in place to prevent inappropriate conduct.

Behavior Expectations

	Hallway	Cafeteria	Restroom	Buses
Be Responsible	• Walk on the right • Keep it Clean • Be Timely	• Clean up after yourself • 6 students to a table • Keep voices at acceptable volume	• Use the nearest restroom • Take care of business and exit • Be timely to and from restroom	• Quiet Volume • Keep bus clean • Get off at your stop
Be Respectful	• Level 2 Voices • Keep hands and feet to self	• Be kind and inclusive to all at your table • Wait your turn in line • Appropriate language	• Treat facilities with respect • Report inappropriate activity • Give people privacy	• Use appropriate language • Respect personal space • Listen to bus driver
Be Safe	• Get to where you are going quickly and efficiently • Hall Pass	• Push in chairs • Clean up spills • Use items properly	• Wash hands • Cell phones/ipads remain in backpack • Keep water in sink	• Keep it clean • Stay seated and face forward • Keep aisles clear

These are the expected behaviors we are going to teach our students during the school year. These behaviors, when exhibited appropriately, will support a healthy learning environment.

Tribal Card = Responsible - Respect - Safe	
Student Name: _____ Demonstrated the Indian Way. We appreciate your efforts in making our campus the best place to be. Witnessed by: _____	

Tribal cards will support the behavior management system by providing a reward opportunity for achieving desired behaviors. Teachers will be encouraged to reward students with these cards when the students exhibit desired behaviors.

When a student receives a card, they are to bring the card to the front office (during passing period, before or after school) for a reward and recognition. Teachers, please make sure you put your name on the back of the card because you will be rewarded with a small prize as well when a student returns a card. Your name will be put in for a drawing at the end of each nine weeks for a paid lunch.

Appendix G: Sanger Middle School Discipline Management Plan

Mission: "Allow teachers to teach and students to learn."
Vision: A partnership between students, staff, and parents that supports students in achieving maximum time in both academic and social settings.

At Sanger Middle School, we believe that the most effective educational environment is one which supports healthy and appropriate student to teacher, teacher to student, and student to student interactions. Our goal is to maximize the amount of time students can practice positive behaviors in both an academic and social setting. However, when behaviors impede the basic functions of school, we have the responsibility to teach appropriate behaviors and social responses.

The following document is to serve as a guide to the partnership expected between all stakeholders. It in no way can encompass the totality of all scenarios that can be presented by student action. The sections presented will be as follows: 1) Behaviors and Consequences, 2) Sanger Middle School Behavior Management Point System, 3) PBIS.

Behaviors and Consequences

Sanger Middle School staff will make every good faith effort to establish systems and supports that will maximize student time in the classroom. However, when student behavior results in an inability for the classroom or educational environment to function properly, consequences will be assigned to aid the student in learning new behaviors.

Non-Negotiables	
The use of any device that has the capability to record audio or visual (including but not limited to cell phones, tablets, computers, etc.) in the locker room or bathroom.	1st offense: 3 Days ISS 2nd offense +: Removal of technology access on campus, consideration of DAEP placement.
Cell Phone, smart watch, or other telecommunication device use during class/hallways/or while on campus **Cell Phones, Smart Watches, or other telecommunication device must be turned off and inside the backpack (not a side pocket) while the student is on campus.**	1st offense: Technology confiscation policy. 2nd offense: 1 Day of ISS 3rd offense: 3 Days of ISS 4th offense +: Additional ISS/OSS/DAEP Hearing considered.
Cursing/disrespecting staff member	1st offense: 3 Days of ISS 2nd offense +: Additional ISS/OSS/ DAEP options considered. Additional offenses will be considered.
Skipping Class	1st offense: 1 Day ISS 2nd offense: 3 Days ISS

	3rd offense +: ISS/OSS/DAEP options considered.
Refusal to complete classroom work.	1st offense: 3 Days Lunch Detention 2nd offense: 1 Saturday School 3rd offense: 1 Day of ISS 4th offense +: Additional days of ISS/OSS/DAEP Hearing will be considered.
Possession of tobacco in part or whole.	1st offense: 3 Days ISS 2nd offense +: Additional ISS/OSS/ DAEP options considered. Additional offenses will be considered. ** Any student found to be in possession of any prohibited item is subject to random search protocol for the remainder of the school year.**
Possession of a weapon or object with the intent to use as a weapon.	DAEP Hearing ** Any student found to be in possession of any prohibited item is subject to random search protocol for the remainder of the school year.**
Possession, using, selling, or delivering an e-cigarette	Mandatory DAEP Hearing 1st offense: 30 days w/15 day review 2nd offense: 45 days w/30 day review 3rd offense: 60 days w/45 day review 4+ offense: Placement for remainder of school year Citation for all offenses
Threatening to Fight/Encouraging a fight.	1st offense: 1 Day of ISS 2nd offense: 3 Days of ISS 3rd offense +: ISS/OSS/ DAEP hearing will be considered.
Fighting (Mutual Combat) **Self-Defense is defined as, “a person is justified in using force against another when and to the degree the actor reasonably believes the force is immediately necessary to protect the actor against the other's use or attempted use of unlawful force.” Therefore, self-defense means: 1. The student did not contribute to creating the	1st offense: 3 Days ISS 2nd offense: DAEP Hearing

situation. 2. The student made every good faith effort to remove themselves from the situation and found no other option. 3. The student only utilized enough force to create an opportunity to leave the situation. **	

** The list of non-negotiables is subject to change depending on the behavioral management needs on campus.**

Dress Code Procedures	
1st offense	Student provided opportunity to change. Student placed in ISS until the change of clothes has occurred. Phone call made by front office staff to parent. Situation documented.
2nd offense	Student assigned a detention. Student provided opportunity to change. Student placed in ISS until the change of clothes has occurred. Phone call made by administrator. Situation documented.
3rd offense	Student assigned ISS. Phone call made by administrator. Situation documented.
4th offense +	Student assigned discipline as appropriate by the SISD Student Code of Conduct.

It is common for a student to fix their dress code violation after being addressed by staff members (ex: a student unrolls shorts after being dress coded for shorts violation). If a student is dress coded by a staff member, they must change clothing regardless of the ability to “fix” the current clothing infraction. In the event administration provides a change of clothes, items of clothing deemed a violation will be confiscated until the school provided clothing is returned. Parents will be required to collect the items. Students will not be allowed to change back into items at the end of the school day.

Technology Confiscation	
Parents will be provided the following options:	1. Pay technology fee ($15). 2. School assigned community service (5 hours). [Examples provided on the form. 3. Detention (3 Assignments) 4. Saturday School (1 Day) 5. ISS (1 Day)

Parent options for consequences will be amended based on the number and severity of the events.

Tardy System	
1st & 2nd Offense	Documented and classroom warning.
3rd Offense	Teacher assigned detention. Phone call home.
4th Offense +	Admin detention Saturday School ISS
Tardy Sweeps: At times determined by administration, an announcement will be made for teachers to send all students in the hallways after the tardy bell to the front office. Students who are out of the classroom without permission will receive the following consequence(s):	1st Offense: 1 Saturday School Assignment 2nd Offense: 1 Day of ISS 3rd Offense: 3 Days of ISS 4th Offense+: Additional ISS/OSS/ DAEP Hearing Considered **Does not apply to students who are provided a pass by their teacher.**

Attendance is the greatest single factor a student can control that will impact their academic success. Tardy referrals past 4 offenses will be assigned consequences at the discretion of administration. Tardy counts reset at semester.

Tiered Consequences Chart	
<u>Tier I Behaviors</u>	<u>Consequences Available</u>
Running in the hallways Refusal to turn in work Excessive time out of class (Not skipping) Throwing of items that do not have the potential of causing physical harm Name calling Excessive tardies Public Display of Affection	Student Conference Parent Conference Detention Behavior Assistance Time (B.A.T) Saturday School School Assigned Community Service
<u>Tier II Behaviors</u>	<u>Consequences Available</u>
Horseplay (non-aggressive) Skipping Class Misuse of technology Academic Dishonesty Misbehavior during safety drill *Persistent Tier I Behaviors*	Behavior Assistance Time (B.A.T) Saturday School School Assigned Community Service ISS

Tier III Behaviors	Consequences Available
Cursing/Disrespecting staff Insubordination with staff Racial Slurs with staff or students Excessive Public Display of Affection Leaving classroom without permission Throwing items with the potential of causing physical harm Horseplay leading to aggression Theft of property Threat of Fighting/Encouraging a Fight Fighting Bullying/Harassment Vandalism/Destruction of School Property Leaving building without permission False alarm not resulting in an emergency response. *Persistent Tier II Behaviors*	ISS OSS DAEP Hearing
Tier IV Behaviors	Consequences Available
Aggressive physical contact with staff Possession or under the influence of alcohol, controlled substance, or illegal drug Possession or distribution of e-cig, vape, or tobacco in part or in whole. Possession of a weapon on campus Assault Lewd Acts Sexual Infractions False alarm resulting in an emergency response *Persistent Tier III Behaviors*	DAEP Hearing

The chart above does not cover every possible behavior/infraction. It is meant to be used as a guide. The consequences applied will be the final decision of the Principal and/or Assistant Principal. Additional changes will be made as behaviors/infractions are identified.

SMS Behavior Management Point System

The Sanger ISD Student Code of Conduct contains the school district's requirements for student conduct and behavior while at school or under the school's jurisdiction. The Code of Conduct also explains the kinds of disciplinary action school officials can take in response to violations of the rules for student conduct and the steps involved in taking disciplinary action.

The SMS discipline management plan is based on a point system. When a student accumulates 25 points a parent conference will be held with the administration. When a student accumulates 50 or more points a disciplinary conference will be held to determine disciplinary placement.

In an effort to create a more positive and effective learning environment consistent with our campus positive behavior intervention and support (PBIS) system, points will also be deducted in recognition of improvements in behavior.

An explanation of the system is listed below:

OFFENSE	POINTS PER OFFENSE
Tardy	1 (6+offenses)
Dress Code	1 (1st offense); 2 (2nd offense); 2 (each additional offense)
Use of Recording Device in Dressing Room or Locker Room	10-30
Use of Cell Phone/Smart Watch on Campus	5
Minor Classroom/Lunchroom Behavior	2 (1st offense); 3 (2nd offense); 5 (each additional offense)
Failure to Follow Directions/Complete School Work	2
Failure to Attend Assigned Tribe Time	2
Failure to Attend 1 Hour Detention	3
Failure to Attend Saturday School	5
Bus Referral	1 (1st offense); 3 (each additional offense)
PDA	2
Excessive PDA	5
Academic Dishonesty/Cheating/Plagiarism	3
Harassment/Name Calling	3-5
Inappropriate Physical Conduct	5-10
Disrespect/Insubordination	5
Misuse of Technology	5-10
Failure to Respect the Property of Others	5-10
Skipping Class (on or off campus)	5
Profanity/Vulgar Language/Including Racial Slurs	3 (1st offense); 5 (each additional offense)

Scuffling/Horseplay	3-5
Possession/Use of Tobacco or Vape	10 (1st offense); 20 (each additional offense)
Bullying	10-50
Fighting (involves 2 or more)	15-50
Threat of Fight	10
Theft	10-30
Possession/Use of Alcohol/Drugs	50
Vandalism	15-50
Unlawful Entry/Trespassing	15-50
Possession/Use of Fireworks	50
Assault	50
Possession/Use of Weapons	50
Arson	50

Students can reduce or eliminate points according to the following schedule:

CRITERIA FOR POINT REDUCTION	NUMBER OF POINTS REDUCED
Nine weeks referral free	8 points

Students are subject to all of the disciplinary management policies/actions noted in the SISD Student Handbook and SISD Student Code of Conduct. The point system is in addition to those policies and actions and is in place to prevent inappropriate conduct.

PBIS

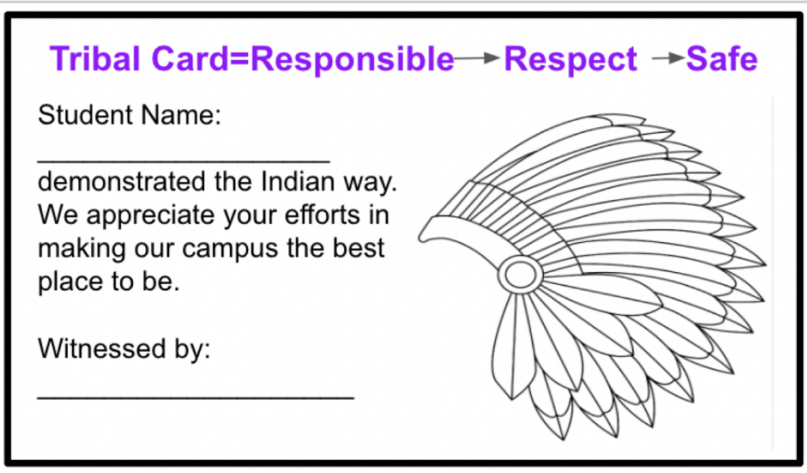
Positive behavioral interventions and supports (PBIS) is a schoolwide systems approach aimed at establishing positive student culture and individualized behavior supports necessary to create a safe and effective learning environment for all students. The students meeting these expectations will be given a Tribal Card for exhibiting exemplary behavior.

These are the expected behaviors we are going to teach our students during the school year. These behaviors, when exhibited appropriately, will support a healthy learning environment.

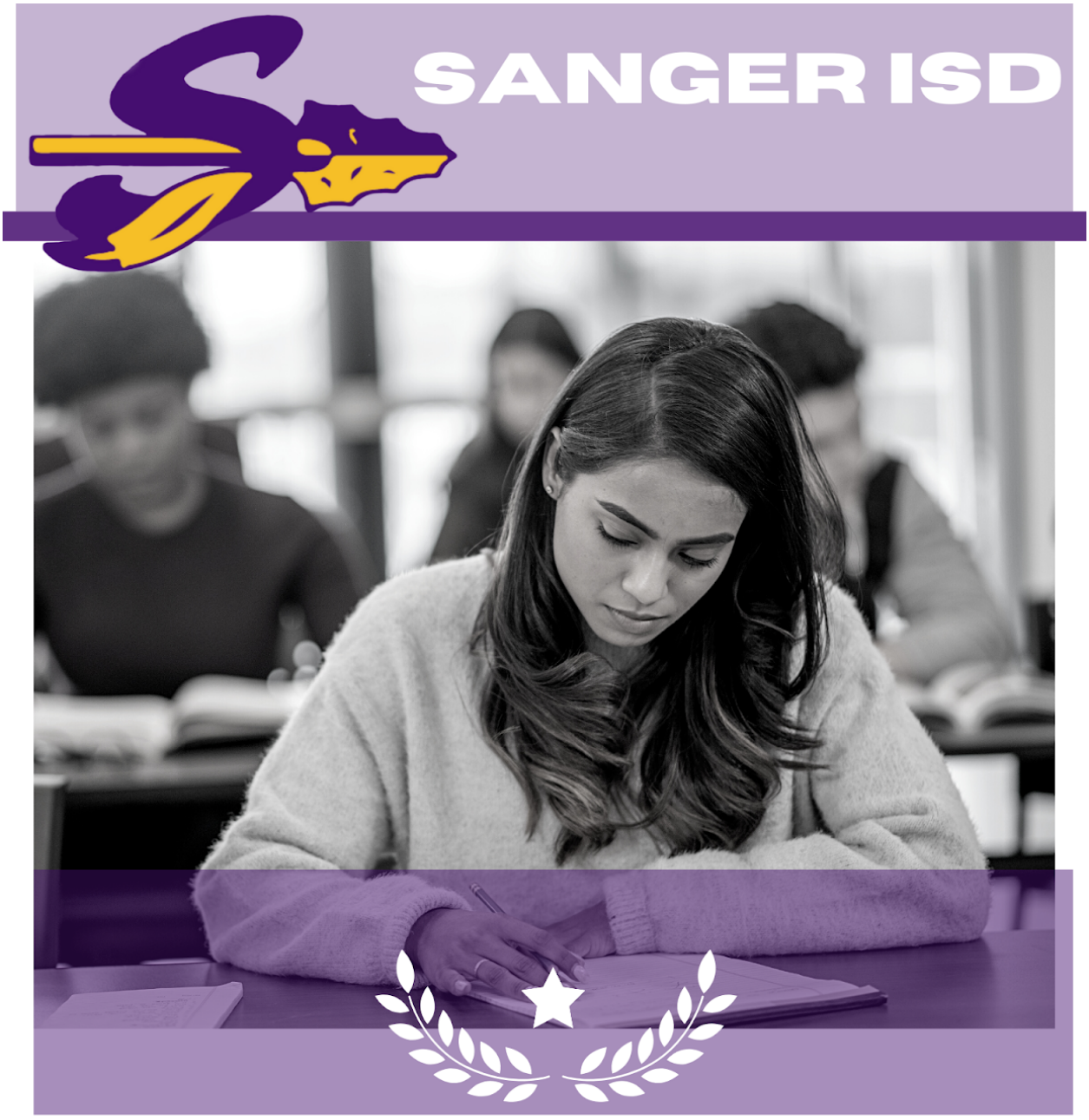
Behavior Expectations

	Hallway	Cafeteria	Restroom	Buses
Be Responsible	• Walk on the right side • Keep it clean • Be timely	• Clean up after yourself • 6 students to a table • Keep voices at acceptable volume	• Use the nearest restroom • Take care of business & exit • Be timely to and from restroom	• Quiet voice • Keep bus clean • Get off at your stop
Be Respectful	• Level 2 voices • Keep hands and feet to self	• Be kind and inclusive to all at your table • Wait your turn in line • Appropriate language	• Treat facilities with respect • Report inappropriate activity • Give people privacy	• Use appropriate language • Respect personal space • Listen to bus driver
Be Safe	• Get to where you are going quickly and efficiently • Hall pass	• Push in chairs • Clean up spills • Use items properly	• Wash hands • Cell phones/ ipads remain in backpack • Keep water in sink	• Keep it clean • Stay Seated & face forward • Keep aisles clear

Tribal cards will support the behavior management system by providing a reward opportunity for achieving desired behaviors. Teachers will be encouraged to reward students with these cards when the student exhibits a desired behavior. Tribal cards will be redeemed for rewards outlined in the PBIS system.



Appendix H: DAEP Handbook



SANGER INDEPENDENT SCHOOL DISTRICT DAEP HANDBOOK

Dear Parent/Guardian:

Your child has received a placement at Sanger Independent School District's Disciplinary Alternative Education Program (DAEP). While your student is placed in our program, I assure you that we will do our absolute best to help your student improve both behaviorally and academically while they are with us.

We serve students of all backgrounds and ethnicities and welcome all students to our school. We believe that each student deserves dignity and respect. We understand that students make mistakes, and our goal is to help them make better decisions. We firmly believe in a positive, proactive approach to helping students while holding them accountable for their actions.

All students will remain in the same courses in which they were enrolled at their home campus. All of our teachers are Highly Qualified in the core area in which they teach. Our teachers provide instruction aligned to what they receive at their home campus in the core courses of Math, English Language Arts, Social Studies and Science. Most student coursework is completed online either through our Edgenuity program or Canvas. For courses other than those previously listed, your child will receive work from his/her home campus that will be supplemented by the DAEP staff. Students are expected to work to the best of their ability in each course daily.

Our DAEP is fortunate to have Chief Mike Picha, employed by the Sanger ISD Police Department. Chief Picha helps us maintain a safe environment for all students and is an excellent resource for us. He avails himself to our students and is excellent at building relationships with them.

Our staff is here to help you and your child. We encourage communication while your student is with us and hope to make your student's time with us is productive and empowering. Please call or email us if you have any questions or concerns. We look forward to working with you and your child!

Sincerely,

Anthony Love
Linda Tutt High School Principal

Disciplinary Alternative Education Program (DAEP)
Academic and Discipline Management Plan

The purpose of the Sanger Independent School District Disciplinary Alternative Education Program (DAEP) is to provide a structured and supportive academic environment in which students address the specific behaviors that caused their removal from the home campus. Linda Tutt High School is the campus that will provide DAEP services for your student.

SISD DAEP Mission Statement:
Through collaborative and supportive partnerships with a student's home campus, the Linda Tutt High School staff will provide the following:

- High-quality academic instruction
- A safe and supportive learning environment
- A restorative discipline model to build relationships with students
- Opportunities for students to acquire and develop a greater sense of self-worth and value of lifelong learning
- Evidence-based therapeutic practices that promote positive behavioral change in order to strengthen social responsibility and academic success for the student while on the DAEP campus, and when they return to their home campus

Required Orientation: Orientations will be held on Tuesday and Thursday of each week at 8:30 a.m. at the DAEP campus (except for school holidays). A parent/guardian **MUST** attend with the student, even if the student has been assigned to LTHS DAEP at a previous time within the school year.

V.I.P Program: The V.I.P. Program at Linda Tutt High School is designed to reduce recidivism in a DAEP setting. The V.I.P. Program serves students who have previously attended an alternative setting and provides them with a higher level of support to ensure staff is meeting their instructional and social-emotional needs. Services include an assigned mentor (LTHS staff, home campus, or community member), individualized instruction if needed, and extensive counseling along with extended community services and presentations addressing social and emotional needs. Students will track their academic and behavioral successes and must advocate for themselves to come out of the special program and return to a regular DAEP classroom. This program lasts at least two weeks at the beginning of a student's assignment at LTHS.

These V.I.P. students will have extensive counseling on recognizing and capitalizing on their unique strengths through the program "Clifton Strengths for Students." The Clifton Strengths for Students program helps students see how their unique talents can bring clarity to their life as a student and help them thrive academically, socially, and in their future careers. Students will learn their top five themes with personalized reports, and student-specific insights, and more. These top five theme reports will be shared with parents and guardians which allows the student to discuss their strengths with family members for purposeful and meaningful conversations at home about future academic plans and behavioral improvement.

According to the Clifton Strengths website, the benefits of Clifton Strengths for Students include:

- A better understanding of your innate talents and how you can succeed by connecting those themes to your life as a student

- Greater confidence and empowerment thanks to a deeper awareness of what you naturally do best as a student
- Improved student experience through practical application of your strengths in your day-to-day routines
- Success in spite of your weaknesses, with concepts and strategies that help you manage -- not fix -- what you don’t do best so you can focus on getting the most from your strongest CliftonStrengths themes

SANGER INDEPENDENT SCHOOL DISTRICT
DAEP EXPECTATIONS AND GUIDELINES

ATTENDANCE:

DAEP Students are prohibited from being on ANY public school property while assigned to a DAEP campus.

During the time that a student is assigned to the DAEP campus, the student is prohibited from being on any SISD or other public school district property other than the Linda Tutt High School campus, day or night, 7 days a week, 24 hours a day. This includes any participation or attendance at extracurricular activities in town or out of town. (Texas Education Code 37.006(g), 37.010(e).) There are some exceptions to this order, which include short-term onsite visits, such as being with a parent to pick up other sibling students from another SISD campus.

Students will attend all school days in DAEP unless prevented by an excusable absence. Parents must call the LTHS to report every absence and send a signed note when their child returns to school. **Signed parental notes must be turned in within three school days (72 hours) of the absence.** Failure to do so will result in the student being considered truant. Students who are truant may be filed with the Justice of the Peace Court by their home campus. Students are expected to be at school on time and ready to actively engage in learning. Tardy arrivals will be documented and may be used to file truancy as well. State law considers students truant for missing any day or partial school day, including mandatory tutorials.

Tardies:

All students must arrive by 7:40 a.m. Students must arrive early to go through the daily search and be seated by 7:50 a.m.

- Students arriving at the DAEP building after 8:00 a.m. will be considered tardy.
- If a student arrives at school after 8:00 a.m., the parent/guardian is required to escort the student into the building at the main entrance and sign the student in, indicating the reason for being tardy. If the parent does not escort the student into the building after 8:00 a.m., the student will not be allowed into the building and will be counted absent for the day.
- Three (3) tardies will equal (1) unexcused absence.

Arriving and Leaving the Campus:

Arriving: When students arrive on campus, they may not leave campus without the permission of the parent/guardian until the end of the school day. Students arriving at 7:35 am may not walk to the store or any other location before Check-In at DAEP. Parents may not give a student permission to leave campus and return without picking the student up.

Students must be in line for Check-In by 7:30 am. School begins at 7:40 am and ends at 3:55 pm for elementary, middle and high school students. Students may not enter the building earlier than 7:30 am

prior to the start of their academic day. All students are expected to be seated and ready for academic instruction upon arrival on the DAEP campus.

All students are expected to enter the building immediately upon arrival without loitering in the parking lot or any other area on or off the DAEP campus. If a student is seen loitering either in the parking lot, another student's car or seen leaving campus with other students, disciplinary action will be taken and parents will be called.

Leaving: Students who need to leave campus early for illness, doctor appointments, court appearances, or other approved appointments must be signed out by a parent or guardian in the front office of LTHS. A valid driver's license must be shown to staff prior to signing out a designated student. Students may not leave campus with an adult or other designated person without a submitted note indicating the time, date, and reason for the early release. The note must also include who will be picking up the student, a phone number where the parent/guardian can be reached, and the parent/guardian's signature.

At the discretion of the school principal, a student who must sign out for an appointment may have to make up time for leaving campus. As a general rule, when a doctor's note or other professional documentation is presented for a partial day absence, the student will not have to make up that day. Should a student leave habitually during their assigned time at DAEP, administrators from the student's home campus and administrators from LTHS could determine too much time has been missed, and a student's stay may be extended the amount of time equal to their absence from school.

SUPERVISION OF STUDENTS:

Students will be monitored at all times while they are at DAEP. When it becomes necessary for students to move around the building, staff members will be at their door to oversee the students to their destination. **In addition, students will be monitored by video cameras throughout the interior and exterior areas of the building with the exception of restrooms.**

Length of Placement: Placement at the DAEP is determined by the home campus administrator for 30, 45, 60 and up to 180 school days in attendance. Placement lengths are based on the seriousness of the offense, the student's age, the frequency of misbehavior, the student's attitude and statutory requirements and district recommendations.

It is our goal to return students to their home campus better academically and behaviorally.

Behavior: Students are expected to learn and display appropriate behavior at all times. DAEP staff members use a variety of discipline management strategies and intervention techniques to teach appropriate behavior and responsibility. Students are required to comply with the *SISD Student Code of Conduct* and the *DAEP Academic and Discipline Management Plan* at all times while assigned to the DAEP. Parents may be called for misbehavior that results in an office referral.

Student discipline that results in the disruption of the educational environment may result in school consequences (detention, dropping in level, parent conference, etc.), in addition to a filing with our local court system. Classroom disruptions and/or violent behavior will be dealt with swiftly and appropriately. Serious or persistent misbehaviors will result in a conference with the student, parent/guardian, home campus administrator, and other appropriate staff. In addition to the conference, other disciplinary action may be implemented, such as suspension from school and/or an additional DAEP Placement time.

Behavior Reports: The DAEP teachers will complete a daily "Point Sheet" to track behavior. These reports are based on teacher observation of student behavior throughout the day. Observable behaviors include but are not limited to, readiness for class, time on task, work completion, participation in social skills activities/counseling, response to teacher requests/correction, interaction with other students, etc. These point sheets are sent home for parent review and signature and must be returned to school the following day.

Special Education Students: The DAEP staff and campus special education teachers will ensure that all provisions of the student's IEP and BIP are implemented. Resource classes and inclusion support are provided on the DAEP campus.

504 Students: The DAEP staff and the counselor will ensure that all provisions of the student's Accommodation Plan are implemented.

Medication: SISD does not allow students to possess medication of any kind, including aspirin, Tylenol, herbal supplements, and vitamins. All medications are to be stored in the designated office, with the exception of prescribed inhalers for the treatment of asthma. Prescribed inhalers may be carried by students with asthma under the following provisions:

1. written authorization from the parent or guardian
2. written statement from the student's physician or licensed health care provider stating that the student has asthma and is capable of self-administering the prescribed medication at the prescribed dosage.

All inhalers must have the prescription label on the medication. Failure to store medication in the clinic or follow the above-mentioned inhaler procedure may result in serious disciplinary action.

All medications must be stored in the school clinic in the original container clearly labeled with the student's name. All prescription and nonprescription medications taken during the school day must be accompanied by the SISD Medication Form signed by the parent. Any prescription medication given over 10 days must have a doctor's signature.

Sexual Harassment: Sexual harassment is defined as ANY UNWANTED sexual behavior/exposure, whether visual, verbal, or physical, towards someone else, regardless of the gender of students. This includes but is not limited to Sexual gestures, "joking," inappropriate conversations, and inappropriate physical contact such as grabbing or poking. ALL allegations of sexual harassment will be investigated by the administration and may result in school discipline/criminal charges.

Social Skills Class: Along with Academic requirements, DAEP students must participate in training programs on behavior management and safety procedures that focus on positive and proactive behavior management strategies. This training must target prevention and intervention that includes both instruction in social skills and problem-solving skills that address diversity, dating violence, anger management, and conflict resolution to teach students how to interact with teachers, family, peers, authority figures, and the general public as well as annual training on established procedures for reporting abuse, neglect, or exploitation of students. TAC §103.1201 (i) SISD currently uses the Ripple Effects computer program to address these requirements.

Depending on the reason for a student's placement in DAEP, additional courses may be required as part of their discipline. Examples of online certified courses that may be required include drug or alcohol use

and tobacco/e-cig offenses. These courses have certificates awarded at the end of the study, and they will need to be given back to a student's home campus.

Counseling: In addition to social skills class, students will participate in counseling sessions in either a group or an individual format. Students will be afforded the opportunity to meet with the school counselor before, during, or after school, schedule permitting. However, we ask that students request all meetings in advance when possible. Parents may communicate counseling concerns or requests to our campus counselor and schedule a meeting if necessary. Additionally, counselors from a student's home campus will visit the student in DAEP once every two weeks. This will ensure that the student has a connection to their home campus during their stay in DAEP and will have a mentor back at their home campus for when they return to a normal school schedule.

DAEP STATEMENT REGARDING SUICIDE, NON SUICIDAL SELF-HARM, AND HARM TO OTHERS:

Suicide is the third leading cause of death among youth ages 10 -19 in the USA. The safety of our students is of utmost importance to us at DAEP. **For this reason, all reports or disclosures of a students injuring themselves (cutting, talking about suicide, etc.) or injuring another student (threats) will be taken seriously. A risk assessment of the situation will be conducted when such information is disclosed.** Depending on the results of the risk assessment, there are several possible outcomes:

1) individual counseling and parent notification
2) parent notification and release to parent with resources and agreement to monitor
3) in cases of imminent harm, transport to a local mental health facility
4) a report to the district police and local police

All campus staff are trained to identify and report self-harm and threatening behavior. All educators are also mandatory reporters to CPS if child abuse or neglect is suspected. Our primary goal is the safety of your child while they are with us. Thank you for your understanding in these matters.

Academics: Students are expected to complete all assignments given to them each school day. All assignments are assigned by the student's home campus and come in a variety of formats. Most lessons will be assigned through Edgenuity or Canvas's online learning platforms. Should a student need paper assignments, these lessons will be sent from their home campus and returned when a student has completed them while in DAEP. All of our teachers are able to work with students as they complete their lessons each day. **DAEP teachers will supplement this work with extension activities when all lessons are completed from their home campus. There is no opportunity for downtime in DAEP, and a student must be engaged in some type of learning activity.**

Cell Phones: While not prohibited by the SISD Student Code of Conduct, while attending DAEP, all student cell phones will be surrendered to staff at the time of morning check-in and must be turned off. In case of emergency, students will be given permission to use a school phone to contact parents. Parents may call the office (940-458-5701) to leave a message for their child. Phones will be returned to the student at the end of the school day.

Electronic Devices: Students are not allowed to bring iPads, MP3s, or other electronic devices to DAEP. These items will be taken up and returned to a parent/guardian the first time they are brought. Any subsequent time items are brought without permission the items will be kept until the end of the student's placement and released only to the parent/guardian.

The protocol established by the SISD Student Code of Conduct will be followed in returning confiscated electronic devices and fines assessed.

If students have SISD issued MacBooks or iPads, the home campus will collect these devices at the time of the discipline hearing. Students are not allowed to have district issued devices at school or home while assigned to DAEP.

Jewelry: No jewelry may be worn or brought to DAEP. If brought, it will be taken up and returned to a parent/guardian the first time brought. Any subsequent time items are brought without permission the items will be kept until the end of the student's placement and released only to the parent/guardian. This includes earrings, necklaces, bracelets, and watches. *Students may not wear band aids to cover up any piercings - this includes newly obtained piercings.*

Money: While attending DAEP, students are encouraged not to carry money other than what is needed for breakfast, lunch, or public transportation. Students should never bring more than $2.50 to DAEP. As a courtesy to parents, DAEP officials will inform parents if their child is in possession of excessive amounts of money, and the money will be taken up and returned at the end of the school day.

Check-in procedure: All students will be searched upon arrival on the school day. Students will be asked to:

- Remove shoes and socks
- Pull out pockets (if they don't pull out, the student will run hands over them to verify empty)
- Tuck in shirt, fasten belt
- All students will be checked with a hand-held metal detector
- Put cell phones/keys/wallets in a pocket folder

MORE EXTENSIVE SEARCHES MAY BE CONDUCTED AT ANY TIME BY A CAMPUS ADMINISTRATOR OR STAFF MEMBER BASED ON THEIR DISCRETION.

Lunches: While attending DAEP, students may purchase a hot lunch or bring a sack lunch. Students purchasing a hot lunch or milk may use their home campus lunch account or pay weekly on Monday to our LTHS Cafeteria staff. The DAEP program does participate in the federal free and reduced lunch program. Students bringing their lunch should follow these guidelines:

- Lunches will be searched during morning check-in.
- Use only disposable packaging and containers with a student's name on the outside.
- Milk or bottled water may be purchased or brought from home. Water bottles will be put up when breakfast or lunch has finished. **Drinks must be sealed and may not already be opened.**
- If a student is on Silver or Gold level point sheets, they can bring in drinks other than milk or water, such as sodas, sports drinks, or energy drinks. **Drinks must be sealed and may not already be opened.**
- Candy is not allowed at any time.
- Students may not have food delivered to DAEP.

School Supplies: While at DAEP, students need the following school supplies:

- 1 pack of #2 pencils (at least 10)
- 1 container of disinfecting wipes
- 1 spiral notebook
- 1 box of tissues

Non-Negotiable Rules:

- Keep your entire body and all objects in your possession to yourself.
- Follow ALL staff directives the first time they are given.
- Stay in your seat until a staff member gives you a directive to move.
- Silently raise your hand to get a staff member's attention.
- Place the Daily Point Sheet on the teacher's desk when you walk into the class in the morning.
- There is no talking in the classrooms, hallways, and cafeteria unless otherwise indicated by staff.
- All topics of conversation must remain school-appropriate at all times.
- You may not discuss why you are assigned to the DAEP campus with other students.
- ALL sexually inappropriate behavior will result in disciplinary action.
- Students should not inquire about accumulated points throughout the day. Teachers will let students know totals as needed throughout the day, or at the end of the day before dismissal.

Hallway Procedures:

- Walk quietly, in a single file line on the right side of the hallway. Students must remain 2 feet apart while walking in the hallways.
- Do not talk with anyone in another class.
- Do not gesture toward anyone in the hallway or in another classroom.
- Keep your eyes and head facing forward.
- Follow all teacher directives in the hallway when entering and leaving.

Hallway Procedures: Restroom Break:

- Walk quietly in the hallway. Students must remain 2 feet apart while walking in the hallways.
- Enter the restroom one at a time as directed by DAEP Staff.
- Exit the restroom within a reasonable amount of time.
- If, for any reason, you miss the offered restroom break, students will not be able to go to the restroom without points being deducted from their daily sheets.

End-of-Day Procedures:

- Students must remain in dress code until off campus.
- When their name is called for dismissal, students will collect their Daily Point Sheet and will then collect their cell phone/wallet/keys from the dismissing teacher.
- Dismissal from the last period is in behavior-level order –Gold, Silver, Green, Orange, and Red.
- Students may not leave until dismissed by the teacher.

Consequences: Consequences for inappropriate behavior may include one or more of the following:

- Drop in Student Privilege Level
- DAEP - ISS assignment
- Parent Conference
- Loss of review days
- Additional DAEP Placement
- Expulsion to JJAEP (Juvenile Justice Alternative Education Placement)

LTHS DAEP School Issued Materials

Students will be responsible for taking care of all materials issued by DAEP staff. If materials are lost, damaged, or destroyed, the student will be assessed a fee to cover the replacement cost.

LTHS Issued Laptops:

- Students may NOT go to any social or non-educational sites at DAEP.
- Students may NOT text anyone during the school day using online chat groups or Google forms.
- Disciplinary consequences such as detention, drop in level, loss of technology use at school and an additional placement may be given for taking photographs without permission, or visiting inappropriate or social media sites/apps, or other technology violations.
- Laptops may be searched for content at any time at the administrator's discretion.

TRANSPORTATION:

SISD DOES NOT PROVIDE BUS TRANSPORTATION SERVICE TO DAEP.

Student Vehicles: All student vehicles driven to and parked at DAEP must be registered with the front office (registration is free). The student must have a valid driver's license, registration, and proof of insurance prior to utilizing the parking lot. This should be done during the student orientation process. All DAEP students must park in the far north parking lot directly behind the DAEP building. ***Students must leave the LTHS campus immediately upon their dismissal, as loitering on campus will prohibit the rest of the students from being dismissed and could result in the next day's points being removed. DAEP students cannot ride in a vehicle together.***

DAEP Dress Code

Appropriate Student Dress: Due to student management considerations in the Disciplinary Alternative Education Program (DAEP), including but not limited to safety concerns and possible concealment of contraband, the following dress requirements apply to any student placed in DAEP. **NO** exceptions will be made to the dress code unless cleared by the Administrator.

- Navy collared shirt (oxford or polo), long or short-sleeved, with no markings. Crewneck sweatshirts are allowed during the cooler months. **NO HOODIES WILL BE ALLOWED**.
- Shirt to be completely tucked in at all times.
- A plain white, navy or black long-sleeved T-shirt can be worn underneath the collared shirt if you are a cold-natured person (no writing or pictures on T-shirts)
- Blue jeans must be worn by everyone.
- Pants must fit appropriately and not sag
- No "low-riders," hip-huggers or joggers
- No distressed fabric—no holes, tears, bleach spots, logos, etc.
- No "cargo" type pants or pants with large pockets
- If a belt is worn, the belt must be normal thickness, brown or black only
- No large or ornate belt buckles, studding on the belt, etc.
- No inappropriate logos on buckle or belt
- Shoes: lace-up tennis shoes **ONLY.**
- Socks: Must be school-appropriate
- All tattoos MUST be covered - no exceptions
- No facial hair
- Hair to meet Sanger I.S.D. grooming policy
- No "fashion" hair accessories (bows, colored extensions, etc.)
- Hair not to cover the eyes of the student
- No jewelry worn at any time - ***piercings cannot be covered with bandaids***
- No oversized clothing; SISD staff to determine if clothing is oversized

- No gang paraphernalia; SISD staff to determine the appropriateness of attire
- No bags, purses or backpacks in the DAEP classroom.
- No shorts are to be worn underneath pants or any other layering of clothing with the exception of a white, navy, or black undershirt.

LTHS DAEP Discipline Management Plan

All students are required to work from bell to bell in each class. This will eliminate many of the discipline issues that brought students to the DAEP. If a student completes the assignments for the day, each teacher will offer enrichment exercises and STAAR preparation designed specifically for the individual student.

Student Privilege Levels:

Student privilege levels are determined by their daily point sheets. Each day, points are earned by arriving on time, bringing the previous day's point sheet back signed by parent/guardian, being in dress code, work completion, remaining quiet in the classroom, hallways, and common areas, raising your hand if you have a question or need to get out of your seat for any reason, and following other communicated campus rules and expectations. Students have the ability to earn a maximum total of 30 points in a day, and to be considered to have a "successful" day, a student must earn a minimum of 20 points. If a student is dismissed from campus early with an excused absence, or students who have early dismissal built into their schedule will have an individually adjusted point system.

Students will move between the different privilege levels with their daily performance and successfully completing their days consecutively. Should a student have an unsuccessful day due to behavior, they will start over from the beginning of the point system.

Levels are as follows:

- **Green Level**- Entry Level: Must complete at least 5 consecutive successful days to get to Silver Level.
- **Silver Level** - Must complete at least 10 consecutive successful days to get to Gold Level.
- **Gold Level** - Highest Level
- **Orange Level** - Disciplinary level; If awarded, mandatory one day level and students must obtain enough points during the day to earn their way out to Green Level.
- **Red Level** - Disciplinary level; If awarded, mandatory two days level before earning your way out to Green Level.

Student Privilege Levels Descriptions - Successful Levels		
Green	Silver	Gold
1. Lunch- If brought from home, students can have: Sandwiches, Fruit, Water or Milk. 2. Two scheduled restroom breaks without points deducted 3. During PE time, Green Level students can only walk the track for their activity.	1. Lunch- If brought from home, students can bring what they want for lunch, including a soda. Items cannot be heated in a microwave. 2. Three scheduled restroom breaks without points deducted. 3. Participation in PE games and activities versus only walking the track. 4. Participation in Movie Fridays if they are passing all their classes and have zero unexcused absences.	1. Lunch- If brought from home, students can bring what they want for lunch; 2. Students can eat lunch in the cafeteria/talk/play games when done (pool table) with other Gold Level students 3. Four scheduled restroom breaks without points deducted. 4. Participation in PE games and activities versus only walking the track. 5. Participation in Movie Fridays if they are passing all their classes and have zero unexcused absences.
Entry Level At least 5 consecutive successful days to get to Silver	At least 10 consecutive successful days to get to Gold	Highest Level

Student Unsuccessful/Disciplinary Levels	
Orange	Red
Mandatory one-day placement	Mandatory two-day placement
Students are automatically placed on the Orange level for the following reasons: 1. Did not get at least 20 points on their daily point sheets 2. Leaving the classroom without permission 3. Inappropriate Language - DAEP has zero tolerance for inappropriate language used anywhere on campus. 4. Inappropriate Computer Use 5. Physical Horseplay - administrative discretion 6. Breaking Student Code of Conduct Rules - administrative discretion	Students are automatically placed on the Orange level for the following reasons: 1. Breaking Student Code of Conduct Rules - administrative discretion 2. Leaving the school without permission - before, during, or at dismissal 3. Threats made to staff or other students **all threats taken seriously (play or not)* 4. Fighting
Consequences	
1. Students must rewrite LTHS DAEP Rules before completing any other school work for the day.	1. DAEP ISS 2. Students must rewrite the LTHS DAEP Rules before completing any other school work for the day.

2. No Computer use; all school work is textbook or worksheet-based for the day. 3. PE - Students must complete a Health packet or only walk the track. 4. Phone call home to parent **Refusal to complete any of the above-assigned criteria results in additional days assigned to this level.* **Students who have more than 5 orange days during their assigned time in DAEP will be required to attend a MANDATORY parent meeting.* **10 or more Orange days could result in additional DAEP days (removal of review days if they have been assigned and).*	3. No Computer use; all school work is textbook or worksheet-based for the day. 4. NO PE - Student must complete a Health packet instead. Health packet must be completed before the student can return to outside PE. 5. Phone call home to parents. 6. Possible SISD Police involvement. 7. Removal or any review days if assigned by the home district. 8. Additional DAEP assignment determination. **Refusal to complete any of the above-assigned criteria results in additional days assigned to this level.* **Students who have more than 5 red days during their assigned time in DAEP will be required to attend a MANDATORY parent meeting.*

RETURNING TO YOUR HOME CAMPUS AFTER SUCCESSFULLY COMPLETING YOUR DAEP ASSIGNMENT

In order for a student to prepare to exit the DAEP program at LTHS, a student will need to:

- Demonstrate good attendance. All absences must be excused, and a parent or doctor's note must be on file with LTHS. Any tardies will be reviewed with the home campus and district attendance guidelines.
- Maintain appropriate discipline behavior.
- Satisfactory completion of coursework.
- Students must complete a reflection project that will be shared with their home campus and parents.
- A list of students up for review or dismissal from DAEP will be sent to the home campus ten days prior to the student's return to campus. LTHS and the home campus will schedule a student's transition meeting with the parent before the student returns to home campus. This meeting will be on-line or over the phone and a parent must be in attendance.
- The minutes from the "Transition Meeting" will be provided to the student's home campus administrator along with the student's reflection assignment.
- Parents will be required to accompany their students upon their return to the home campus. Parents and students are to:
    - Go to the campus registrar/front office.
    - Provide the campus office personnel with the student's withdrawal form showing completion of the DAEP program.
    - Meet with the home campus administrator to sign off on your student's transition meeting minutes.

Sanger Independent School District

Manual del Estudiante en español

2024–2025

Curso Escolar

Manual para Estudiantes de *Sanger ISD*

Año Escolar 2024-25

Si tiene dificultad para acceder a la información en este documento debido a una discapacidad, comuníquese con el distrito mediante al (940)-458-7438 o al campus de su estudiante.

Manual para Estudiantes de Sanger ISD

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Manual para Estudiantes de Sanger ISD

ESTADO DE LA MISIÓN

Nuestra misión como comunidad de aprendizaje es involucrar, desafiar e inspirar a todos los estudiantes a través de experiencias de aprendizaje innovadoras.

VISIÓN

Nuestras escuelas serán campus excepcionales centrados en el aprendizaje innovador donde los estudiantes estén preparados para crear su futuro en un mundo en constante cambio.

Educar – Inspirar - Elevar

VALORES

Orgullo y tradición

Confianza e integridad

Fe y comunidad

Exploración y propiedad

Diversidad y singularidad

Manual para Estudiantes de Sanger ISD

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Prefacio para padres y estudiantes:

¡Bienvenidos a un nuevo año escolar!

La educación implica trabajo en equipo. Si los estudiantes, padres, maestros y otros miembros del personal trabajamos juntos, lograremos que este sea un año exitoso.

El Manual para Estudiantes de Sanger ISD es una guía de referencia general que se divide en dos secciones:

Primera sección: Derechos de los padres describe los derechos de los padres según los especifica la ley federal o estatal.

Segunda sección: Otra información importante para padres y estudiantes se organiza alfabéticamente por tema. Donde corresponde, los temas se organizan por nivel de grado.

Nota: A menos que se indique de otra manera, el término “padre” se refiere al padre o la madre, al tutor o la tutora legal, a cualquier persona que haya recibido otro tipo de control legal respecto del estudiante o a cualquier otra persona que haya aceptado asumir la responsabilidad relacionada con la escuela de un estudiante.

El Manual para Estudiantes está diseñado para que se adecue a la ley, a los reglamentos adoptados por la junta y al Código de Conducta Estudiantil, un documento adoptado por la junta que tiene la finalidad de promover la seguridad en la escuela y una atmósfera de aprendizaje. El Manual para Estudiantes no es una declaración completa de todos los reglamentos, procedimientos o reglas para una circunstancia dada.

En caso de conflicto entre un reglamento de la junta (incluido el Código de Conducta Estudiantil) y cualquier disposición del Manual para Estudiantes, el distrito se regirá por el reglamento de la junta y el Código de Conducta Estudiantil.

Por lo tanto, los padres y estudiantes deben familiarizarse con el Código de Conducta Estudiantil de Sanger ISD. Para repasar el Código de Conducta, visite el sitio web del distrito en www.sangerisd.net**.** La ley estatal exige que el Código de Conducta se muestre de manera destacada o se ponga a disposición para su revisión en cada campus.

El Manual para Estudiantes se actualiza anualmente; sin embargo, durante el año se pueden adoptar reglamentos y hacer revisiones. El distrito anima a los padres a que se mantengan informados de los cambios propuestos a los reglamentos de la junta asistiendo a las reuniones de la junta y leyendo las comunicaciones que expliquen los cambios en los reglamentos u otras reglas que afecten las disposiciones del Manual para Estudiantes. El distrito se reserva el derecho de modificar el Manual para Estudiantes en cualquier momento. Se proveerá aviso de las revisiones siempre que se considere razonablemente práctico.

Aunque el Manual para Estudiantes puede hacer referencia a derechos establecidos por ley o reglamento del distrito, no crea ningún derecho adicional para los estudiantes y los padres. No representa ningún contrato, ni tiene la intención de hacerlo, entre el padre o el estudiante y el distrito.

Se puede solicitar una copia impresa del Código de Conducta Estudiantil o del Manual para Estudiantes en El director de su estudiante.

Nota: Se incluyen referencias a los reglamentos de la junta para facilitar la consulta. La copia impresa del manual de los reglamentos oficiales del distrito está disponible para su consulta en la oficina de administración del distrito y hay una copia electrónica no oficial en www.sangerisd.net.

Este manual de reglamentos incluye:

- Los reglamentos legalmente referenciados (LEGAL) que contienen las disposiciones y normas de las leyes federales y estatales, jurisprudencia y otras autoridades legales que proporcionan el marco legal para los distritos escolares
- Los reglamentos adoptados por la junta (LOCAL) que articulan las elecciones y los valores de la junta en lo que respecta a las prácticas del distrito

Si tiene preguntas sobre el material de este manual, comuníquese con:

El director o subdirector de su estudiante en la oficina de campus

Complete y devuelva al campus del estudiante los siguientes formularios (provistos en el paquete de formularios distribuido al principio del año o en el momento de la matriculación):

- Formulario de acuse de recibo ***OR*** Acuse de recibo de la distribución electrónica del Manual para Estudiantes
- Aviso respecto de la información del directorio y la respuesta de los padres respecto de la divulgación de información del estudiante
- Objeción de los padres a la divulgación de información del estudiante a reclutadores militares e instituciones de educación superior (si desea restringir la divulgación de información a estas entidades)
- Formulario de consentimiento/exclusión voluntaria de la participación en las encuestas de terceros

[Vea **Objeción a la divulgación de información del directorio** y **Consentimiento requerido antes de la participación del estudiante en encuestas financiadas a nivel federal** para obtener más información].

Accesibilidad

Si tiene dificultad para acceder a este manual debido a una discapacidad, comuníquese con:

El director o subdirector de su estudiante en la oficina de campus

Primera sección: Derechos de los padres

Esta sección describe ciertos derechos de los padres de acuerdo con lo especificado por la ley estatal o federal.

Derechos de consentimiento, exclusión voluntaria y denegación

Consentimiento para realizar una evaluación psicológica

A menos que lo exija la ley federal o estatal, un empleado del distrito no realizará un examen, prueba o tratamiento psicológico sin obtener el consentimiento previo escrito de los padres.

Nota: Una evaluación puede ser exigida legalmente en virtud de las reglas de educación especial o por la Agencia de Educación de Texas para investigaciones y denuncias de abuso infantil.

Consentimiento para la instrucción sobre la sexualidad humana

Notificación anual

Como parte del plan de estudios del distrito, los estudiantes reciben instrucción relacionada con la sexualidad humana. El Consejo Asesor de Salud Escolar (SHAC) hace recomendaciones

para los materiales del plan de estudios y la junta escolar adopta los materiales y determina el contenido específico de la instrucción.

Bajo el Distrito de Innovación, el Comité de Mejoramiento Educativo del Distrito (DEIC) de SISD abordará las necesidades de educación sanitaria del distrito, ya que son conscientes de las necesidades del distrito y de los estudiantes. El DEIC se reunirá al menos dos veces al año para abordar estas necesidades, así como muchas otras que sean necesarias. Para obtener más información, consulte el sitio web de instrucción sobre sexualidad humana del distrito en www.sangerisd.net.

De conformidad con la ley estatal, todo padre puede:

- Revisar, obtener una copia o adquirir una copia de los materiales del plan de estudios, según los derechos de autor de los materiales.
- Retirar a su hijo o hija de c ualquier parte de la instrucción sobre sexualidad humana sin que sufra sanciones académicas, disciplinarias o de otro tipo.
- Participar en el desarrollo de este plan de estudios haciéndose miembro del SHAC del distrito o asistiendo a las asambleas del SHAC. (Consulte con el director de la escuela para obtener más información).
- Usar el procedimiento de quejas del distrito en relación con una queja. [Vea **Quejas e inquietudes (todos los niveles de grado)** y FNG(LOCAL).]

La ley estatal también exige que la instrucción relacionada con la sexualidad humana, las enfermedades de transmisión sexual o el virus de inmunodeficiencia humana (VIH) o síndrome de inmunodeficiencia adquirida (SIDA):

- Presente la abstinencia de las actividades sexuales como la opción preferida en relación con toda actividad sexual para personas no casadas en edad escolar
- Dedique más atención a la abstinencia de la actividad sexual que a cualquier otro comportamiento
- Enfatice que la abstinencia, si se practica de forma constante y correcta, es el único método 100 por ciento efectivo para prevenir el embarazo, infecciones de transmisión sexual y el trauma emocional relacionado con la actividad sexual de adolescentes
- Indique a los adolescentes que se abstengan de la actividad sexual antes del matrimonio como la manera más efectiva de evitar el embarazo y las enfermedades de transmisión sexual
- Si se incluye en el contenido del plan de estudios, enseñe los métodos anticonceptivos y el uso del condón en función de las tasas reales del uso humano en lugar de tasas teóricas de laboratorio

[Vea **Consentimiento para la instrucción sobre la prevención del abuso infantil, la violencia familiar, la violencia en la pareja y la trata sexual**].

Consentimiento antes de la instrucción sobre la sexualidad humana

Antes de que un estudiante reciba instrucción sobre la sexualidad humana, el padre o la madre debe dar consentimiento por escrito. Se enviará una solicitud de consentimiento por escrito a los padres al menos 14 días antes de que comience la instrucción.

Exclusión voluntaria de la instrucción sobre la sexualidad humana

Para retirar a su hijo/a estudiante de la instrucción sobre la sexualidad humana, comuníquese con el director o consejero del studiante.

Consentimiento para la instrucción sobre la prevención del abuso infantil, la violencia familiar, la violencia en la pareja y la trata sexual

Antes de que un estudiante reciba instrucción sobre la prevención del abuso infantil, la violencia familiar, la violencia en la pareja y la trata sexual, el distrito debe obtener el consentimiento por escrito del padre del estudiante. Se enviará una solicitud de consentimiento por escrito a los padres al menos 14 días antes de que comience la instrucción.

Notificación anual

Los estudiantes reciben instrucción relacionada con la prevención del abuso infantil, la violencia familiar, la violencia en la pareja y la trata sexual. El Consejo Asesor sobre Salud Escolar (SHAC) recomienda los materiales del plan de estudios, y la junta escolar adopta los materiales y determina el contenido específico de la instrucción.

Bajo el Distrito de Innovación, el Comité de Mejoramiento Educativo del Distrito (DEIC) de SISD abordará las necesidades de educación sanitaria del distrito, ya que son conscientes de las necesidades del distrito y de los estudiantes. El DEIC se reunirá al menos dos veces al año para abordar estas necesidades, así como muchas otras que sean necesarias. Pará obtener más información, vea el sitio web del distrito de la instrucción sobre la prevención del abuso en www.sangerisd.net.

De conformidad con la ley estatal, un padre puede:

- Revisar, recibir una copia o comprar una copia de los materiales del plan de estudios según los derechos de autor de los materiales. Conforme lo exige la ley, todo material del plan de estudios de dominio público utilizado en esta instrucción se publicará en el sitio web del distrito en la ubicación indicada arriba.
- Retirar a su hijo de cualquier parte de esta instrucción sin que se apliquen sanciones académicas, disciplinarias o de otro tipo.
- Participar en el desarrollo de este plan de estudios haciéndose miembro del SHAC del distrito o asistiendo a las asambleas del SHAC. (Hable con el director del campus para obtener más información).
- Usar el procedimiento de quejas del distrito en relación con una queja. Vea **Quejas e inquietudes (todos los niveles de grado)** y el reglamento FNG para obtener información sobre el proceso de quejas y apelaciones.

[Vea **Consentimiento antes de la instrucción sobre la sexualidad humana**, **Violencia en la pareja** y **Abuso sexual infantil, negligencia, trata y otros maltratos de menores (todos los niveles de grado)]**.

Consentimiento para proporcionar servicios de atención para la salud mental

El distrito no proporcionará un servicio de atención para la salud mental a un estudiante ni realizará un examen médico de un estudiante como parte de los procedimientos de intervención del distrito, salvo según lo permitido por la ley.

El distrito ha establecido procedimientos para recomendar una intervención a los padres de un estudiante que presente señales de advertencia tempranas de problemas de salud mental, abuso de sustancias o riesgo de suicidio. El enlace de salud mental del distrito notificará a los

padres del estudiante con una cantidad de tiempo razonable luego de obtener información de que el estudiante ha mostrado señales de advertencia tempranas y les proporcionará información sobre las opciones de consejería disponibles.

El distrito también ha establecido procedimientos para que el personal notifique al enlace de salud mental respecto de un estudiante que podría necesitar intervención.

Se puede comunicar con el enlace de salud mental en:

Sanger High School	Liz Luttmer	elizabeth.luttmer@sangerisd.net	(940) 458-7497
Sanger High School	Christa Walters	christa.walters@sangerisd.net	(940) 458-7497
Sanger High School	Delia Trahan	delia.trahan@sangerisd.net	(940) 458-7497
Sanger Middle School	Dawn Riedl	dawn.riedl@sangerisd.net	(940) 458-7916
Linda Tutt High School	Gina Lea	gina.lea@sangerisd.net	(940) 458-5701
Sixth Grade Campus	Heather Carty	heather.carty@sangerisd.net	(940) 458-3699
Butterfield Elementary	Michelle McDonald	michelle.mcdonald@sangerisd.net	(940) 458-4377
Clear Creek Elementary	Sharon Sanders	ssanders@sangerisd.net	(940) 458-7476
Chisholm Trail Elementary	Cheryl Gaston	cheryl.gaston@sangerisd.net	(940) 458-5297

El enlace de salud mental puede proporcionar más información sobre estos procedimientos, así como materiales del plan de estudios sobre la identificación de factores de riesgo, el acceso a recursos para el tratamiento o apoyo en el campus o fuera de este, y el acceso a adaptaciones para el estudiante disponibles provistas en el campus.

[Vea **Apoyo para la salud mental (todos los niveles de grado)**].

Consentimiento para exponer el trabajo original e información personal de un estudiante

Los maestros pueden exponer el trabajo de un estudiante en salones de clase o en otros lugares de la escuela como reconocimiento del logro del estudiante sin tener que obtener el consentimiento previo de los padres. Estas exposiciones pueden incluir información de identificación personal del estudiante. El trabajo del estudiante incluye:

- Arte
- Proyectos especiales
- Fotografías
- Videos originales o grabaciones de voz
- Otros trabajos originales

Sin embargo, el distrito obtendrá el consentimiento de los padres antes de exponer el trabajo del estudiante en el sitio web del distrito, un sitio web afiliado o patrocinado por el distrito (como el sitio web de un campus o salón de clase), y en publicaciones del distrito, que puede incluir materiales impresos, videos u otros métodos de comunicación masiva.

Consentimiento para recibir instrucción de concientización sobre la crianza y la paternidad si el estudiante es menor de 14 años

Todo estudiante menor de 14 años de edad debe tener autorización de los padres participar en el Programa de Concientización sobre la Crianza y la Paternidad (https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-

paternity-awareness-papa/papa-educators/papa-curriculum) del distrito. Este programa fue desarrollado por la Oficina del Fiscal General de Texas y la Junta Estatal de Educación (SBOE) para que se incorporara en las clases de educación para la salud.

Consentimiento para la grabación de audio o video de un estudiante cuando la ley aún no lo permite

La ley estatal permite que la escuela realice una grabación de video o de voz sin la autorización de los padres cuando esta será utilizada a efectos de:

- La seguridad escolar
- La instrucción en el salón de clase o una actividad cocurricular o extracurricular
- La cobertura de prensa de la escuela
- La promoción de la seguridad del estudiante de acuerdo con la ley para que el estudiante reciba servicios de educación especial en ciertos entornos.

En otras circunstancias, el distrito buscará el consentimiento escrito de los padres antes de realizar una grabación de video o de voz de un estudiante.

Tenga en cuenta que los padres y visitantes a un salón de clases, tanto virtuales como en persona, no pueden grabar video o audio o tomar fotografías u otras imágenes fijas sin el permiso del maestro u otro funcionario de la escuela.

Exclusión de matemáticas avanzadas en grados 6-8

El distrito inscribirá automáticamente a un estudiante de grado 6 en un curso de matemáticas avanzadas si el estudiante se desempeñó en el cuarenta por ciento superior en la prueba STAAR de matemáticas de grado 5, o una medición local demuestra el dominio del estudiante en el trabajo de curso de matemáticas de grado 5 del estudiante.

La inscripción en un curso de matemáticas avanzadas en el grado 6 permitirá a los estudiantes inscribirse en Álgebra I en el grado 8 y en matemáticas avanzadas en los grados 9-12.

El padre del estudiante puede optar excluir al estudiante de la inscripción automática en un curso de matemáticas avanzadas.

Prohibición de uso de castigo físico

Consulte la Política de la Junta FO (Local)

Limitación de las comunicaciones electrónicas entre los estudiantes y los empleados del distrito

El distrito permite que los maestros y otros empleados aprobados usen comunicaciones electrónicas con los estudiantes en el ámbito de las responsabilidades profesionales, según lo descrito por las pautas del distrito.

Por ejemplo, un maestro puede crear una página en una red social para su clase a fin de enviar información relacionada con el trabajo del salón de clase, las tareas para el hogar y las pruebas. Los padres pueden acceder a dicha página.

Sin embargo, solo se permite el envío de mensajes instantáneos o de texto a un estudiante individual si un empleado del distrito con responsabilidad sobre una actividad extracurricular necesita comunicarse con un estudiante que participa en dicha actividad.

El empleado debe incluir al padre del estudiante como receptor de todos los mensajes de texto.

AND

El empleado debe incluir a su supervisor inmediato y al padre del estudiante como receptores de todos los mensajes de texto.

AND

El empleado debe enviar una copia del mensaje de texto a la dirección de correo electrónico del distrito del empleado.

El padre que no desee que su hijo reciba comunicaciones electrónicas personales de un empleado del distrito debe comunicarse con el director del campus.

Objeción a la divulgación de información del directorio

La Ley de Derechos Educativos y Privacidad de la Familia o FERPA permite al distrito divulgar "información del directorio" designada de la manera correspondiente de los expedientes de educación de un estudiante sin consentimiento escrito.

La "información del directorio" es información que, si se divulga, generalmente no se considera dañina o una invasión de la privacidad. Algunos ejemplos incluyen:

- La fotografía de un estudiante (para publicación en el anuario escolar)
- El nombre y el nivel de grado de un estudiante (para comunicar la asignación de clase y de maestro)
- El nombre, el peso y la estatura de un atleta (para publicación en un programa deportivo escolar)
- Una lista de cumpleaños de los estudiantes (para generar un reconocimiento en el salón de clase o en toda la escuela)
- El nombre y la fotografía de un estudiante (colocado en una plataforma de redes sociales aprobada y gestionada por el distrito)
- Los nombres y los niveles de grado de estudiantes que el distrito entrega a un periódico de la localidad u otra publicación de la comunidad (para reconocer a la lista de honor A/B para un período de calificación específico)

La información del directorio se divulgará a cualquier persona que siga los procedimientos para solicitarla.

Sin embargo, un padre o estudiante elegible puede objetar la divulgación de esta información. Cualquier objeción debe dirigirse por escrito al director en el plazo de 10 días escolares a partir del primer día de clases del presente año escolar del estudiante. [Vea el **Aviso respecto de la información del directorio y la respuesta de los padres respecto de la divulgación de información del estudiante**, incluido en el paquete de formularios].

El distrito solicita que las familias que viven en un refugio para sobrevivientes de violencia familiar o trata notifiquen al personal del distrito que el estudiante reside actualmente en dicho refugio. Es posible que las familias quieran excluirse voluntariamente de la divulgación de información del directorio para que el distrito no divulgue ningún dato que pudiera revelar la ubicación de dicho refugio.

Según lo permitido por la ley estatal, el distrito ha identificado dos listas de información del directorio: una para propósitos patrocinados por la escuela y otra para todas las demás solicitudes. Para publicaciones y anuncios del distrito, el distrito ha designado lo siguiente como información del directorio: Para los siguientes propósitos patrocinados por la escuela (todas las

publicaciones, actividades y anuncios de la escuela), la información del directorio incluirá el nombre del estudiante, dirección, lista de teléfonos, dirección de correo electrónico, fotografía, fecha de nacimiento, campo principal de estudio, honores y premios recibidos, fechas. de asistencia, nivel de grado, institución educativa a la que asistió más recientemente, participación en actividades y deportes oficialmente reconocidos, peso y altura de los miembros de los equipos deportivos y estado de inscripción.

Si un padre no se opone al uso de la información de su hijo para estos propósitos patrocinados por la escuela, la escuela no pedirá permiso cada vez que el distrito quiera usar la información para estos propósitos.

Si el padre no objeta el uso de la información de su hijo para estos propósitos patrocinados por la escuela, la escuela no necesitará pedirle permiso cada vez que el distrito desee usar la información para estos propósitos.

Para todos los demás propósitos, el distrito ha identificado lo siguiente como información del directorio: Para las publicaciones y anuncios del distrito, el distrito ha designado lo siguiente como información del directorio: Para los siguientes propósitos patrocinados por la escuela, todas las publicaciones, actividades y anuncios de la escuela, la información del directorio incluirá el nombre del estudiante, la dirección, la lista de teléfonos, la dirección de correo electrónico, la fotografía, la fecha de nacimiento, el campo principal de estudio, los honores y premios recibidos, las fechas de asistencia, el nivel de grado, la institución educativa más reciente a la que asistió, la participación en actividades y deportes oficialmente reconocidos, el peso y la estatura de los miembros de los equipos deportivos y el estado de inscripción. Para todos los demás fines, la información del directorio incluirá el nombre del estudiante. Para todos los demás propósitos, el distrito ha identificado lo siguiente como información del directorio: Para todos los demás propósitos, la información del directorio incluirá el nombre del estudiante. Si el padre no objeta el uso de la información del estudiante para estos propósitos, la escuela **debe** divulgar esta información cuando una entidad o persona externa se lo solicite.

Nota: Vea también **Inspección autorizada y uso de los expedientes del estudiante**.

Objeción a la divulgación de información del estudiante a reclutadores militares e instituciones de educación superior (solo de niveles de grado de secundaria)

A menos que un padre le indique al distrito que no divulgue la información de su hijo, la Ley Cada Estudiante Triunfa (ESSA) exige que el distrito cumpla con las solicitudes de los reclutadores militares o de las instituciones de educación superior y que proporcione la siguiente información sobre los estudiantes:

- Nombre
- Dirección
- Teléfono

También es posible que los reclutadores militares tengan acceso a la dirección de correo electrónico de un estudiante proporcionada al distrito, a menos que uno de los padres haya solicitado al distrito que no revele esta información.

[Vea **Objeción de los padres a la divulgación de información del estudiante a reclutadores militares e instituciones de educación superior** en el paquete de formularios].

Participación en encuestas de terceros

Consentimiento requerido antes de la participación del estudiante en encuestas financiadas a nivel federal

La Enmienda de Protección de los Derechos del Estudiante (PPRA por sus siglas en inglés) les otorga a los padres ciertos derechos con respecto a la participación en encuestas, la recopilación y uso de información con fines de mercadotecnia y ciertos exámenes físicos.

Un padre tiene derecho a dar su consentimiento antes de que se requiera que un estudiante se presente a una encuesta financiada por el Departamento de Educación de los EE. UU. que se refiera a cualquiera de las siguientes áreas protegidas:

- Afiliaciones políticas o creencias del estudiante o de los padres del estudiante
- Problemas mentales o psicológicos del estudiante o de la familia del estudiante
- Comportamiento o actitudes sexuales
- Conducta ilegal, antisocial, autoincriminante o degradante
- Evaluaciones críticas de individuos con quienes el estudiante tiene una relación familiar cercana
- Relaciones privilegiadas reconocidas por ley, como con abogados, médicos y ministros
- Prácticas, afiliaciones o creencias religiosas del estudiante o de sus padres
- Ingresos, salvo cuando la ley exija la información y esta vaya a usarse para determinar la elegibilidad del estudiante para un programa

El padre puede inspeccionar la encuesta u otros instrumentos y cualesquier materiales de instrucción correspondientes utilizados en relación con cada encuesta. [Vea el reglamento EF(LEGAL) para obtener más información].

"Optar por la exclusión" de la participación de otros tipos de encuestas o evaluaciones y de la divulgación de información personal

La PPRA otorga a los padres el derecho de recibir un aviso y la posibilidad de excluir a un estudiante de:

- Actividades que incluyan la obtención, divulgación o uso de información personal obtenida de su hijo para el propósito de comercializar, vender o de otra manera divulgar esa información a otras personas
- Cualquier evaluación o examen físico invasivo que no sea de emergencia requerido como una condición de asistencia, administrado por la escuela o su agente y no necesariamente para proteger la salud y seguridad inmediatas del estudiante.

Se exceptúan las evaluaciones de audición, de la vista o escoliosis, o cualquier evaluación o examen físico permitido o exigido por la ley estatal. [Vea los reglamentos EF y FFAA para obtener más información].

Un padre puede inspeccionar:

- Las encuestas que recaben información protegida de los estudiantes y las encuestas creadas por un tercero
- Los instrumentos usados para recopilar información personal de los estudiantes para cualesquiera de los propósitos anteriores de comercialización, venta u otros propósitos de distribución

- El material de instrucción usado como parte del plan de estudios educativo

El Departamento de Educación proporciona amplia información sobre la Enmienda de Protección de los Derechos del Estudiante (https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance), incluido un Formulario de quejas de la PPRA (https://studentprivacy.ed.gov/file-a-complaint).

Retirar a un estudiante de la instrucción o excusar a un estudiante de un componente de instrucción requerido

Vea **Consentimiento antes de la instrucción sobre la sexualidad humana** y **Consentimiento para la instrucción sobre la prevención del abuso infantil, la violencia familiar, la violencia en la pareja y la trata sexual** para obtener información sobre el derecho de un padre de retirar a un estudiante de tal instrucción.

Recitar una parte de la Declaración de Independencia en los grados 3-12

La ley estatal designa la semana del 17 de septiembre como la Semana de Celebración de la Libertad y exige que todas las clases de estudios sociales provean lo siguiente:

- Instrucción sobre el estudio de la intención, el significado y la importancia de la Declaración de Independencia y la Constitución de los Estados Unidos
- La recitación de una parte específica de la Declaración de Independencia para los estudiantes en los grados 3 a 12

De acuerdo con la ley estatal, un estudiante puede ser excusado de recitar una parte de la Declaración de Independencia si corresponde alguna de las siguientes opciones:

- El padre provee una declaración escrita donde solicite que se excuse a su hijo de ello
- El distrito determina que el estudiante tiene una objeción consciente a la recitación
- Uno de los padres es representante de un gobierno extranjero al cual el gobierno de Estados Unidos le ofrece inmunidad diplomática

[Vea el reglamento EHBK(LEGAL) para obtener más información].

Recitar los juramentos a las banderas de EE. UU. y de Texas

Un padre puede solicitar que su hijo sea excusado de participar en la recitación diaria del juramento a la bandera de EE. UU. y del juramento a la bandera de Texas. La solicitud debe hacerse por escrito.

Sin embargo, la ley estatal exige que todos los estudiantes guarden un minuto de silencio luego de los juramentos.

[Vea **Juramentos a la bandera y un minuto de silencio (todos los niveles de grado)** y el reglamento EC(LEGAL) para obtener más información].

Creencias religiosas o morales

Un padre puede retirar a su hijo temporalmente del salón de clase si una actividad programada de la instrucción entra en conflicto con las creencias religiosas o morales del padre.

La remoción no se puede usar para evitar una prueba y no se puede extender durante un semestre completo. El estudiante también debe cumplir con los requisitos del nivel del grado y de graduación según lo determinado por la escuela y las leyes del estado.

Tutorías o preparación para pruebas

Un maestro puede determinar que un estudiante necesita asistencia específica adicional para alcanzar el nivel de dominio de los conocimientos y habilidades esenciales desarrollados por el estado con base en:

- Observaciones informales
- Datos de evaluación como calificaciones obtenidas en tareas o pruebas
- Resultados de evaluaciones de diagnóstico

La escuela siempre intentará proveer tutorías y estrategias para rendir pruebas de manera tal de evitar el retiro de otra instrucción tanto como sea posible.

En conformidad con las leyes estatales y el reglamento EC, los distritos deben obtener el permiso de los padres antes de retirar a un estudiante de una clase programada regularmente para tutoría correctiva o preparación para una prueba de más del diez por ciento de los días escolares en los cuales se dicta la clase.

Si el distrito ofrece servicios de tutoría para los estudiantes, la ley estatal exige que aquel estudiante que tenga calificaciones inferiores a 70 en un período de calificación asista.

[Si tiene preguntas sobre los programas de tutorías que provee la escuela, comuníquese con el maestro del estudiante y consulte los reglamentos EC y EHBC. Para obtener información sobre la instrucción acelerada que se requiere cuando un estudiante no logra desempeñarse satisfactoriamente en determinadas evaluaciones obligatorias del estado, vea **Pruebas estandarizadas**].

Derecho a acceder a los expedientes del estudiante, materiales de instrucción y registros/reglamentos del distrito

Revisión de los padres de los materiales de instrucción

El padre tiene el derecho de revisar los materiales de instrucción, libros de texto y otros materiales auxiliares y de instrucción utilizados en el plan de estudios, y de examinar las pruebas que se hayan administrado, ya sea que la instrucción se imparta de manera presencial, virtual o remota.

El distrito pondrá materiales instructivos a disposición para revisión de los padres a más tardar 30 días antes del inicio del año escolar y por lo menos 30 días después del término del año escolar. Sin embargo, las pruebas que todavía no se hayan administrado no estarán disponibles para que los padres las inspeccionen.

El distrito proporcionará credenciales de inicio de sesión a los padres del estudiante para cualquier sistema de gestión del aprendizaje o portal de aprendizaje en línea utilizado en la instrucción para facilitar a los padres el acceso y la revisión.

El padre también tiene derecho a solicitar que la escuela permita que el estudiante lleve a casa los materiales de instrucción que utiliza. La escuela puede pedir al estudiante que devuelva los materiales al inicio del siguiente día escolar.

La escuela puede proveer versiones impresas de materiales de instrucción electrónicos a un estudiante si este no tiene acceso fiable a tecnología en casa.

[Para acceder a información sobre el acceso de los padres a cualquier catálogo de biblioteca en línea y materiales de la biblioteca, consulte **Biblioteca (todos los niveles de grado)**].

Revisión de materiales instructivos por parte del distrito

Un padre puede solicitar que el distrito lleve a cabo una revisión del material instructivo de una clase de matemáticas, artes lingüísticas de inglés, ciencias y estudios sociales en la cual el estudiante del padre esté inscrito para determinar la alineación con las normas del estado y el nivel de rigor para el nivel de grado.

El distrito no está obligado a llevar a cabo una revisión del material instructivo para una materia o nivel de grado específico en un campus específico más de una vez por año escolar.

Para obtener más información sobre solicitar la revisión de un material instructivo, comuníquese con El director del campus de su estudiante.

Avisos de ciertas malas conductas del estudiante al padre que no tiene la custodia

El padre que no tiene la custodia puede solicitar por escrito que se le provea, por el resto del año escolar, una copia de cualquier aviso escrito generalmente provisto a uno de los padres relacionado con la mala conducta de su hijo que pueda implicar la asignación a un programa disciplinario de educación alternativa (DAEP) o la expulsión. [Vea el Código de Conducta Estudiantil y el reglamento FO(LEGAL) para obtener más información].

Participación en evaluaciones requeridas a nivel federal, estatal y del distrito

En conformidad con la Ley Cada Estudiante Triunfa (ESSA), un padre puede solicitar información referente al reglamento federal, estatal o del distrito, o al reglamento del distrito relacionado con la participación de su hijo en evaluaciones requeridas.

Expedientes de los estudiantes

Acceso a los expedientes de los estudiantes

Un padre puede revisar los expedientes de su hijo, que incluyen:

- Registros de asistencia
- Puntajes de pruebas
- Calificaciones
- Registros de disciplina
- Registros de consejería
- Registros psicológicos
- Solicitudes de admisión
- Información de salud y vacunación
- Otros expedientes médicos
- Evaluaciones del maestro y consejero escolar
- Informes de patrones de comportamiento
- Expedientes relacionados con la asistencia provista para dificultades del aprendizaje, como información referente a estrategias de intervención utilizadas con el niño, según cómo la ley define el término “estrategia de intervención”
- Instrumentos de evaluación del estado que se han administrado a su hijo
- Materiales didácticos y pruebas usados en el salón de clase del menor

Inspección autorizada y uso de los expedientes del estudiante

La Ley de Derechos Educativos y Privacidad de la Familia (FERPA) otorga a los padres y a los estudiantes elegibles ciertos derechos con respecto a los expedientes educativos del estudiante.

A efectos de los expedientes del estudiante, un estudiante “elegible” es aquel que es mayor de 18 años o que asiste a una institución de educación postsecundaria. Estos derechos, tratados aquí y en **Objeción a la divulgación de información del directorio**, comprenden el derecho a:

- Inspeccionar y revisar los expedientes del estudiante dentro de 45 días después de que la escuela reciba una solicitud de acceso.
- Solicitar una enmienda al expediente de un estudiante que el padre o el estudiante elegible considere que es incorrecto, confuso o que de otra manera infringe la FERPA
- Proporcionar consentimiento escrito antes de que la escuela divulgue información de identificación personal de los expedientes del estudiante, salvo en la medida en que la FERPA autorice la divulgación sin consentimiento
- Presentar una queja (https://studentprivacy.ed.gov/file-a-complaint) ante el Departamento de Educación de EE. UU. referente al incumplimiento de los requisitos de la FERPA por parte de la escuela

La FERPA y las leyes estatales protegen los registros escolares del estudiante de la inspección o uso no autorizados y proporcionan ciertos derechos de privacidad a los padres y estudiantes elegibles.

Antes de divulgar cualquier información de identificación personal de los expedientes de un estudiante, el distrito debe verificar la identidad de la persona, incluso alguno de los padres o el estudiante, que solicita la información.

Prácticamente toda la información relacionada con el desempeño del estudiante, como calificaciones, resultados de pruebas y registros de disciplina, se considera que conforma los expedientes educativos confidenciales.

La inspección y divulgación de los expedientes del estudiante está restringida a un estudiante elegible o al padre del estudiante, a menos que la escuela reciba una copia de una orden judicial de terminación de los derechos del padre o del derecho de acceder a los expedientes de educación del estudiante. Los derechos de los padres con respecto al acceso a los expedientes de los estudiantes no se ven afectados por el estado civil de los padres.

La ley federal exige que el control de los expedientes se transfiera al estudiante tan pronto como el estudiante cumpla con alguno de los siguientes criterios:

- Alcanza la edad de 18 años
- Es emancipado por un tribunal
- Se matricula en una institución educativa postsecundaria

Sin embargo, el padre puede seguir teniendo acceso a los expedientes, si el estudiante es un dependiente para propósitos tributarios y, en circunstancias limitadas, cuando existe una amenaza a la salud y seguridad del estudiante u otros individuos.

La FERPA permite la divulgación de información de identificación personal de los expedientes de educación de un estudiante, sin consentimiento escrito del padre o del estudiante elegible

cuando los funcionarios de la escuela tienen lo que la ley federal llama un “interés educativo legítimo” en los expedientes de un estudiante.

El interés educativo legítimo puede incluir:

- Trabajar con el estudiante
- Analizar medidas disciplinarias o académicas, el caso del estudiante o un programa de educación individualizada para un estudiante con discapacidades
- Recopilar datos estadísticos
- Revisar un expediente educativo para cumplir con una responsabilidad profesional del funcionario
- Investigar o evaluar programas

Entre los funcionarios de la escuela se incluyen:

- Los miembros de la junta y empleados, como el superintendente, los administradores y los directores
- Los maestros, consejeros escolares, encargados de diagnósticos y personal auxiliar (incluso personal de salud o médico del distrito)
- Una persona o empresa con la cual el distrito haya contratado o permitido proveer un servicio o función institucional específico (como un abogado, consultor, proveedor tercero que ofrezca programas en línea o software, auditor, consultor médico, terapeuta, funcionario de recursos escolares o voluntario)
- Una persona nombrada para desempeñarse en un equipo que respalde el programa escolar de apoyo y seguridad del distrito
- Un padre o estudiante que forme parte de un comité escolar
- Un padre o estudiante que asista a un funcionario escolar cuando desempeña sus funciones

La FERPA también permite la divulgación de información de identificación personal sin consentimiento escrito:

- A representantes autorizados de diversas agencias gubernamentales, incluidos los proveedores de servicios de minoridad, la Contraloría General de EE. UU., la Procuraduría General de EE. UU., la Secretaría de Educación de EE. UU., la Agencia de Educación de Texas, la Secretaría de Agricultura de EE. UU. y trabajadores de casos de Servicios de Protección Infantil (CPS) u otros representantes del bienestar infantil, en determinados casos
- A individuos o entidades a los que se les concedió acceso en respuesta a un citatorio u orden judicial
- A otra escuela, distrito/sistema o institución de educación postsecundaria en la que el estudiante procure matricularse o en la que el estudiante ya esté matriculado
- En relación con la ayuda financiera que el estudiante haya solicitado o haya recibido
- A organizaciones de acreditación para llevar a cabo las funciones de acreditación

- A organizaciones que llevan a cabo estudios para la escuela o en nombre de la escuela para desarrollar, validar o administrar pruebas indicadoras; administrar programas de ayuda a estudiantes, o mejorar la instrucción
- A funcionarios correspondientes en relación con una emergencia de salud o seguridad
- Cuando el distrito divulga información del directorio (detalles designados) [Para prohibir esta divulgación, vea **Objeción a la divulgación de información del directorio**].

La divulgación de información de identificación personal a otra persona o agencia (como a un posible empleador o para la solicitud de una beca) se hará únicamente con el permiso de los padres o del estudiante, según corresponda.

El director del campus es el custodio de todos los expedientes de los estudiantes matriculados actualmente en la escuela asignada. El Superintendente asistente es el custodio de todos los expedientes de los estudiantes que se han retirado o graduado.

Un padre o estudiante elegible que desee inspeccionar los expedientes del estudiante debe presentar una solicitud por escrito al custodio de los expedientes identificando los expedientes que desea inspeccionar.

Los expedientes se pueden inspeccionar en persona durante el horario escolar regular. El custodio de expedientes o su representante estará disponible para explicar el expediente y responder preguntas.

El padre o estudiante elegible que presente una solicitud escrita y pague los costos de copiado de diez centavos por página puede obtener copias. Si las circunstancias impiden la inspección durante horario escolar regular y el estudiante reúne los requisitos para comidas gratis o de bajo costo, el distrito proveerá una copia de los expedientes solicitados o hará otros arreglos para que el padre o el estudiante pueda revisar dichos expedientes.

El director de la escuela es el custodio de todos los registros de los estudiantes actualmente matriculados en la escuela asignada. El Superintendente Asistente es el custodio de todos los registros de los estudiantes que se han retirado o se han graduado.
Un padre o estudiante elegible puede inspeccionar los expedientes del estudiante y solicitar una corrección o modificación si se considera que los expedientes son imprecisos, confusos o de otra manera infringen los derechos de privacidad del estudiante.
Se debe presentar una solicitud para corregir el expediente de un estudiante al custodio de expedientes correspondiente. La solicitud debe identificar claramente la parte del expediente que debe corregirse e incluir una explicación de por qué la información es incorrecta. Si el distrito deniega la solicitud del cambio de los expedientes, el padre o estudiante elegible tiene derecho a solicitar una audiencia. Si, después de la audiencia, los expedientes no se modifican, el padre o estudiante elegible tiene 30 días escolares para presentar una declaración en el expediente del estudiante.

A pesar de que se puede objetar el registro incorrecto de las calificaciones, la objeción de la calificación de un estudiante en un curso o en un examen se tramita a través del proceso de quejas que se encuentra en el reglamento FNG(LOCAL). La calificación impuesta por el maestro se puede cambiar únicamente si la junta de síndicos determina que la calificación es arbitraria, errónea o incoherente con las pautas de calificación del distrito.

[Vea **Boletas de calificaciones/Informes de progreso y reuniones (todos los niveles de grado), Quejas e inquietudes (todos los niveles de grado)** e Irrevocabilidad de las calificaciones en el reglamento FNG(LEGAL)].

El reglamento del distrito referente a los expedientes del estudiante se encuentra en los reglamentos FL(LEGAL) y (LOCAL) y está disponible en la oficina del director o del superintendente o en el sitio web del distrito en www.sangerisd.net.

Nota: El derecho del padre o estudiante elegible al acceso y al copiado de los expedientes del estudiante no se extiende a todos los registros. Los materiales que no se consideran registros educativos, como notas personales de un maestro sobre un estudiante compartidas únicamente con un maestro suplente, no se tienen que poner a disposición.

Certificaciones profesionales de los maestros y del personal

Un padre puede solicitar información referente a las certificaciones profesionales de los maestros de su hijo, incluso si un maestro:

- Ha cumplido con la certificación y los requisitos de licencias del estado para los niveles de grado y las áreas de asignaturas que instruye,
- Tiene un permiso de emergencia u otra situación provisoria para la que se han eximido los requisitos del estado, y
- Está enseñando actualmente en el ámbito o la disciplina de su certificación.

El padre también tiene el derecho de solicitar información sobre las certificaciones de cualquier paraprofesional que pueda proporcionar servicios a su hijo.

Estudiantes con excepcionalidades o circunstancias especiales

Hijos de familias militares

El Pacto Interestatal sobre Oportunidades Educativas para Hijos de Militares (https://www.dodea.edu/partnership/interstatecompact.cfm) otorga a estos niños el derecho a la flexibilidad con respecto a ciertos requisitos estatales y del distrito, entre ellos:

- Requisitos de vacunación
- Asignación de nivel de grado, curso o programa educativo
- Requisitos de elegibilidad para participar en actividades extracurriculares
- Matriculación en la Red Escolar Virtual de Texas (TxVSN)
- Requisitos de graduación

El distrito justificará las ausencias relacionadas con la visita de un estudiante a su padre, incluido un padrastro o tutor legal, que:

- Ha sido llamado al servicio militar activo
- Tenga permiso para ausentarse
- Regrese de un despliegue militar de por lo menos cuatro meses

El distrito no permitirá **más de cinco** ausencias justificadas al año para este propósito. Para que la ausencia pueda ser justificada, no debe ocurrir antes del 60.º día antes del despliegue ni después del 30.º día después del regreso del padre de un despliegue.

Puede encontrar información adicional en Recursos para familias militares en la Agencia de Educación de Texas (https://tea.texas.gov/about-tea/other-services/military-family-resources).

Rol de los padres en determinadas asignaciones de salón de clase y de escuela

Hermanos de nacimiento múltiple

La ley estatal permite a un padre de hijos de nacimientos múltiples (por ejemplo, mellizos, trillizos, etc.) asignados al mismo grado y campus solicitar por escrito que los niños se asignen al mismo salón de clase o a diferentes salones.

Las solicitudes escritas se deben presentar antes del 14.º día posterior a la matriculación de los estudiantes. [Vea el reglamento FDB(LEGAL) para obtener más información].

Transferencias/Asignaciones por seguridad

La junta o su representante respetará la solicitud de un padre respecto de la transferencia de su hijo a otro salón de clase o campus si el distrito ha determinado que el niño ha sido víctima de intimidación, lo que incluye acoso cibernético, según se define el término en la sección 37.0832 del Código de Educación.

La junta puede transferir a un estudiante que ha estado involucrado en intimidación a otro salón de clase. La junta consultará con el padre de un niño que ha estado involucrado en intimidación antes de tomar una decisión respecto de la transferencia del niño a otro campus.

No se provee transporte para una transferencia a otro campus. Consulte con el director del campus para obtener más información.

[Vea **Celebraciones/invitaciones de cumpleaños (Grados Pre-K-5)**

Damos la bienvenida a las delicias compradas en la tienda para la celebración del cumpleaños de su hijo en los grados Pre-K-5. Las golosinas se pueden dejar en la oficina principal del campus de su hijo y se las entregaremos al maestro en el salón de clases del niño.

Para evitar herir sentimientos, las invitaciones a la fiesta de cumpleaños solo se entregarán en clase si todos los niños están invitados. Las invitaciones que se entregarán a los estudiantes fuera del salón de clases de su hijo deben hacerse fuera del día escolar.

Intimidación (todos los niveles de grado) y los reglamentos FDB y FFI para obtener más información].

El distrito respetará la solicitud de un padre respecto de la transferencia de su hijo a una escuela pública segura en el distrito si su hijo asiste a la escuela identificada por la Agencia de Educación de Texas como persistentemente peligrosa o si su hijo ha sido víctima de un delito penal violento mientras estaba en la escuela o en las instalaciones escolares.

[Vea el reglamento FDE para obtener más información].

La junta respetará la solicitud de un padre respecto de la transferencia de su hijo a otro campus del distrito o a un distrito vecino si el estudiante fue víctima de agresión sexual a manos de otro estudiante asignado al mismo campus, independientemente de si ese ataque se produjo dentro o fuera del campus, y de si ese estudiante ha sido condenado o ha recibido un fallo diferido por el ataque. De conformidad con el reglamento FDE, si la víctima no quiere transferirse, la junta transferirá al agresor.

Uso de animales de servicio/asistencia por parte de los estudiantes

El padre de un estudiante que utilice un animal de servicio/asistencia debido a una discapacidad debe presentar una solicitud por escrito al director antes de llevar el animal de servicio/asistencia al campus. El distrito intentará satisfacer la solicitud lo más pronto posible, pero lo hará dentro de los diez días hábiles del distrito.

Estudiantes bajo la tutela del estado (sistema de acogida)

Con la finalidad de proveer estabilidad educativa, el distrito proporcionará ayuda para la matriculación e inscripción, así como otros servicios educativos durante toda la matriculación del estudiante, a todo estudiante que se encuentre actualmente asignado o haya sido recientemente asignado al sistema de acogida (custodia temporal o permanente del estado, algunas veces denominado “cuidado sustituto”).

A un estudiante bajo la tutela (custodia) del estado que se inscribe en el distrito después del inicio del año escolar se le darán oportunidades de crédito mediante exámenes en cualquier momento del año.

El distrito evaluará los expedientes disponibles del estudiante para determinar la transferencia de créditos por materias y cursos tomados antes de la matriculación del estudiante en el distrito.

El distrito otorgará crédito parcial de curso cuando el estudiante solo apruebe la mitad de un curso de dos mitades. [Para conocer las disposiciones sobre el crédito parcial de curso para estudiantes que no están bajo la tutela del estado, vea EI(LOCAL)].

Un estudiante bajo la tutela del estado que se mude fuera de los límites de asistencia de la escuela o del distrito, o que se asigne inicialmente a la tutela del estado y que se mude fuera de los límites del distrito o de la escuela, tiene derecho a continuar inscrito en la escuela a la que estaba asistiendo antes de la asignación o mudanza hasta que el estudiante alcance el nivel de grado más alto de la escuela particular.

Si un estudiante del grado 11 o 12 se transfiere a otro distrito escolar pero no cumple con los requisitos de graduación del distrito receptor, el estudiante puede solicitar un diploma del distrito anterior si cumple con los criterios de graduación del distrito anterior.

En el caso de un estudiante bajo la tutela del estado que reúna los requisitos para una colegiatura y exención de cuota en virtud de la ley estatal y que es probable que esté en acogida el día precedente al 18.º cumpleaños del estudiante, el distrito:

- Ayudará al estudiante a completar las solicitudes de admisión o de ayuda financiera
- Hará arreglos y acompañará al estudiante a visitas del campus
- Asistirá con la búsqueda y la solicitud de becas privadas o patrocinadas por instituciones
- Identificará si el estudiante es candidato para designación a una academia militar
- Asistirá al estudiante con la inscripción y preparación para los exámenes de admisión de la universidad, lo que incluye (sujeto a la disponibilidad de fondos) hacer arreglos para el pago de las cuotas de exámenes del Departamento de Familia y Servicios de Protección (DFPS) de Texas
- Coordinará el contacto entre el estudiante y el funcionario de enlace para los estudiantes que estuvieron anteriormente bajo la tutela del estado

Si tiene alguna pregunta, comuníquese con el enlace de sistema de acogida del distrito:

Marta Chavez

Alcance Comunitario y Enlace Familiar

401 Hughes Street, Sanger, Texas

Marta.chavez@sangerisd.net

940-458-5701

[Vea **Crédito mediante examen para avance/aceleración: si un estudiante no ha realizado el curso/la materia** y **Crédito de curso (solo niveles de grado de secundaria**)].

Estudiantes que no tienen hogar

Se recomienda que un padre informe al distrito si su hijo o hija está sin hogar. El personal del distrito puede compartir recursos que pueden servir a las familias.

A un estudiante sin hogar se le dará flexibilidad con respecto a ciertas disposiciones del distrito, incluidos:

- Requisitos de comprobante de residencia
- Requisitos de vacunación
- Asignación de programa educativo (si el estudiante no puede proveer expedientes académicos previos o se le pasa una fecha límite de solicitud durante un período sin techo)
- Oportunidades de crédito mediante exámenes en cualquier momento del año (si el estudiante se inscribió en el distrito después del inicio del año escolar), en conformidad con las reglas de la Junta de Educación del Estado (SBOE)
- Evaluación de los expedientes disponibles del estudiante para determinar la transferencia de créditos por materias y cursos tomados antes de la matriculación del estudiante en el distrito
- Otorgamiento de crédito parcial cuando un estudiante aprueba solo una mitad de un curso de dos mitades
- Requisitos de elegibilidad para participar en actividades extracurriculares
- Requisitos de graduación

La ley federal permite que un estudiante que no tiene hogar permanezca matriculado en la “escuela de origen” o que se matricule en una nueva escuela en el área de asistencia donde el estudiante reside actualmente.

Si un estudiante que no tiene hogar del grado 11 o 12 se transfiere a otro distrito escolar pero no cumple con los requisitos de graduación del distrito receptor, la ley estatal permite que el estudiante solicite un diploma del distrito anterior si cumple con los criterios de graduación del distrito anterior.

Un estudiante o padre que no esté satisfecho con la elegibilidad del distrito, la selección de la escuela o la decisión de la matriculación puede apelar a través del reglamento FNG(LOCAL). Siempre que sea posible, el distrito acelerará los plazos locales para lograr una rápida resolución de la disputa.

Para obtener más información sobre los servicios para los estudiantes que no tienen hogar, comuníquese con el enlace de educación sin hogar del distrito:

Marta Chavez

Alcance Comunitario y Enlace Familiar

401 Hughes Street, Sanger, Texas

Marta.chavez@sangerisd.net

940-458-5701

[Vea **Crédito mediante examen para avance/aceleración: si un estudiante no ha realizado el curso/la materia** y **Crédito de curso (solo niveles de grado de secundaria**)].

Estudiantes que tienen dificultades de aprendizaje o que necesitan servicios de educación especial o de la Sección 504

Para los estudiantes que presentan dificultades en el salón de clases regular, todos los distritos escolares deben considerar las tutorías, las medidas compensatorias y otros servicios de apoyo académico o del comportamiento que estén disponibles para todos los estudiantes, incluido un proceso basado en la Respuesta a la Intervención (RtI). La implementación de RtI tiene la posibilidad de producir un efecto positivo en la capacidad de los distritos para satisfacer las necesidades de todos los estudiantes que tienen dificultades.

Si un estudiante tiene dificultades de aprendizaje, el padre puede comunicarse con las personas indicadas más adelante para obtener información sobre la derivación de educación general de la escuela o del sistema de evaluación para servicios de apoyo.

Este sistema vincula a los estudiantes con una variedad de opciones de apoyo, incluida la derivación para una evaluación de educación especial o para una evaluación de la Sección 504 a fin de determinar si el estudiante necesita ayudas específicas, adaptaciones o servicios. Un padre puede solicitar una evaluación para servicios de educación especial o de la Sección 504 en cualquier momento.

Derivaciones a educación especial

Si un padre realiza una solicitud por escrito para que se realice una evaluación inicial para servicios de educación especial al director de servicios de educación especial o al empleado administrativo de un distrito escolar, el distrito debe responder a más tardar 15 días escolares después de recibir la solicitud. En ese momento, el distrito debe entregarle al padre un aviso escrito previo sobre si acepta o rechaza la evaluación del estudiante, junto con una copia del *Aviso de garantías procesales* (https://fw.escapps.net/Display_Portal/publications). Si el distrito acepta evaluar al estudiante, también debe darle al padre la oportunidad de otorgar su consentimiento por escrito para la evaluación.

Nota: La solicitud para la realización de una evaluación de educación especial puede hacerse verbalmente; no es necesario que sea por escrito. Los distritos aún deben cumplir con todos los requisitos federales de avisos previos por escrito y de garantías procesales, así como con los requisitos para identificar, ubicar y evaluar a niños que se sospecha que tienen una discapacidad y necesitan educación especial. Sin embargo, una solicitud verbal no exige que el distrito responda en el plazo de 15 días escolares.

Si el distrito decide evaluar al estudiante, debe realizar la evaluación inicial y el informe de la evaluación del estudiante a más tardar 45 días escolares a partir del día que la escuela reciba el consentimiento escrito del padre. Sin embargo, si el estudiante está ausente durante el período de evaluación por tres días escolares o más, el período de evaluación se prolongará por la cantidad de días escolares equivalentes a la cantidad de días escolares que el estudiante esté ausente.

Hay una excepción al cronograma de 45 días escolares. Si el distrito escolar recibe el consentimiento de un padre para la evaluación inicial por lo menos 35 pero menos de 45 días escolares antes del último día de instrucción del año escolar, debe completar el informe escrito y proporcionar una copia del informe al padre a más tardar el 30 de junio de ese año. No obstante, si el estudiante se ausenta de la escuela por tres días o más durante el período de

evaluación, entonces ya no se aplica la fecha límite del 30 de junio. En su lugar, se aplicará un cronograma general de 45 días escolares más extensiones por ausencias de tres días o más.

Tras completarse la evaluación, el distrito le debe entregar una copia del informe de evaluación al padre sin costo alguno.

Hay información adicional referente a la educación especial disponible a través del distrito escolar en un documento complementario titulado *Guía de los padres para el proceso de admisión, revisión y retiro* (https://fw.escapps.net/Display_Portal/publications).

Persona de contacto para las derivaciones a educación especial

La persona designada con quien se debe contactar con referencia a opciones para un estudiante que tiene dificultades de aprendizaje o para obtener una derivación para una evaluación para servicios de educación especial es:

El maestro, consejero, o administrador de su estudiante

Si tiene preguntas sobre las transiciones postsecundarias, incluida la transición de la educación al empleo, para los estudiantes que reciben servicios de educación especial, comuníquese con la persona designada para transición y empleo del distrito: Cooperativa de educación espicial del condado de Denton al *(940) 458-7430.*

Derivaciones de la Sección 504

Todos los distritos escolares deben contar con normas y procedimientos para la evaluación y ubicación de estudiantes en el programa de la Sección 504 del distrito. Los distritos también deben implementar un sistema de garantías procesales que incluya:

- Aviso
- Una oportunidad para que el padre o el tutor examinen los expedientes relevantes
- Una audiencia imparcial donde se brinde al padre o tutor la oportunidad de participar y de contar con la representación de un abogado
- Un procedimiento de revisión

Persona de contacto para las derivaciones de la Sección 504

La persona designada con quien se debe contactar con referencia a opciones para un estudiante que tiene dificultades de aprendizaje o para obtener una derivación para una evaluación para servicios de la Sección 504 es:

El subdirector del campus de su estudiante

[Vea **Estudiantes con deficiencias físicas o mentales protegidos en virtud de la Sección 504**].

Visite estos sitios web para obtener información referente a estudiantes con discapacidades y la familia:

- Legal Framework for the Child-Centered Special Education Process (Marco legal para el proceso de educación especial centrado en el niño) (https://fw.escapps.net/Display_Portal?destination=/)
- Partners Resource Network (Red de recursos para padres) (http://prntexas.org/)
- SPEDTEX: Special Education Information Center (Centro informativo de educación especial) (https://www.spedtex.org/)

- Texas Project First (http://www.texasprojectfirst.org/)
- TEA Special Education Parent and Family Resources (Recursos para padres y familias sobre educación especial de la TEA) (https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources)

Notificación a los padres sobre estrategias de intervención para dificultades de aprendizaje provistas a los estudiantes en educación general

En conformidad con la ley estatal, el distrito notificará anualmente a los padres si su hijo recibe asistencia para dificultades de aprendizaje. Los detalles de dicha asistencia pueden incluir estrategias de intervención. Este aviso no es para los estudiantes ya matriculados en un programa de educación especial.

Programa de Conducción con Discapacidad de Texas

De acuerdo con la legislación estatal, el distrito proporcionará la notificación del Programa de Conducción con Discapacidad de Texas a aquellos estudiantes que tengan una afección médica o discapacidad que pueda impedir una comunicación eficaz con un oficial de las fuerzas del orden y reciba educación especial o esté cubierto por la Sección 504 de la Ley de Rehabilitación de 1973. Esta notificación se proporcionará anualmente a aquellos estudiantes de 16 años o más hasta que el estudiante se gradúe o cumpla 21 años, así como a los padres del estudiante.

El Programa de Conducción con Discapacidad de Texas se centra en mejorar la interacción entre las fuerzas del orden y los conductores con discapacidad que tienen necesidades de comunicación singulares.

Estudiantes que reciben servicios de educación especial con otros niños en edad escolar en casa

Si un estudiante está recibiendo servicios de educación especial en un campus fuera de su zona de asistencia, la ley estatal permite que el padre o tutor solicite que otros estudiantes que residan en la casa sean transferidos al mismo campus, si el nivel de grado apropiado para los estudiantes que se han de transferir se ofrece en esa escuela.

El estudiante que recibe servicios de educación especial tendría derecho a transporte. Sin embargo, el distrito no está obligado a proveer transporte para los otros niños de la casa.

El padre o tutor debería hablar con el director de la escuela sobre las necesidades de transporte antes de solicitar una transferencia para cualquier otro niño de la casa. [Vea el reglamento FDB(LOCAL) para obtener más información].

Estudiantes cuyo idioma principal no es el inglés

Un estudiante puede ser elegible para recibir apoyo especializado si su idioma principal no es inglés, y el estudiante tiene dificultad para realizar el trabajo escolar ordinario en inglés.

Si el estudiante reúne los requisitos para esos servicios, el Comité de Evaluación del Dominio de un Idioma (LPAC) determinará los tipos de servicios que el estudiante necesita, incluidas las adaptaciones o modificaciones relacionadas con la instrucción en el salón de clase, evaluaciones locales y evaluaciones obligatorias del estado.

[Ver **Estudiantes bilingües emergentes (todos los niveles de grado)** y **Programas especiales (todos los niveles de grado**)].

Estudiantes con deficiencias físicas o mentales protegidos en virtud de la Sección 504

Un estudiante que tenga una deficiencia física o mental que limite substancialmente una actividad importante de la vida, según lo definido por la ley, y que de otra manera no reúna los requisitos para servicios de educación especial, puede reunir los requisitos para protecciones en virtud de la Sección 504 de la Ley de Rehabilitación.

La Sección 504 es una ley federal designada para prohibir la discriminación contra individuos con discapacidades.

Cuando se solicita una evaluación, se crea un comité para determinar si el estudiante necesita servicios y apoyo en virtud de la Sección 504 para recibir una educación pública adecuada y gratuita (FAPE), según lo definido por la ley federal.

[Vea **Estudiantes que tienen dificultades de aprendizaje o que necesitan servicios de educación especial o de la Sección 504** y el reglamento FB para obtener más información].

Segunda sección: Otra información importante para padres y estudiantes

Esta sección contiene información importante sobre asuntos académicos, actividades escolares y sobre los requisitos y el funcionamiento de la escuela.

Está organizada alfabéticamente para que sirva como una guía de referencia rápida. Donde corresponde, los temas se organizan por nivel de grado.

Los padres y los niños deberían dedicar un momento juntos para familiarizarse con los temas tratados en esta sección. Si necesita orientación con un tema en particular, comuníquese con el director del campus de su estudiante.

Ausencias/Asistencia

La asistencia regular a la escuela es fundamental. Las ausencias a clase pueden dar lugar a una perturbación grave de la educación del estudiante. El estudiante y el padre deben evitar las ausencias innecesarias.

Abajo se tratan dos leyes estatales importantes: una que trata sobre la asistencia obligatoria y, la otra, sobre cómo la asistencia afecta la asignación de la calificación final o el crédito de curso al estudiante.

Asistencia obligatoria

Pre-kínder y kínder

Los estudiantes matriculados en prekínder o kínder deben asistir a la escuela y están sujetos a los requisitos de asistencia obligatoria siempre que sigan matriculados.

De 6 a 18 años

La ley estatal exige que un estudiante que tiene, como mínimo, seis años de edad o que tiene menos de seis años y que ha estado previamente matriculado en primer grado y que aún no ha cumplido los 19 años, asista a la escuela, así como a cualquier programa de instrucción acelerada, programa del año escolar ampliado o sesión de tutoría que corresponda, a menos que de otra manera se excuse al estudiante de asistir o esté legalmente exento.

La ley estatal exige que los estudiantes de kínder a grado 2 asistan a cualquier programa de instrucción acelerada de lectura asignado. Se notificará a los padres por escrito si se asigna a su hijo a un programa de instrucción acelerada de lectura según un instrumento de diagnóstico de lectura.

Un estudiante deberá asistir a todo programa de instrucción acelerada asignado antes o después de la escuela o durante el verano, si el estudiante no satisface los estándares de aprobación de una evaluación estatal de una materia correspondiente.

A partir de los 19 años

Un estudiante que asiste o se matricula voluntariamente después de cumplir los 19 años de edad debe asistir a la escuela todos los días hasta el final del año escolar. Si el estudiante incurre en más de cinco ausencias injustificadas en un semestre, el distrito puede revocar la matrícula del estudiante. A partir de entonces, la presencia del estudiante en la propiedad escolar no estaría autorizada y se puede considerar ingreso ilegal. [Vea el reglamento FEA para obtener más información].

Asistencia obligatoria — Exenciones

Todos los niveles de grado

La ley estatal permite exenciones de los requisitos de asistencia obligatoria, siempre que el estudiante recupere todos los trabajos, por las siguientes actividades y eventos:

- Feriados religiosos
- Comparecencias obligatorias ante un tribunal
- Comparecer ante una oficina gubernamental para obtener la ciudadanía de los Estados Unidos
- Participar en una ceremonia de juramento para la naturalización estadounidense
- Prestar servicio como funcionario electoral
- Citas de atención médica para el estudiante o un hijo del estudiante, incluso ausencias relacionadas con servicios por autismo
- Ausencias producto de una enfermedad grave o potencialmente mortal o del tratamiento relacionado que haga que la asistencia del estudiante sea inviable, con certificación médica
- En el caso de los estudiantes bajo la tutela del estado:
    - Una actividad requerida por un plan de servicios ordenado por un tribunal, o
    - Cualquier otra actividad ordenada por un tribunal, siempre que no sea posible coordinar la participación del estudiante en la actividad fuera del horario escolar.

En el caso de los hijos de familias militares, se justificarán las ausencias de hasta cinco días para que el estudiante visite a un padre/madre, padrastro/madrastra o tutor legal que se dirige a determinados despliegues, está de licencia o regresa de uno. [Vea **Hijos de familias militares** para obtener más información].

Observe que las citas documentadas de atención médica pueden incluir las citas de telemedicina. No se permitirá que los estudiantes que estén físicamente presentes en el campus participen en citas de telemedicina u otras citas en línea sin la autorización específica de un administrador correspondiente. Los estudiantes no pueden usar la tecnología del distrito, como wifi o internet, para las citas de telemedicina porque el uso del equipo y los sistemas de redes que pertenecen al distrito no es privado y puede ser supervisado por el distrito. Para obtener más información, vea **Uso de dispositivos personales de telecomunicaciones y de otros dispositivos electrónicos para instrucción**.

Niveles de grado de secundaria

El distrito permitirá que un estudiante de 15 años de edad o mayor se ausente por un día para obtener una licencia de principiante y por un día para obtener una licencia de conductor, siempre que la junta haya autorizado tales ausencias justificadas en virtud del reglamento FEA(LOCAL). El estudiante deberá presentar la documentación de su visita a la oficina de licencias de conducir por cada ausencia y deberá recuperar todo trabajo perdido.

[Vea también **Verificación de asistencia para una licencia de conductor (solo niveles de grado de secundaria)**].

El distrito permitirá que los estudiantes de los grados 11 y 12 se ausenten por hasta dos días por año para visitar un instituto universitario o universidad, si se cumplen las siguientes condiciones:

- La junta ha aprobado tales ausencias justificadas en virtud del reglamento FEA(LOCAL)
- El director ha aprobado la ausencia del estudiante
- El estudiante sigue los procedimientos del campus para dar constancia de la visita y recupera todo trabajo perdido

El distrito permitirá que un estudiante de 17 años o más se ausente por hasta cuatro días durante el período en el que el estudiante esté matriculado en la escuela preparatoria para procurar alistarse en las fuerzas armadas de los Estados Unidos o en la Guardia Nacional de Texas, siempre que el estudiante dé constancia de estas actividades al distrito.

El distrito permitirá a un estudiante ausentarse hasta dos días durante el grado 11 del estudiante y dos días durante el grado 12 del estudiante para un día de investigación profesional para visitar a un profesional en su lugar de trabajo con el fin de determinar el interés del estudiante de seguir una carrera en el campo del profesional, siempre y cuando el estudiante verifique estas actividades al distrito.

El distrito permitirá que un estudiante se ausente por hasta dos días por año escolar para desempeñarse como:

- Oficial de votación anticipada, siempre que la junta del distrito haya autorizado esto en el reglamento FEA(LOCAL), el estudiante notifique a sus maestros y el estudiante reciba la aprobación del director antes de las ausencias
- Funcionario electoral, si el estudiante recupera todo trabajo perdido

El distrito también permitirá que un estudiante de grado 6-12 se ausente para el propósito de interpretar el toque de despedida en el funeral honorífico militar de un veterano difunto.

Asistencia obligatoria — Incumplimiento

Todos los niveles de grado

Los empleados de la escuela deben investigar y denunciar infracciones de la ley de asistencia obligatoria.

Se considerará que un estudiante que se ausenta sin permiso de la escuela, de cualquier clase, de cualquier programa especial obligatorio o de cualquier tutoría obligatoria infringe la ley de asistencia obligatoria, y estará sujeto a una medida disciplinaria.

Estudiantes con discapacidades

Si un estudiante discapacitado tiene problemas de asistencia, el comité de ARD o el comité de la Sección 504 del estudiante determinarán si los problemas de asistencia requieren una evaluación, una reevaluación o modificaciones al programa de educación individualizado o al plan de la Sección 504 del estudiante, según corresponda.

De 6 a 18 años

Cuando un estudiante de 6 a 18 años incurre en tres ausencias injustificadas o más en un período de cuatro semanas, la ley exige a la escuela que les envíe un aviso a los padres.

El aviso:

- Les recordará a los padres que tienen el deber de supervisar la asistencia del estudiante y exigirá que el estudiante asista a la escuela
- Solicitará una reunión entre los administradores escolares y los padres

- Informará a los padres que el distrito empezará a aplicar medidas de prevención de absentismo escolar, entre ellas, un plan de mejora de la conducta, un servicio comunitario basado en la escuela, derivaciones a consejería u otros servicios sociales, u otras medidas adecuadas

El instructor de prevención de absentismo escolar del distrito es:

Shanna Orsi

Directora Asistente de la Escuela Secundaria Sanger

100 Indian Lane, Sanger, TX 76266

Shanna.orsi@sangerisd.net

(940) 458-7497

En caso de tener preguntas sobre las ausencias del estudiante, los padres deben comunicarse con el instructor o con cualquier otro administrador del campus.

Un tribunal de justicia puede imponer sanciones contra el padre si un estudiante en edad escolar no asiste deliberadamente a la escuela. El distrito puede presentar una queja en contra del padre si el estudiante incurre en 10 ausencias injustificadas o más en un período de seis meses durante el mismo año escolar.

Si un estudiante de entre 12 y 18 años incurre en diez ausencias injustificadas o más en un período de seis meses durante el mismo año escolar, el distrito, en la mayoría de los casos, derivará al estudiante al tribunal de absentismo escolar.

[Vea los reglamentos FEA(LEGAL) y FED(LEGAL) para obtener más información].

A partir de los 19 años

Después de que un estudiante de 19 años o más incurre por tercera vez en una ausencia injustificada, el distrito está obligado por ley a enviar al estudiante una carta donde se explique que el distrito puede revocar la matrícula del estudiante por el resto del año escolar si el estudiante tiene más de cinco ausencias injustificadas en un semestre. Como alternativa a revocar la matrícula del estudiante, el distrito puede implementar un plan de mejora de la conducta.

Asistencia para crédito o calificación final (todos los niveles de grado)

Para recibir crédito o una calificación final en una clase, un estudiante debe asistir por lo menos el 90 por ciento de los días que se dicta. Un estudiante que asiste por lo menos el 75 por ciento, pero menos del 90 por ciento de los días puede recibir crédito o una calificación final si completa un plan, aprobado por el director, que permita al estudiante satisfacer los requisitos de instrucción de la clase. Si un estudiante se involucra en un proceso penal o de un tribunal de menores, el juez que preside el caso también deberá aprobar el plan antes de que el estudiante reciba el crédito o una calificación final.

Si un estudiante asiste menos del 75 por ciento de los días de clase o no completa el plan aprobado por el director, el comité de revisión de asistencia determinará si hay circunstancias atenuantes para las ausencias y de qué forma el estudiante puede recuperar el crédito o una calificación final. [Vea el reglamento FEC para obtener más información].

Excepto por las ausencias debidas a enfermedades graves o potencialmente mortales o a los tratamientos relacionados, todas las ausencias, sean justificadas o injustificadas, se considerarán en función de los requisitos de asistencia del estudiante. Para determinar si hubo circunstancias atenuantes para cualquier ausencia, el comité de asistencia considerará:

- Si el estudiante ha dominado los conocimientos y habilidades esenciales y ha mantenido calificaciones de aprobado en el curso o materia.
- Si el estudiante ha completado el trabajo de recuperación satisfactoriamente. Si el estudiante completa el trabajo de recuperación, las ausencias enumeradas en **Asistencia obligatoria — Exenciones** y las ausencias a actividades extracurriculares se considerarán como circunstancias atenuantes.
- Si el estudiante o padre del estudiante tuvo algún control sobre las ausencias.
- Cualquier información sobre las ausencias que el estudiante o sus padres presenten al comité.

El estudiante o padre puede apelar la decisión del comité a la junta siguiendo el reglamento FNG(LOCAL).

Asistencia oficial-toma de asistencia (todos los niveles de grado)

El distrito tomará asistencia oficial todos los días a las

Sanger High School	10:05AM (Período 3)
Linda Tutt High School	11:00 AM (Período 3)
Sanger Middle School	9:55 AM (Período 3)
Sanger Sixth Grade Campus	9:15 AM (Período 2)
Butterfield Elementary	9:30 AM
Clear Creek Elementary	9:30 AM
Chisholm Trail Elementary	9:30 AM

Un estudiante que esté ausente durante alguna parte del día deberá seguir los pasos indicados a continuación para presentar la documentación de la ausencia.

Documentación después de una ausencia (todos los niveles de grado)

El padre debe proporcionar una explicación ante cualquier ausencia cuando el estudiante llegue o regrese a la escuela. El estudiante debe presentar una nota firmada por el padre. El campus puede aceptar una llamada telefónica del padre, pero el distrito se reserva el derecho a exigir una nota por escrito.

No se aceptan las notas firmadas por el estudiante, a menos que el estudiante sea mayor de 18 años o sea un menor emancipado en conformidad con la ley estatal.

El campus documentará en sus registros de asistencia si la ausencia es justificada o injustificada.

Nota: El distrito no tiene la obligación de justificar ninguna ausencia, aunque el padre presente una nota que explique el motivo, a menos que la ausencia sea una exención en virtud de las leyes de asistencia obligatoria.

Certificado médico después de una ausencia por enfermedad (todos los niveles de grado)

En el plazo de ***tres*** de regresar a la escuela, un estudiante que se haya ausentado por más de ***cuatro*** días consecutivos debido a una enfermedad personal debe presentar la declaración de un médico o una clínica que dé constancia de la enfermedad o afección que causó la ausencia. En caso contrario, la ausencia puede considerarse injustificada y una infracción de las leyes de asistencia obligatoria.

En caso de que el estudiante presente un patrón cuestionable de ausencias, el director o el comité de asistencia puede solicitar una declaración de un médico o una clínica que dé constancia de la enfermedad o afección que causó la ausencia para determinar si la ausencia será justificada o injustificada.

Certificación de ausencia debida a una enfermedad grave o tratamiento

Si un estudiante se ausenta debido a una enfermedad grave o potencialmente mortal o a un tratamiento relacionado que hace que la asistencia del estudiante sea inviable, el padre debe proporcionar la certificación de un médico con licencia para ejercer en Texas que especifique la enfermedad del estudiante y el periodo que se prevé que el estudiante se ausentará en relación con la enfermedad o el tratamiento.

Verificación de asistencia para una licencia de conductor (solo niveles de grado de secundaria)

Un estudiante actualmente matriculado que quiera obtener una licencia de conductor deberá presentar el Formulario de Verificación de Matrícula y Asistencia (VOE) del Departamento de Seguridad Pública de Texas, firmado por el padre, en la oficina central del campus al menos 10 días antes de que se necesite. El distrito emitirá un VOE solamente si el estudiante cumple los requisitos de asistencia y créditos de la clase. El formulario de VOE (https://www.tdlr.texas.gov/driver/forms/VOE.pdf) está disponible en línea.

Se puede encontrar más información en el sitio web del Departamento de Seguridad Pública de Texas (https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen).

[Para obtener información sobre las ausencias justificadas para obtener una licencia de principiante o licencia de conductor, vea **Asistencia obligatoria—Exenciones para Niveles de grado de secundaria**].

Rendición de cuentas en virtud de las leyes estatales y federales (todos los niveles de grado)

El Sanger ISD y cada uno de sus campus se atienen a ciertas normas de rendición de cuentas en virtud de la ley federal y estatal. Un componente clave de la rendición de cuentas es la divulgación y publicación de ciertos informes e información, entre ellos:

- El Informe de Desempeño Académico de Texas (TAPR) para el distrito, compilado por la Agencia de Educación de Texas (TEA), que se basa en factores académicos y calificaciones
- Una boleta de calificaciones escolar (SRC) para cada campus del distrito, compilada por la TEA
- El informe financiero administrativo del distrito, el cual incluye la calificación de responsabilidad financiera asignada al distrito por la TEA
- La información compilada por la TEA para la presentación de una boleta de calificaciones federal que exige la ley federal

La información de rendición de cuentas se puede encontrar en el sitio web del distrito en www.sangerisd.net. Hay copias impresas de cualesquier informes disponibles con solicitud previa a la oficina de administración del distrito.

La TEA mantiene información adicional de rendición de cuentas y acreditación en la División de Información de Desempeño de la TEA (https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting)

Prueba de aptitud vocacional para las Fuerzas Armadas (grados 10-12)

Se ofrecerá a los estudiantes de los grados 10-12 la oportunidad de rendir una prueba de aptitud vocacional para las Fuerzas Armadas y consultar con un reclutador militar.

La prueba se administrará 6 de noviembre de 2024 y 25 de marzo de 2025 a las 8:00 a.m. en Sanger High School. Comuníquese con el director para obtener información sobre esta oportunidad.

Celebraciones/invitaciones de cumpleaños (Grados Pre-K-5)

Damos la bienvenida a las delicias compradas en la tienda para la celebración del cumpleaños de su hijo en los grados Pre-K-5. Las golosinas se pueden dejar en la oficina principal del campus de su hijo y se las entregaremos al maestro en el salón de clases del niño.

Para evitar herir sentimientos, las invitaciones a la fiesta de cumpleaños solo se entregarán en clase si todos los niños están invitados. Las invitaciones que se entregarán a los estudiantes fuera del salón de clases de su hijo deben hacerse fuera del día escolar.

Intimidación (todos los niveles de grado)

El distrito se esmera por evitar la intimidación, de conformidad con los reglamentos del distrito, fomentando una cultura escolar positiva; forjando relaciones sanas entre los estudiantes y el personal; alentando a que se informen los incidentes de intimidación, incluso de manera anónima; e investigando y abordando los incidentes de intimidación informados.

En la ley estatal, se define la intimidación como una acción o un patrón de acciones significativas por parte de un estudiante o más dirigidas a otro estudiante que aprovecha un desequilibrio de poder, e implica participar en la expresión verbal o escrita, en la expresión a través de medios electrónicos o en conducta física que:

- Tiene el efecto o tendrá el efecto de lastimar físicamente a un estudiante, dañar las pertenencias de un estudiante o imponer en un estudiante un temor razonable de daño a su persona o daño a sus pertenencias
- Es tan grave, persistente e intensa que la acción o amenaza crea un ambiente educativo que es intimidante, amenazador o abusivo para un estudiante
- Perturba de manera sustancial y considerable el proceso de instrucción o el funcionamiento ordenado de un salón de clase o escuela
- Infringe los derechos de la víctima en la escuela

La intimidación incluye el acoso cibernético. El acoso cibernético se define en la ley estatal como la intimidación que se ejerce usando cualquier dispositivo de comunicación electrónica, lo que incluye:

- Un teléfono celular o de otro tipo
- Una computadora
- Una cámara
- Correo electrónico
- Mensajería instantánea
- Mensajes de texto
- Una aplicación de redes sociales

- Un sitio web de Internet
- Cualquier otra herramienta de comunicación por Internet

El distrito prohíbe la intimidación, que podría incluir:

- Novatadas
- Amenazas
- Burlas
- Provocación
- Encierro
- Agresión
- Exigencias de dinero
- Destrucción de las pertenencias
- Hurto de posesiones valiosas
- Insultos
- Rumores
- Ostracismo

El distrito integrará en la instrucción contenido fundamentado en investigaciones diseñado para reducir la intimidación, que sea adecuado para los grupos etarios de los estudiantes.

Los estudiantes en grados de primaria participarán en:

- Instrucción diseñada para que los estudiantes puedan reconocer conductas intimidantes y sepan cómo informarlas
- Debates adecuados a la edad que animen a los compañeros a intervenir cuando observen que hay intimidación
- Instrucción que caracterice la intimidación como una conducta ocasionada por la necesidad del estudiante de adquirir más habilidades sociales maduras o estrategias de afrontamiento, en lugar de tratarse de un rasgo inalterable

Los estudiantes en grados de secundaria participarán en:

- Instrucción sobre la capacidad del cerebro de cambiar y crecer, para que el estudiante reconozca que la conducta intimidante puede provenir de una necesidad del desarrollo de adquirir más habilidades sociales, que puede cambiar cuando el cerebro madura y aprende mejores métodos de afrontamiento, y que no se trata de un rasgo inalterable
- Debates que muestren la intimidación como una conducta indeseable y un medio para lograr o mantener el estatus en la escuela, y que disuadan a los estudiantes para que no usen la intimidación como una herramienta para el estatus social
- Instrucción diseñada para que los estudiantes reconozcan el rol que informar las conductas intimidantes tienen en la promoción de una comunidad escolar segura

El distrito usará una encuesta adecuada a la edad sobre la cultura escolar que incluye preguntas relevantes sobre intimidación para identificar y abordar las inquietudes de los estudiantes.

Cada campus cuenta con un comité que aborda la intimidación enfocándose en los esfuerzos de prevención y en las iniciativas de salud y bienestar. El comité incluirá a padres y estudiantes de secundaria. Para obtener más información sobre este comité, incluso si tiene interés en prestar servicio en él, comuníquese con director del campus.

Si un estudiante cree que ha sufrido intimidación o es testigo de intimidación hacia otro estudiante, el estudiante o su padre debe notificar a un maestro, consejero escolar, director u otro empleado del distrito lo más pronto posible. Cualquier empleado del distrito que sepa de una notificación de incidente de intimidación remitirá el informe al administrador correspondiente. Los procedimientos para denunciar presuntos casos de intimidación se pueden encontrar en el sitio web del distrito.

Un estudiante puede denunciar de manera anónima un presunto incidente de intimidación el aplicación STOPit.

La administración investigará todas las acusaciones de intimidación y malas conductas relacionadas. El distrito también dará aviso a los padres de la presunta víctima y del estudiante que presuntamente estuvo involucrado en la intimidación.

Si una investigación determina que ocurrió intimidación, la administración tomará la medida disciplinaria adecuada y puede, en determinadas circunstancias, notificar a las autoridades policiales. Se puede tomar una medida disciplinaria u otra medida aunque la conducta no haya cumplido con la definición de intimidación.

El distrito proporcionará intervenciones fundamentadas en investigaciones, que pueden incluir opciones de consejería, para los estudiantes que participen en conductas intimidantes, para los estudiantes que sean objeto de conductas intimidantes y para cualquier estudiante que haya sido testigo de las conductas intimidantes.

Toda medida tomada en respuesta a la intimidación cumplirá con las leyes estatales y federales relativas a los estudiantes con discapacidad.

Se prohíbe toda represalia contra un estudiante que denuncie un incidente de intimidación.

Con la recomendación de la administración, la junta puede transferir a un estudiante que haya estado involucrado en la intimidación a otro salón de clase del campus. En consulta con los padres del estudiante, la junta puede transferir al estudiante a otro campus dentro del distrito.

Los padres de un estudiante que se haya determinado que es víctima de intimidación pueden solicitar que se transfiera al estudiante a otro salón de clase o campus dentro del distrito. [Vea **Transferencias/Asignaciones por seguridad**].

Una copia del reglamento sobre intimidación del distrito está disponible en la oficina del director, en la oficina del superintendente y en el sitio web del distrito, y se incluye al final de este manual como apéndice.

Un estudiante o padre que no esté conforme con el resultado de una investigación puede apelar de acuerdo con el reglamento FNG(LOCAL).

[*Vea* **Transferencias/Asignaciones por seguridad, Violencia en la pareja, discriminación, acoso y represalias (todos los niveles de grado), Novatadas (todos los niveles de grado)**, el reglamento FFI, el Código de Conducta Estudiantil del distrito y el plan de mejoras del distrito, a copia de la cual se puede ver en la oficina del campus].

Programas de educación profesional y técnica (CTE) y otros programas de trabajo (solo niveles de grado de secundaria)

El distrito ofrece programas de educación profesional y técnica en las siguientes áreas:

- Ciencia Animal
- Producción de audio y vídeo
- Tecnología automotriz
- Marketing y Gestión Empresarial
- Justicia penal
- Artes culinarias
- Educación y entrenamiento
- Ingeniería, Robótica, Drones
- Ejercicio y bienestar
- Diseño de moda
- Diseño gráfico
- Ciencias de la Salud
- Ciencia de las plantas
- Soldadura

La admisión a estos programas se basa en las calificaciones, la asistencia y el cumplimiento de los requisitos previos.

El reglamento del distrito prohíbe la discriminación sobre la base de la raza, el color, el origen nacional, el sexo o la discapacidad en sus programas, servicios o actividades vocacionales, y proporciona acceso equitativo a los Boy Scouts y otros grupos juveniles designados en conformidad con el Título VI de la Ley de Derechos Civiles de 1964, según enmendado; el Título IX de las Enmiendas de Educación de 1972 y la Sección 504 de la Ley de Rehabilitación de 1973, según enmendada.

Además, el reglamento del distrito prohíbe la discriminación sobre la base de la raza, el color, el origen nacional, el sexo o la discapacidad y edad en sus prácticas de empleo, conforme lo exige el Título VI de la Ley de Derechos Civiles de 1964, según enmendado; el Título IX de las Enmiendas de Educación de 1972; la Ley de Discriminación por Edad de 1975, según enmendada, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmendada.

El distrito tomará medidas para garantizar que la falta de habilidades en el idioma inglés no sean un impedimento para la admisión o la participación en todos los programas educativos y vocacionales.

Para obtener información sobre sus derechos o sobre procedimientos de quejas, comuníquese con el coordinador del Título IX y el coordinador de ADA/Sección 504.

[Vea la **Declaración de no discriminación (todos los niveles de grado)**, para conocer el nombre y la información de contacto del coordinador del Título IX y del coordinador de ADA/Sección 504].

Celebraciones (todos los niveles de grado)

Aunque un padre o abuelo pueda proporcionar comida para compartir para una función designada de la escuela o para el cumpleaños de un estudiante, tenga en cuenta que puede haber niños en la escuela que tengan alergias graves a ciertos alimentos. Hable de cualquier alergia en el aula con el maestro antes de llevar alimentos para compartir.

Ocasionalmente, la escuela o la clase puede organizar funciones o celebraciones relacionadas con el plan de estudios que incluyan comida. La escuela o el maestro notificará a los estudiantes y padres sobre cualquier alergia conocida a los alimentos al pedir posibles voluntarios para que proporcionen comida.

[Vea **Alergias a los alimentos (todos los niveles de grado)**].

Abuso sexual infantil, negligencia, trata y otros maltratos de menores (todos los niveles de grado)

El distrito ha establecido un plan para abordar el abuso sexual infantil, la negligencia, la trata y otros maltratos de menores. El plan está disponible en www.sangerisd.net. El abuso incluye abuso físico, incluido el abuso sexual, y el abuso psicológico y emocional. La trata incluye tanto la trata sexual como la laboral.

La obligación de denunciar

Toda persona que sospeche que un menor ha sido o puede ser víctima de abuso o negligencia tiene la responsabilidad legal, en virtud de la ley estatal, de denunciar la sospecha de abuso o negligencia a la policía o a los Servicios de Protección Infantil (CPS). A continuación, encontrará información sobre cómo denunciar y responder a las acusaciones de maltrato o abandono infantil.

Posibles señales de advertencia de abuso infantil, negligencia, trata y otros maltratos de menores

Abuso físico

Entre las posibles señales de advertencia de abuso físico se incluyen:

- Lesiones frecuentes como moretones, cortes, ojos morados o quemaduras sin explicaciones adecuadas
- Quejas frecuentes de dolor sin lesión aparente
- Quemaduras o moretones en patrones inusuales que pueden indicar el uso de un instrumento o mordedura humana; quemaduras de cigarrillo en cualquier parte del cuerpo
- Falta de reacción al dolor
- Miedo extremo a volver a casa o a ver a los padres
- Lesiones que aparecen después de no haber visto al niño durante varios días
- Ropa inadecuada que puede ocultar lesiones en los brazos o las piernas.

Abuso sexual

Entre las posibles señales de abuso sexual se incluyen:

- Signos físicos de enfermedades de transmisión sexual
- Evidencia de lesiones en la zona genital
- Embarazo en una niña
- Dificultad para sentarse o caminar
- Miedo excesivo de quedarse a solas con adultos de un sexo determinado

- Comentarios, conductas o juegos sexuales que exceden lo que se considera una conducta adecuada para la edad
- Conocimiento de las relaciones sexuales que excede lo que se espera para la edad de un niño
- Victimización sexual de otros niños

Los niños y adolescentes que hayan vivido violencia en la pareja pueden presentar señales de advertencia físicas, conductuales y emocionales similares. [Vea **Violencia en la pareja, discriminación, acoso y represalias (todos los niveles de grado)**y **Consentimiento para la instrucción sobre la prevención del abuso infantil, la violencia familiar, la violencia en la pareja y la trata sexual**.]

Abuso emocional

Entre las posibles señales de abuso emocional se incluyen:

- Exceso de conformidad o baja autoestima causados por el hecho de que los cuidadores los culpen o los maltraten verbalmente
- Depresión, ansiedad o agresión graves
- Retraso en el desarrollo físico, intelectual y emocional
- Indicadores de que un cuidador menosprecia al niño, le niega su amor y parece no preocuparse de sus problemas
- Cambios significativos en el comportamiento, como retraimiento o agresividad excesiva
- Cambios significativos en el peso, como aumento o pérdida sustancial de peso

Negligencia

Entre las posibles señales de negligencia se incluyen:

- Desnutrición evidente
- Falta constante de higiene personal que supone un riesgo para la salud
- Robo o mendicidad de alimentos
- Menor desatendido durante largos periodos de tiempo
- Necesidad de cuidado dental u otros cuidados médicos no atendida

Descripción y señales de advertencia de trata

El Código Penal prohíbe todo tipo de trata infantil. La trata sexual incluye obligar a una persona, incluyendo a un menor, al abuso sexual, agresión, indecencia, prostitución o pornografía. La trata laboral incluye obligar a una persona, incluyendo a un menor, a que realice trabajo o servicios a la fuerza.

A menudo, los traficantes son miembros de confianza de la comunidad del niño, como amigos, parejas románticas, familiares, mentores y entrenadores. Algunos traficantes contactan a sus víctimas por Internet.

Las posibles señales de advertencia de la trata sexual en los niños incluyen:

- Cambios en la asistencia escolar, hábitos, grupos de amigos, vocabulario, comportamiento y actitud

- Aparición repentina de artículos costosos (por ejemplo, manicuras, ropa de diseñador, bolsos, tecnología)
- Tatuajes o escarificación
- Tarjetas de regalo recargables
- Episodios frecuentes de huidas de casa
- Varios teléfonos o cuentas de redes sociales
- Fotografías provocativas publicadas en línea o guardadas en el teléfono
- Lesiones inexplicables
- Aislamiento de los familiares, los amigos y la comunidad
- Parejas románticas mayores

Otras señales de advertencia de la trata laboral en menores incluyen:

- Que no reciba pago, que reciba un pago muy escaso o que el pago solo sea a través de propinas
- Que tenga un empleo, pero no tenga un permiso de trabajo autorizado por la escuela
- Que tenga un empleo y tenga un permiso de trabajo, pero que el trabajo claramente exceda el horario permitido para los estudiantes
- Que tenga una gran deuda y no pueda saldarla
- Que no tenga permitido tomarse descansos en el trabajo o que deba cumplir horarios de trabajo excesivamente prolongados
- Que tenga una preocupación excesiva por complacer a un empleador o que derive las decisiones personales o educativas a un jefe
- Que no tenga control sobre el dinero propio
- Que viva con un empleador o que el empleador figure como cuidador del estudiante
- Que desee abandonar un trabajo pero que no se le permita hacerlo

[Vea **Consentimiento para la instrucción sobre la prevención del abuso infantil, la violencia familiar, la violencia en la pareja y la trata sexual**].

Denuncia y respuesta al abuso infantil, a la negligencia, a la trata y a otros maltratos de menores

Se debería alentar a un menor que ha sufrido cualquier tipo de abuso o negligencia a que hable con su padre, su madre o un adulto de confianza. Puede que un menor sea reticente a revelar el abuso y puede que solo revele el abuso sexual de forma indirecta. Como padre o adulto de confianza, es importante que mantenga la calma si su hijo u otro menor confía en usted y que lo consuele. Asegúrele al menor que ha hecho lo correcto al contárselo a usted.

Si su hijo es víctima de abuso, negligencia, trata o de otro tipo de maltrato, el consejero o director de la escuela le proporcionará información sobre opciones de consejería para usted y su hijo disponibles en su área. El DFPS también administra programas de consejería de intervención temprana.

Para averiguar qué servicios pueden estar disponibles en su condado, consulte Programas disponibles en su condado del Departamento de Familia y Servicios de Protección de Texas

(http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

Se pueden hacer denuncias de abuso, trata o negligencia a la división CPS del DFPS llamando al 1-800-252-5400 o por Internet en el sitio web directo de abuso de Texas (www.txabusehotline.org).

Recursos adicionales sobre abuso sexual, trata y otros maltratos de menores

Los siguientes sitios web incluyen recursos para aumentar el conocimiento sobre el abuso y la negligencia infantil, el abuso sexual, la trata y otros tipos de maltrato infantil:

- Child Welfare Information Gateway (https://www.childwelfare.gov/pubPDFs/*whatiscan*.pdf)
- KidsHealth, para padres, maltrato infantil (https://kidshealth.org/en/parents/child-abuse.html)
- Equipo contra la Trata Sexual Infantil de la Oficina del Gobernador de Texas (https://gov.texas.gov/organization/cjd/childsextrafficking)
- Trata humana de niños de edad escolar (https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children)
- Abuso sexual infantil: Una guía para padres de la Asociación contra la Agresión Sexual de Texas (https://taasa.org/product/child-sexual-abuse-parental-guide/)
- Centro Nacional de Entornos de Aprendizaje Seguros y Favorables: La trata humana en las escuelas de Estados Unidos (https://safesupportivelearning.ed.gov/human-trafficking-americas-schools)

Posición en la promoción/Estudiante con la mejor posición de la promoción (solo niveles de grado de secundaria)

Ver APÉNDICE C: Clasificación de clases de rendimiento académico

[Vea el reglamento EIC para obtener más información.]

Horarios de clases (solo niveles de grado de secundaria)

Se espera que todos los estudiantes asistan a la escuela durante todo el día escolar y mantengan un horario de clases completo. Es posible que el director del campus haga excepciones en algunas ocasiones para los estudiantes de los grados 9-12 que satisfagan determinados criterios y tengan el consentimiento de los padres para matricularse en un horario más reducido que el de un día completo.

[Vea **Cambios de horarios (niveles de grado de escuela media/junior high y preparatoria**) para obtener información relacionada con las solicitudes de los estudiantes para que se revise su horario de cursos].

Admisiones a institutos universitarios y universidades y ayuda financiera (todos los niveles de grado)

Durante los dos años escolares posteriores a su graduación, un estudiante del distrito que se gradúe como aquel que pronuncia el discurso de despedida o que está en el diez por ciento de estudiantes cuyas calificaciones son las mejores de su clase, es elegible para la admisión automática a institutos universitarios y universidades públicas de cuatro años de Texas si el estudiante cumple con alguno de los siguientes requisitos:

- Completa el nivel distinguido de logro en virtud del programa de graduación fundamental [vea **Programa de graduación fundamental**]
- Cumple con los puntos de referencia de preparación para la universidad del ACT u obtiene por lo menos 1500 puntos de 2400 en el SAT.

El estudiante es, básicamente, responsable de cumplir con los requisitos de admisión de la universidad o instituto universitario, lo que incluye la entrega oportuna de una solicitud completa.

Si una universidad o instituto universitario adopta un reglamento de admisiones que automáticamente acepte al 25 por ciento superior de una clase que se gradúa, las disposiciones anteriores también se aplicarán a un estudiante posicionado en el 25 por ciento superior de su clase.

La Universidad de Texas en Austin puede limitar la cantidad de estudiantes admitidos automáticamente al 75 por ciento de la capacidad de matrícula de la Universidad para los nuevos estudiantes de primer año residentes. Desde el trimestre de verano de 2024 hasta el trimestre de primavera de 2026, la Universidad admitirá al seis por ciento superior de la clase que se gradúa de una escuela preparatoria que cumpla con los requisitos anteriores. La universidad considerará solicitantes adicionales a través del proceso de revisión holística.

Como lo exige la ley, el distrito dará aviso escrito con respecto a lo siguiente:

- La admisión automática a la universidad
- Los requisitos del plan de estudios para la ayuda financiera
- Los beneficios de completar los requisitos para la admisión automática y ayuda financiera
- El Programa de Finalización Temprana de la Escuela Secundaria First de Texas, que requiere que el estudiante proporcione una copia oficial de los resultados de los exámenes y expedientes, según corresponda, para recibir el crédito por los exámenes y los créditos requeridos para la graduación temprana en virtud del programa
- El Programa de Becas First de Texas
- El Programa de Becas para Futuros Maestros de Texas

Se pedirá a los padres y estudiantes que firmen un acuse de recibo de esta información.

Los estudiantes y padres deben hablar con el consejero escolar para obtener más información sobre las admisiones automáticas, el proceso de solicitud y las fechas límites.

[Vea **Posición en la promoción/Estudiante con la mejor posición de la promoción (solo niveles de grado de secundaria)** para obtener información específica en relación con cómo el distrito calcula la posición de un estudiante en la promoción y los requisitos para la **Graduación (solo niveles de grado de secundaria)** para obtener información asociada con el programa de graduación fundamental].

[Vea **Estudiantes bajo la tutela del estado (sistema de acogida)** para obtener información sobre la asistencia en la transición a la educación superior de los estudiantes en acogimiento familiar].

Cursos con crédito universitario (solo niveles de grado de secundaria)

Los estudiantes de los grados 9-12 pueden obtener crédito universitario a través de las siguientes oportunidades:

- Ciertos cursos impartidos en el campus de la escuela preparatoria, que pueden incluir cursos con el término “crédito doble”, “Colocación Avanzada (AP)”, “Bachillerato Internacional (IB)” o “preparación para la universidad”
- Matriculación en cursos AP o de crédito doble a través de la Red Escolar Virtual de Texas (TXVSN)
- Matriculación en cursos impartidos en conjunto y asociación con North Central Texas College, que se pueden ofrecer en el campus o fuera de él
- Matriculación en cursos impartidos en otros institutos universitarios o universidades
- La inscripción en estos programas se basa La admisión a estos programas se basa en el cumplimiento de los requisitos previos como se describe en el catálogo de cursos.
- En conformidad con el programa de Ayuda financiera para transferencia rápida (FAST por sus siglas en inglés), un estudiante puede reunir los requisitos para inscribirse sin costo en cursos de crédito doble en una institución de educación superior participante. El programa FAST permite a los estudiantes que tienen o han tenido desventajas educativas en algún momento durante los cuatro años precedentes a la inscripción del estudiante en un curso de crédito doble inscribirse sin costo. El distrito determinará la elegibilidad tras la inscripción del estudiante en el curso de crédito doble. Consulte al consejero de secundaria para obtener más información.

Un estudiante puede ser elegible para las subvenciones basadas en la necesidad financiera para las tarifas de los exámenes de AP o IB. Vea **Tarifas (todos los niveles de grado)** para obtener más información.

Un estudiante también puede obtener créditos universitarios por determinados cursos de educación profesional y técnica (CTE). Para obtener más información sobre los programas de CTE y otros programas de trabajo, vea **Programas de educación profesional y técnica (CTE) y otros programas de trabajo (solo niveles de grado de secundaria)**.

A los efectos del crédito doble, todos estos métodos tienen requisitos de elegibilidad y deben ser aprobados antes de la matriculación en el curso. Para obtener más información, hable con el consejero escolar. Según el nivel del grado del estudiante y el curso, se puede exigir una evaluación de fin de curso obligatoria del estado para la graduación.

No todos los institutos universitarios y universidades aceptan créditos obtenidos en cursos de crédito doble o AP cursados en la escuela preparatoria como crédito universitario. Los estudiantes y padres deben verificar con el futuro instituto universitario o universidad para determinar si un curso específico servirá para el plan de estudios deseado del estudiante.

Comunicaciones (todos los niveles de grado)

Información de contacto de los padres

Los padres están legalmente obligados a proporcionar por escrito su información de contacto, lo que incluye la dirección, el número de teléfono y la dirección de correo electrónico.

Los padres deben proporcionar la información de contacto al distrito en el momento de la matriculación y de nuevo en el plazo de dos semanas tras el comienzo de cada año escolar siguiente mientras el estudiante siga matriculado en el distrito.

Si la información de contacto de los padres cambia durante el año escolar, el padre o la madre debe actualizar la información por escrito no más de dos semanas después de la fecha en que la información haya cambiado.

Los padres pueden actualizar la información de contacto de la siguiente manera: Póngase en contacto con el registrador del campus de su estudiante.

Comunicaciones automatizadas de emergencia

El distrito confiará en la información de contacto en archivo en el distrito para comunicarse con los padres en una situación de emergencia, que puede incluir mensajes automatizados o en tiempo real. Una situación de emergencia puede incluir salida anticipada, apertura demorada o acceso restringido al campus debido a las inclemencias del tiempo, otra emergencia o una amenaza a la seguridad. Es indispensable que notifique a la escuela de su hijo cuando cambia un número de teléfono.

[Vea **Seguridad (todos los niveles de grado)** para obtener información referente al contacto con los padres durante una situación de emergencia].

Comunicaciones automatizadas sin carácter de emergencia

La escuela de su hijo envía periódicamente información mediante mensajes automatizados o pregrabados, mensajes de texto o comunicaciones telefónicas o por correo electrónico en tiempo real que se relacionan estrechamente con la misión de la escuela y son específicas para su hijo, la escuela de su hijo o el distrito.

Podrían aplicarse las tarifas estándares de mensajería de su compañía de telefonía móvil.

Si no quiere recibir esas comunicaciones, comuníquese con el director de su hijo. [Vea **Seguridad (todos los niveles de grado)** para obtener información referente al contacto con los padres durante una emergencia].

Quejas e inquietudes (todos los niveles de grado)

Generalmente las quejas o inquietudes de los estudiantes o padres se pueden tratar de manera informal mediante una llamada telefónica o una reunión con el maestro o el director.

En el caso de aquellas quejas e inquietudes que no se puedan resolver informalmente, la junta ha adoptado un reglamento de Quejas/Inquietudes de Estudiantes y Padres en FNG(LOCAL). Puede consultar este reglamento en el manual de reglamentos del distrito, disponible en Internet en www.sangerisd.net. Se puede acceder a los formularios de quejas por Internet en www.sangerisd.net o en la oficina del director o del superintendente.

Para presentar una queja formal, el padre o estudiante debe completar y presentar el formulario de quejas.

En general, el formulario de quejas escrito deberá completarse y entregarse al director del campus oportunamente.

Si la inquietud no se resuelve, el padre o estudiante puede solicitar una reunión con el superintendente.

Si la inquietud aún no se resuelve, el distrito proporciona un proceso para que los padres y estudiantes apelen a la junta de síndicos.

Conducta (todos los niveles de grado)

Aplicación de las reglas de la escuela

La junta ha adoptado un Código de Conducta Estudiantil que define las normas de conducta aceptable, dentro y fuera del campus, durante la instrucción remota y en persona, y en los vehículos del distrito, y describe las consecuencias por infringir estas normas. El distrito tiene autoridad disciplinaria sobre un estudiante en conformidad con el Código de Conducta

Estudiantil. Los estudiantes y padres deben estar familiarizados con las normas establecidas en el Código de Conducta Estudiantil, así como con las reglas del campus y del salón de clase.

Durante la instrucción de verano, se aplicarán el Manual para Estudiantes y el Código de Conducta Estudiantil vigentes durante el año escolar inmediatamente precedente al período de verano, a menos que el distrito modifique un documento o ambos para la instrucción de verano.

Coordinador de conducta del campus

Cada campus tiene un coordinador de conducta del campus para aplicar técnicas de administración disciplinaria y administrar las consecuencias por determinadas malas conductas estudiantiles, además de para proveer un punto de contacto ante la mala conducta estudiantil. La información de contacto de cada coordinador de conducta del campus está disponible en el sitio web del distrito en www.sangerisd.net.

Entregas

Salvo en casos de emergencia, no se permitirá la entrega de mensajes o paquetes a los estudiantes durante el período de instrucción. Un padre puede dejar un mensaje o un paquete, como el almuerzo olvidado, para que el estudiante lo recoja en la recepción durante un período libre o el almuerzo.

Perturbación del funcionamiento de la escuela

No se tolera la perturbación del funcionamiento de la escuela, y puede constituir un delito menor. De acuerdo con la ley estatal, las perturbaciones incluyen lo siguiente:

- Interferencia con el movimiento de personas en una entrada, salida o pasillo de un edificio del distrito sin autorización de un administrador
- Interferencia con una actividad autorizada mediante la toma del control de todo o parte de un edificio
- Uso de fuerza, violencia o amenazas con la intención de impedir la participación en una asamblea autorizada
- Uso de fuerza, violencia o amenazas para causar perturbación durante una asamblea
- Interferencia con el movimiento de personas en una entrada o salida de la propiedad del distrito
- Uso de fuerza, violencia o amenazas con la intención de impedir que las personas ingresen o salgan de la propiedad del distrito sin autorización de un administrador

La perturbación de las clases o de otras actividades escolares en la propiedad del distrito o dentro de los 500 pies de la propiedad del distrito comprende:

- Hacer ruidos fuertes
- Intentar tentar a un estudiante para que se aleje o impedir que asista a una clase o actividad requerida
- Ingresar a un salón de clase sin autorización y perturbar la actividad con lenguaje fuerte u obscenidades o cualquier mala conducta

La interferencia con el transporte de estudiantes en vehículos pertenecientes u operados por el distrito también se considera una perturbación.

Eventos sociales

Las reglas de la escuela se aplican a todos los eventos sociales de la escuela. Se espera que los invitados que asistan a estos eventos observen las mismas reglas que los estudiantes y un estudiante que invite a otra persona compartirá la responsabilidad de la conducta de su invitado.

A un estudiante que asista a un evento social se le pedirá que registre su salida cuando se vaya antes de finalizado el evento y no se permitirá que vuelva a ingresar.

Los padres que estén interesados en desempeñarse como chaperones en cualquier evento social de la escuela deberán comunicarse con el director del campus.

Consejería

El distrito tiene un programa de consejería escolar integral que incluye:

- Un plan de estudios de orientación para ayudar a los estudiantes a desarrollar todo su potencial educativo, que incluye los intereses y los objetivos profesionales del estudiante
- Un componente de servicios receptivos para intervenir en nombre de cualquier estudiante cuyas inquietudes o problemas personales inmediatos pongan la continuidad del desarrollo educativo, profesional, personal o social del estudiante en riesgo
- Un sistema de planificación individual para guiar al estudiante a medida que este planifica, controla y administra su propio desarrollo educativo, profesional, personal y social
- Sistemas para respaldar el trabajo de los maestros, del personal, de los padres y de otros miembros de la comunidad en la promoción del desarrollo educativo, profesional, personal y social de los estudiantes

El distrito pondrá a disposición de los padres una presentación preliminar del programa, que incluirá todos los materiales y el plan de estudios, para que repasen durante el horario escolar.

Consejería académica

Niveles de grado de la escuela primaria y de la escuela media/junior high

El consejero escolar brindará información a los estudiantes y padres sobre la admisión a institutos universitarios y universidades y sobre importancia de planificar la educación postsecundaria, lo que incluye el trabajo de curso apropiado y la disponibilidad y los requisitos de la ayuda financiera.

En el grado 7 u 8, cada estudiante recibirá instrucción sobre cómo puede prepararse mejor para la escuela preparatoria, la universidad y una profesión.

Niveles de grado de la escuela preparatoria

Se anima a los estudiantes de preparatoria y a sus padres a que hablen con un consejero de la escuela, maestro o director para obtener más información sobre los cursos que se ofrecen, los requisitos de graduación y los procedimientos de graduación anticipada.

Todos los años, se proporcionará a los estudiantes de preparatoria información sobre la oferta de cursos que se prevé para el siguiente año escolar, sobre cómo aprovechar al máximo las oportunidades académicas y de educación técnica y profesional (CTE), y sobre la importancia de la educación postsecundaria.

Cada año que un estudiante esté matriculado en la escuela preparatoria, el consejero escolar también brindará información sobre:

- La importancia de la educación postsecundaria
- Las ventajas de obtener una acreditación y de completar el programa fundamental con un nivel distinguido de logro
- Las desventajas de procurar un examen de equivalencia de preparatoria (GED) frente a la obtención de un diploma de la escuela preparatoria
- La elegibilidad para la ayuda financiera y cómo solicitar dicha ayuda
- La admisión automática a las universidades y a los institutos universitarios de Texas financiados por el estado
- Los requisitos de elegibilidad para el Programa de Subsidios de Texas
- La disponibilidad de programas del distrito que permitan a los estudiantes obtener crédito universitario
- La disponibilidad de asistencia para la colegiatura y las cuotas de la educación postsecundaria para los estudiantes en el sistema de acogida
- La disponibilidad de crédito universitario otorgado por instituciones de educación superior a los veteranos y miembros del servicio militar por experiencia, educación y formación militar

Asimismo, el consejero escolar puede proporcionar información sobre las oportunidades de la fuerza de trabajo después de la graduación u oportunidades de la escuela técnica o vocacional, incluso oportunidades para obtener certificados y licencias reconocidos por la industria.

[Vea **Becas y subsidios** para obtener más información].

Consejería personal (todos los niveles de grado)

El consejero escolar está disponible para ayudar a los estudiantes con una amplia variedad de inquietudes personales, sociales y familiares, incluso problemas emocionales o de salud mental, y de abuso de sustancias. Un estudiante que desee reunirse con el consejero escolar debe notificar al administrador, maestro o consejero. Como padre, si le preocupa la salud mental o emocional de su hijo, hable con el consejero escolar para obtener una lista de recursos que pueden asistirle.

Si su hijo ha sufrido un trauma, comuníquese con el consejero escolar para obtener más información.

[Vea **Apoyo para la salud mental (todos los niveles de grado)**, **Abuso sexual infantil, negligencia, trata y otros maltratos de menores (todos los niveles de grado)** y **Violencia en la pareja**].

Crédito de curso (solo niveles de grado de secundaria)

Un estudiante de cualquier nivel de grado matriculado en un curso de la escuela preparatoria obtendrá el crédito del curso solo si la calificación final es 70 o superior. Para un curso de dos partes (dos semestres, 1 crédito), se promediarán las calificaciones del estudiante de ambas partes (semestres) y se otorgará el crédito si el promedio combinado es 70 o superior. Si el promedio combinado del estudiante es inferior a 70, el estudiante recibirá crédito solamente para la parte (semestre) en la que haya obtenido la calificación de aprobado.

Crédito mediante examen: si un estudiante ha tomado el curso/la materia (grados 6-12)

Se puede permitir que un estudiante que ha tomado previamente un curso o materia, pero que no ha recibido crédito o una calificación final para él, en circunstancias determinadas por el director o el comité de asistencia, obtenga crédito o una calificación final pasando un examen aprobado por la junta de síndicos del distrito sobre los conocimientos y las habilidades esenciales definidos para ese curso o materia.

Los ejemplos de instrucción previa incluyen trabajo de curso incompleto debido a la reprobación del curso o ausencias excesivas, escolarización domiciliaria o trabajo de curso de un estudiante transferido de una escuela no acreditada. A veces, se hace referencia a la oportunidad de obtener crédito mediante un examen después de que el estudiante ha tenido instrucción previa como “recuperación de crédito”.

El comité de revisión de asistencia también puede ofrecerle a un estudiante con exceso de ausencias la oportunidad de obtener crédito para un curso a través de la aprobación de un examen. [Vea **Asistencia para crédito o calificación final (todos los niveles de grado)**)].

Si se aprueba a un estudiante para tomar un examen para crédito, el estudiante debe obtener, por lo menos, un puntaje de 70 en el examen para recibir crédito en el curso o materia.

[Vea al consejero escolar y el reglamento EHDB(LOCAL) para obtener más información].

Crédito mediante examen para avance/aceleración: si un estudiante no ha realizado el curso/la materia

Se permitirá que un estudiante obtenga crédito por medio de un examen para un curso académico o materia para el cual el estudiante no haya tenido instrucción previa para avance o aceleración al siguiente nivel de grado.

Los exámenes ofrecidos por el distrito están aprobados por la junta de síndicos del distrito. Los períodos de prueba de estos exámenes se comunicarán en las publicaciones del distrito y en el sitio web del distrito. Un estudiante puede tomar un examen específico solamente una vez por período de prueba.

Las únicas excepciones a los períodos de prueba publicados se harán para los exámenes administrados por otra entidad o para acomodarse a un estudiante sin hogar o a un estudiante que esté en el sistema de acogida familiar.

Cuando otra entidad administra un examen, un estudiante y el distrito deben cumplir con el horario de prueba de la otra entidad.

Si un estudiante tiene la intención de tomar un examen, el estudiante o su padre debe registrarse con el consejero escolar a más tardar 30 días antes de la fecha programada de la prueba. [Para obtener más información, consulte el reglamento EHDC].

Estudiantes de los grados 1-5

Un estudiante de la escuela primaria es elegible para acelerar al siguiente nivel de grado si cumple con todos los requisitos siguientes:

- El estudiante obtiene un puntaje de, por lo menos, 80 en cada examen en las materias de artes lingüísticas, matemáticas, ciencias y estudios sociales;
- Un administrador del distrito recomienda que se haga acelerar al estudiante, y
- Los padres del estudiante dan su aprobación por escrito para el avance de grado.

Estudiantes de grado 6 a 12

Un estudiante del grado 6 o superior es elegible para obtener crédito de curso si cumple con uno de los siguientes requisitos:

- Un puntaje de aprobado de al menos 80 en un examen aprobado por la junta
- Un puntaje a escala de 50 o superior en un examen administrado a través del Programa de Exámenes de Nivel Universitario (CLEP)
- Un puntaje de 3 o superior en un examen del AP, según corresponda

Un estudiante puede tomar un examen para obtener crédito de un curso de preparatoria un máximo de dos veces. Si un estudiante no obtiene el puntaje designado en el examen correspondiente antes del inicio del año escolar en el cual el estudiante debería matricularse en el curso, en conformidad con la secuencia de cursos de preparatoria de la escuela, el estudiante debe completar el curso.

Violencia en la pareja, discriminación, acoso y represalias (todos los niveles de grado)

Los estudiantes aprenden mejor y se atiende mejor a su bienestar en un ambiente escolar donde no hay violencia en la pareja, discriminación, acoso ni represalias.

Se espera que los estudiantes traten a sus compañeros y a los empleados del distrito con cortesía y respeto, que eviten las conductas ofensivas y que detengan esas conductas cuando se les indique hacerlo. De la misma manera, se espera que los empleados del distrito traten a los estudiantes con cortesía y respeto.

La junta ha establecido reglamentos y procedimientos para prohibir y abordar inmediatamente las conductas inapropiadas y ofensivas por motivo de raza, color, religión, sexo, género, origen nacional, edad o discapacidad de una persona, o cualquier otro motivo prohibido por la ley. Una copia del reglamento del distrito está disponible en la oficina del director y en la oficina del superintendente o en el sitio web del distrito en. www.sangerisd.net. Vea el reglamento FFH para obtener más información].

Violencia en la pareja

En la escuela no se tolerará la violencia en la pareja. Para denunciar violencia en la pareja, vea **Procedimientos de denuncia**.

La violencia en la pareja ocurre cuando una persona en una relación de pareja actual o pasada recurre al abuso físico, sexual, verbal o emocional para herir, amenazar, intimidar o controlar a la otra persona en la relación o a cualquiera de las parejas anteriores o posteriores de la persona. Este tipo de conducta se considera acoso si es tan grave, persistente o dominante que afecta la capacidad de un estudiante de participar o beneficiarse de un programa o actividad educativa; crea un ambiente educativo intimidante, amenazador, hostil u ofensivo, o interfiere significativamente con el desempeño académico del estudiante.

Los ejemplos de violencia en la pareja contra un estudiante pueden incluir, entre otros:

- Agresión física o sexual
- Insultos
- Humillaciones
- Amenazas de lastimar al estudiante, a los familiares del estudiante o a quienes viven con el estudiante

- Destrucción de pertenencias del estudiante
- Amenazas de cometer suicidio u homicidio si el estudiante termina la relación
- Amenazas de lastimar a la pareja anterior o actual del estudiante
- Intentos de aislar al estudiante de familiares y amigos
- Acecho
- Incentivar a otras personas a que se involucren en estos comportamientos

De conformidad con la ley, cuando el distrito reciba una denuncia de violencia en la pareja, un funcionario del distrito notificará inmediatamente a los padres de la supuesta víctima y del supuesto autor.

La oficina del consejero tiene información sobre los peligros de la violencia en la pareja y sobre recursos para buscar ayuda.

Para obtener más información sobre la violencia en la pareja, consulte:

- El folleto de la oficina del Fiscal General de Texas sobre cómo reconocer y responder a la violencia en la pareja (https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf)
- La publicación Cómo prevenir la violencia en las parejas adolescentes de los CDC (https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html)

[Vea **Consentimiento para la instrucción sobre la prevención del abuso infantil, la violencia familiar, la violencia en la pareja y la trata sexual**].

Discriminación

La discriminación se define como cualquier conducta dirigida a un estudiante por motivo de raza, color, religión, sexo, género, origen nacional, edad, discapacidad o cualquiera de los motivos prohibidos por la ley que perjudique al estudiante.

Acoso

En términos generales, el acoso es una conducta tan grave, persistente o dominante que afecta la capacidad de un estudiante de participar o beneficiarse de un programa o actividad educativa; crea un ambiente educativo intimidante, amenazador, hostil u ofensivo, o interfiere considerablemente con el desempeño académico del estudiante.

Los ejemplos de acoso pueden incluir, entre otros:

- Lenguaje ofensivo o despectivo dirigido a las creencias o prácticas religiosas, el acento, el color de piel o la necesidad de adaptaciones de una persona
- Conducta amenazadora, intimidante o humillante
- Bromas ofensivas, insultos, difamaciones o rumores
- Agresión o ataque físico
- Grafiti o material impreso que promueva estereotipos raciales, étnicos o negativos de otro tipo
- Otros tipos de conductas agresivas como robo o daño a las pertenencias

Acoso sexual y acoso por motivo de género

Se prohíbe el acoso sexual y el acoso por motivo de género de un estudiante por parte de un empleado, voluntario u otro estudiante.

Los ejemplos de acoso sexual pueden incluir, entre otros:

- Tocar las partes privadas del cuerpo o tener contacto físico de naturaleza sexual
- Insinuaciones sexuales
- Bromas o conversaciones de naturaleza sexual
- Otras conductas, comunicaciones o contacto con motivación sexual

El acoso sexual de un estudiante por parte de un empleado o voluntario no incluye el contacto físico necesario o aceptable que una persona razonable no interpretaría como de naturaleza sexual, como consolar a un niño con un abrazo o tomar la mano de un niño. Sin embargo, se prohíben las relaciones románticas, sexuales y otras relaciones sociales inadecuadas, entre estudiantes y empleados del distrito, incluso si son consensuadas.

El acoso por motivo de género incluye conductas físicas, verbales o no verbales basadas en el género de un estudiante, la expresión por parte del estudiante de características percibidas como estereotípicas del género del estudiante o la falta de conformidad del estudiante con las nociones estereotípicas de masculinidad o femineidad.

El acoso por motivo de género puede ocurrir independientemente de la orientación sexual o identidad de género real o percibida del estudiante o del acosador. Los ejemplos de acoso por motivo de género contra un estudiante pueden incluir, entre otros:

- Bromas ofensivas, insultos, difamaciones o rumores
- Agresión o ataque físico
- Conducta amenazadora o intimidante
- Otros tipos de conductas agresivas como robo o daño a las pertenencias

Embarazo y afecciones relacionadas

El distrito no discrimina sobre la base del embarazo o una afección relacionada.

Comuníquese con el consejero del campus del estudiante para obtener adaptaciones relacionadas con el embarazo.

Represalias

Se prohíben las represalias contra una persona que denuncia o participa en una investigación de discriminación, acoso o violencia en la pareja.

Procedimientos de denuncia

Cualquier estudiante que crea que ha sufrido violencia en la pareja, discriminación, acoso o represalias debería informar inmediatamente el problema a un maestro, a un consejero escolar, al director o a otro empleado del distrito. La denuncia la puede hacer el padre del estudiante. [Vea la serie de reglamentos FFH y FFH(ANEXO) para conocer los funcionarios del distrito correspondientes a quienes se puede hacer la denuncia].

Al recibir una denuncia, el distrito determinará si las acusaciones, si se comprueban, constituyen una conducta prohibida de acuerdo con lo definido por la serie de reglamentos FFH. Si no lo es, el distrito consultará el reglamento FFI para determinar si las acusaciones, si

se comprueban, constituyen intimidación, de acuerdo con lo definido por la ley y el reglamento FFI. Si la presunta conducta prohibida también coincide con las definiciones legales y del reglamento de “intimidación”, también se hará una investigación de intimidación. [Vea **Celebraciones/invitaciones de cumpleaños (Grados Pre-K-5)**

Damos la bienvenida a las delicias compradas en la tienda para la celebración del cumpleaños de su hijo en los grados Pre-K-5. Las golosinas se pueden dejar en la oficina principal del campus de su hijo y se las entregaremos al maestro en el salón de clases del niño.

Para evitar herir sentimientos, las invitaciones a la fiesta de cumpleaños solo se entregarán en clase si todos los niños están invitados. Las invitaciones que se entregarán a los estudiantes fuera del salón de clases de su hijo deben hacerse fuera del día escolar.

Intimidación (todos los niveles de grado)].

El distrito notificará inmediatamente al padre de cualquier estudiante que presuntamente haya sufrido una conducta prohibida que involucre a un adulto asociado con el distrito. En caso de que una presunta conducta prohibida involucre a otro estudiante, el distrito notificará al padre del estudiante que presuntamente haya sufrido la conducta prohibida cuando las acusaciones, si se comprueban, constituyan una infracción según lo definido por la serie de reglamentos FFH.

Investigación de la denuncia

Se investigarán de inmediato las acusaciones de conductas prohibidas, que incluyen violencia en la pareja, discriminación, acoso y represalias.

En la medida posible, el distrito respetará la privacidad del estudiante. Sin embargo, puede ser necesario hacer revelaciones limitadas para llevar a cabo una investigación minuciosa y cumplir con la ley.

Si la policía u otra agencia reglamentaria notifica al distrito que está investigando el asunto y solicita que el distrito retrase su investigación, el distrito reanudará su investigación al concluir la investigación de la agencia.

Durante una investigación y cuando corresponda, el distrito tomará una medida provisoria para abordar la presunta conducta prohibida.

Si la investigación del distrito indica que ocurrió esa conducta prohibida, se tomará una medida disciplinaria y, en algunos casos, una acción correctiva adecuada para abordar la conducta. El distrito puede tomar una medida disciplinaria y una acción correctiva incluso si la conducta no fue ilegal.

Se notificará a todas las partes involucradas el resultado de la investigación del distrito dentro de los parámetros y límites permitidos en virtud de la Ley de Derechos Educativos y Privacidad de la Familia (FERPA).

Un estudiante o padre que no esté conforme con el resultado de la investigación puede apelar de acuerdo con el reglamento FNG(LOCAL).

Discriminación

[Vea **Violencia en la pareja, discriminación, acoso y represalias (todos los niveles de grado)**].

Aprendizaje a distancia (todos los niveles de grado)

El aprendizaje a distancia y los cursos por correspondencia incluyen cursos que comprenden el conocimiento y las habilidades esenciales requeridos por el estado pero que se enseñan a

través de múltiples tecnologías y metodologías alternativas como correo, satélite, Internet, videoconferencia y televisión de instrucción.

Si un estudiante desea matricularse en un curso por correspondencia o de aprendizaje a distancia que no se provea a través de la Red Escolar Virtual de Texas (TXVSN), como se describe más adelante, para obtener crédito en un curso o materia, el estudiante debe obtener autorización del director antes de matricularse en el curso o materia. Si el estudiante no recibe aprobación previa, el distrito puede no reconocer ni incluir el curso o materia en los requisitos de graduación o dominio de la materia.

[Vea **Instrucción remota**].

Red Escolar Virtual de Texas (TXVSN) (niveles de grado de secundaria)

El estado ha establecido la Red Escolar Virtual de Texas (TXVSN) como un método de aprendizaje a distancia. Un estudiante tiene la opción, con ciertas limitaciones, de matricularse en un curso ofrecido a través de la TXVSN para obtener crédito del curso para graduación.

Según el curso de TXVSN en el cual se matricule un estudiante, el curso puede estar sujeto a las reglas de “no aprueba, no juega”. [Vea **Actividades extracurriculares, clubes y organizaciones (todos los niveles de grado)**]. Además, un estudiante que se matricule en un curso de la TXVSN para el cual se requiere evaluación de fin de curso (EOC) debe rendir la evaluación de EOC correspondiente.

Los padres pueden hacer preguntas o solicitar que su hijo se matricule en un curso de la TXVSN comunicándose con el consejero escolar. A menos que principal, haga una excepción, un estudiante no tiene permitido matricularse en un curso de la TXVSN si la escuela ofrece el mismo curso o uno similar.

Se distribuirá una copia del reglamento EHDE que trata el tema del aprendizaje a distancia a los padres de estudiantes de la escuela media y preparatoria por lo menos una vez al año. Si no recibe la copia o tiene preguntas sobre este reglamento, comuníquese con el director.

Distribución de literatura, materiales publicados u otros documentos (todos los niveles de grado)

Materiales escolares

Las publicaciones preparadas por la escuela y para la escuela pueden ser colocadas o distribuidas, con la aprobación previa del director, patrocinador o maestro. Dichos artículos pueden incluir pósteres escolares, periódicos, anuarios, cuadernillos, volantes, etc.

Todas las publicaciones escolares se hacen con la supervisión de un maestro, un patrocinador y el director.

Materiales no escolares

De los estudiantes

Los estudiantes deben obtener la aprobación previa del director de la escuela antes de vender, publicar, circular o distribuir más de 10 copias de materiales escritos o impresos, folletos, fotografías, fotografías, fotografías, películas, cintas u otros materiales visuales o auditivos que no fueron desarrollados bajo la supervisión de la escuela. Para ser considerado, cualquier material no escolar debe incluir el nombre de la persona u organización patrocinadora. La aprobación se otorgará o denegará dentro de los dos días escolares.

El director de la escuela es responsable de designar el tiempo, el lugar y la forma de las restricciones para la distribución de literatura no escolar de los estudiantes para que los

materiales no escolares aprobados se coloquen para que los estudiantes los vean o recojan voluntariamente. [Consulte la política FNAA para obtener más información.]

Un estudiante puede apelar una decisión de acuerdo con la política FNG (LOCAL). Cualquier estudiante que venda, publique, circule o distribuya material no escolar sin aprobación previa estará sujeto a medidas disciplinarias de acuerdo con el Código de Conducta Estudiantil. Los materiales que se muestren sin aprobación serán eliminados.

[Vea el reglamento FNG(LOCAL) para conocer los procedimientos de quejas del estudiante].

De otros

Ninguna persona o grupo venderá, hará circular, distribuirá ni publicará materiales escritos o impresos, volantes, fotografías, imágenes, películas, cintas u otros materiales visuales o de audio que no estén patrocinados por el distrito o por una organización afiliada al distrito y respaldada por la escuela en ninguna instalación del distrito, salvo lo permitido por el reglamento GKDA.

Para que se considere su distribución, cualquier material no escolar debe cumplir con las limitaciones de contenido establecidas en el reglamento, incluir el nombre de la persona u organización patrocinadora y ser entregado al Superintendente para la revisión previa. El Superintendente o persona designada aprobará o rechazará los materiales en el plazo de dos días escolares desde el momento de su recepción. El solicitante puede apelar un rechazo en conformidad con el reglamento adecuado de presentación de quejas del distrito. [Vea los reglamentos DGBA o GF para obtener más información].

El Superintendente o persona designada como el lugar para que se coloquen los materiales no escolares aprobados para que sean vistos y recogidos de manera voluntaria.

No se requiere revisión previa para:

- La distribución de materiales por parte de un asistente a otros asistentes de una reunión patrocinada por la escuela para adultos y que se lleve a cabo después del horario escolar
- La distribución de materiales por parte de un asistente a otros asistentes de una reunión de un grupo de la comunidad que se lleve a cabo después del horario escolar en conformidad con el reglamento GKD(LOCAL) o una reunión de un grupo de estudiantes no relacionada con el plan de estudios que se lleve a cabo en conformidad con el reglamento FNAB(LOCAL)
- La distribución para propósitos de elecciones durante el período que se utilicen las instalaciones escolares como lugar de votación, en conformidad con la ley estatal

Todos los materiales no escolares distribuidos en estas circunstancias deben retirarse inmediatamente de la propiedad del distrito después del evento en el cual se hayan distribuido los materiales.

Vestimenta y aseo (todos los niveles de grado)

El código de vestimenta del distrito enseña aseo e higiene, evita perturbaciones y minimiza los peligros por motivos de seguridad. Los estudiantes y padres pueden determinar los estándares de vestimenta y aseo personal de un estudiante siempre que cumplan con lo siguiente:

Vestimenta y aseo personal elemental (PK – 5)

La política de vestimenta y aseo personal de primaria se aplica a todas las escuelas en los grados PK - 5 de Sanger ISD.

La responsabilidad de la vestimenta y el aseo personal de un estudiante recae principalmente en el estudiante y sus padres o tutores. No se permitirá ninguna vestimenta, apariencia personal o norma personal que, a juicio de los administradores, perturbe el entorno educativo.

El código de vestimenta del distrito enseña aseo e higiene, evita interrupciones y minimiza los riesgos de seguridad. Los estudiantes y los padres pueden determinar las normas personales de vestimenta y aseo personal de un estudiante, siempre que cumplan con lo siguiente:

VESTIMENTA APROPIADA

Se espera que los estudiantes vengan a la escuela con ropa limpia, bien cuidada y de naturaleza modesta.

Los jeans se pueden usar con agujeros; Sin embargo, cualquier orificio ubicado por encima de la parte superior de la rodilla debe tener un material de tela sólida que no permita que la piel quede expuesta. La cinta adhesiva, el papel y la tela que sea transparente en la naturaleza no serán cubiertas aceptables.

Los pantalones deben usarse con la cintura a la altura de la cintura, y las camisas, blusas y pantalones deben estar abotonados.

Todos los estudiantes deben usar zapatos y ropa interior adecuada.

Se pueden usar sudaderas/chaquetas con capucha; Sin embargo, las capuchas no se pueden usar en la cabeza en el edificio de la escuela.

VESTIMENTA INAPROPIADA O INACEPTABLE

La siguiente ropa y accesorios son atuendos inapropiados para cualquier estudiante en la escuela o actividad relacionada o sancionada por la escuela:

Pantalones cortos, incluidas faldas o vestidos más cortos que la longitud de la yema del dedo más largo cuando se está de pie con los brazos a los lados y la mano abierta.

Pantalones usados por debajo de la cintura natural o pantalones caídos, embolsados o extremadamente holgados.

Camisas, blusas y vestidos que revelan la ropa interior o el escote, la piel expuesta al sentarse, agacharse o estirarse.

Ropa interior expuesta, incluidos los tirantes del sujetador y los calzoncillos

Ropa para la hora de acostarse, pijamas con o sin bolsillos, camisetas interiores o ropa interior usada como ropa exterior, por ejemplo, calzoncillos.

Ropa hecha de cualquier material transparente, rejilla o tela tejida muy suelta, a menos que se use otra ropa aceptable debajo.

Las camisas sin mangas no son aceptables, por ejemplo, camisetas sin mangas, tirantes finos, blusas sin mangas y sin tirantes.

Pantuflas o zapatos de casa.

Los productos para el cuidado del cabello, como peines, palillos o rulos que se usan en el cabello, no son aceptables.

ASEO ADECUADO

Todos los estudiantes ejemplificarán los estándares de aseo personal que proyectan una imagen positiva para el estudiante, la escuela y el Distrito.

Se espera que los estudiantes exhiban una limpieza y aseo básicos que no sean una amenaza para la salud o la seguridad de ellos mismos o de otros miembros del personal / estudiantes.

El cabello del estudiante debe estar limpio y bien arreglado.

El flequillo o el cabello no deben obstruir la visión del estudiante en ningún momento.

Se pueden usar cintas para el cabello para garantizar una visión adecuada en todo momento.

ASEO INAPROPIADO

Los siguientes peinados o coloraciones son aseo inapropiado para cualquier estudiante en la escuela o una actividad relacionada o sancionada por la escuela:

Puntas de libertad u otros peinados esculpidos.

El color del cabello debe ser de un color natural.

No se permitirán estilos que distraigan la atención.

ROPA CON PALABRAS O IMÁGENES

La ropa que se usa en la escuela o en actividades relacionadas o autorizadas con la escuela no puede mostrar declaraciones o imágenes impresas:

1. Que sean vulgares u obscenos;
2. Que estén relacionados con la actividad sexual o la representen;
3. Ropa con palabras o imágenes que promuevan el odio o la violencia en general o que estén dirigidas a una persona o grupo de personas en particular; o
4. Que estén relacionados o representen el uso de drogas, alcohol, armas, municiones o tabaco.

JOYAS, TATUAJES, PIERCING EN EL CUERPO

Los estudiantes no pueden usar joyas o artefactos similares que sean obscenos o que distraigan o que puedan causar una interrupción en el entorno educativo.

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.

Los estudiantes pueden usar aretes que sean apropiados y que no distraigan (no se aceptan alfileres, púas, barras de cartílago, joyas bucales ni medidores).

Los tatuajes deben estar cubiertos en todo momento mientras los estudiantes estén bajo la jurisdicción de la escuela.

VESTIMENTA Y ASEO PERSONAL DE LA PANDILLA

Está prohibida la ropa, el aseo personal o cualquier atuendo que identifique o conecte a un estudiante con una pandilla.

El director se mantendrá actualizado sobre las prendas de vestir que se consideren relacionadas con pandillas.

OTRAS DIRECTRICES

No se permiten sombreros, gorras u otras cubiertas para la cabeza en el edificio escolar.

No se pueden usar gafas de sol en el edificio a menos que se apruebe con una nota del médico.

El exceso de maquillaje o joyas no es aceptable.

Los lentes de contacto para estudiantes deben ser de un color o tono natural.

NO se permite llevar mantas a la escuela.

AUTORIDAD DEL DIRECTOR

El distrito se reserva el derecho de prohibir cualquier estilo de vestir o aseo personal que la administración determine que representa un peligro para la salud o la seguridad o que pueda causar la interrupción, una distracción o interferencia con las operaciones escolares generales. El distrito también se reserva el derecho de alterar el código de vestimenta para ocasiones especiales según lo considere necesario el administrador de la escuela. Si su hijo llega a la escuela con ropa que viola el código de vestimenta o de alguna otra manera viola nuestras normas de vestimenta y aseo, se le puede dar ropa modesta adecuada o se le puede poner en suspensión en la escuela hasta que cumpla. Haremos todo lo posible para notificarle lo antes posible. Si el estudiante se cambia de ropa o cumple con las normas de vestimenta y aseo, regresará a las clases regulares de inmediato.

Los estudiantes que violen repetidamente el código de vestimenta estarán sujetos a medidas disciplinarias adicionales de acuerdo con el Código de Conducta Estudiantil.

Vestimenta y aseo secundario (6-12)

La política de vestimenta y aseo personal de secundaria se aplica a todas las escuelas en los grados 6-12 de Sanger ISD.

La responsabilidad de la vestimenta y el aseo personal de un estudiante recae principalmente en el estudiante y sus padres o tutores. No se permitirá ninguna vestimenta, apariencia personal o norma personal que, a juicio de los administradores, perturbe el entorno educativo.

El código de vestimenta del distrito enseña aseo e higiene, evita interrupciones y minimiza los riesgos de seguridad. Los estudiantes y los padres pueden determinar las normas personales de vestimenta y aseo personal de un estudiante, siempre que cumplan con lo siguiente:

VESTIMENTA APROPIADA

Se espera que los estudiantes vengan a la escuela con ropa limpia, bien cuidada y de naturaleza modesta.

Los jeans se pueden usar con agujeros; Sin embargo, cualquier orificio ubicado por encima de la parte superior de la rodilla debe tener un material de tela sólida que no permita que la piel quede expuesta. La cinta adhesiva, el papel y la tela que sea transparente en la naturaleza no serán cubiertas aceptables.

Los pantalones deben usarse con la cintura a la altura de la cintura, y las camisas, blusas y pantalones deben estar abotonados.

Todos los estudiantes deben usar zapatos y ropa interior adecuada.

Se pueden usar sudaderas/chaquetas con capucha; Sin embargo, las capuchas no se pueden usar en la cabeza en el edificio de la escuela.

Los leggings, los leggings flair, las medias, los jeggings y los pantalones de yoga deben usarse con una camisa, blusa o túnica que cubra la parte trasera y delantera.

VESTIMENTA INAPROPIADA O INACEPTABLE

La siguiente ropa y accesorios son atuendos inapropiados para cualquier estudiante en la escuela o actividad relacionada o sancionada por la escuela:

Pantalones cortos, incluidas faldas o vestidos más cortos que la longitud de la yema del dedo más largo cuando se está de pie con los brazos a los lados y la mano abierta.

Los pantalones cortos de spandex están prohibidos.

Pantalones usados por debajo de la cintura natural o pantalones caídos, embolsados o extremadamente holgados.

Camisas, blusas y vestidos que revelan la ropa interior o el escote, la piel expuesta al sentarse, agacharse o estirarse.

Ropa interior expuesta, incluidos los tirantes del sostén y los calzoncillos.

Ropa para la hora de acostarse, pijamas con o sin bolsillos, camisetas interiores o ropa interior usada como ropa exterior, por ejemplo, calzoncillos.

Ropa hecha de cualquier material transparente, rejilla o tela tejida muy suelta, a menos que se use otra ropa aceptable debajo.

Las camisas sin mangas no son aceptables, por ejemplo, camisetas sin mangas, tirantes finos, blusas sin mangas y sin tirantes.

Pantuflas o zapatos de casa.

Los productos para el cuidado del cabello, como peines, palillos o rulos que se usan en el cabello, no son aceptables.

ASEO ADECUADO

Todos los estudiantes ejemplificarán los estándares de aseo personal que proyectan una imagen positiva para el estudiante, la escuela y el Distrito.

Se espera que los estudiantes exhiban una limpieza y aseo básicos que no sean una amenaza para la salud o la seguridad de ellos mismos o de otros miembros del personal / estudiantes.

El cabello del estudiante debe estar limpio y bien arreglado.

El flequillo o el cabello no deben obstruir la visión del estudiante en ningún momento.

Se pueden usar cintas para el cabello para garantizar una visión adecuada en todo momento.

ASEO INAPROPIADO

Los siguientes peinados o coloraciones son aseo inapropiado para cualquier estudiante en la escuela o una actividad relacionada o sancionada por la escuela:

Puntas de libertad u otros peinados esculpidos.

El color del cabello debe ser de un color natural.

No se permitirán estilos que distraigan la atención.

ROPA CON PALABRAS O IMÁGENES

La ropa que se usa en la escuela o en actividades relacionadas o autorizadas con la escuela no puede mostrar declaraciones o imágenes impresas:

1. Que sean vulgares u obscenos;
2. Que estén relacionados con la actividad sexual o la representen;
3. Ropa con palabras o imágenes que promuevan el odio o la violencia en general o que estén dirigidas a cualquier persona o grupo de personas específicas, o
4. Que estén relacionados o representen el uso de drogas, alcohol, armas, municiones o tabaco.

JOYAS, TATUAJES, PIERCING EN EL CUERPO

Los estudiantes no pueden usar joyas o artefactos similares que sean obscenos o que distraigan o que puedan causar una interrupción en el entorno educativo.

Los estudiantes no pueden usar piercings en la lengua, joyas faciales (nariz, labios, cejas) o decoraciones faciales (incluidas, entre otras, "calcomanías para espinillas", pintura facial, brillantina y maquillaje excesivo).

No se permiten espaciadores, clavos, calibres, barras de cartílago ni joyas bucales.

Los estudiantes pueden usar aretes que sean apropiados y que no distraigan (no se aceptan alfileres, púas, barras de cartílago, joyas bucales ni medidores).

Los tatuajes, incluidos los tatuajes temporales y los dibujos de la piel, deben cubrirse en todo momento mientras los estudiantes estén bajo la jurisdicción de la escuela.

VESTIMENTA Y ASEO PERSONAL DE LA PANDILLA

Está prohibida la ropa, el aseo personal o cualquier atuendo que identifique o conecte a un estudiante con una pandilla.

El director se mantendrá actualizado sobre las prendas de vestir que se consideren relacionadas con pandillas.

OTRAS DIRECTRICES

No se permiten sombreros, gorras u otras cubiertas para la cabeza en el edificio escolar.

No se pueden usar gafas de sol en el edificio a menos que se apruebe con una nota del médico.

El exceso de maquillaje o joyas no es aceptable.

Los lentes de contacto para estudiantes deben ser de un color o tono natural.

NO se permite llevar mantas a la escuela.

AUTORIDAD DEL DIRECTOR

El distrito se reserva el derecho de prohibir cualquier estilo de vestir o aseo personal que la administración determine que representa un peligro para la salud o la seguridad o que pueda causar la interrupción, una distracción o interferencia con las operaciones escolares generales. El distrito también se reserva el derecho de alterar el código de vestimenta para ocasiones especiales según lo considere necesario el administrador de la escuela.

Si su hijo llega a la escuela con ropa que viola el código de vestimenta o de alguna otra manera viola nuestras normas de vestimenta y aseo, se le puede dar ropa modesta adecuada o se le puede poner en suspensión en la escuela hasta que cumpla. Haremos todo lo posible para notificarle lo antes posible. Si el estudiante se cambia de ropa o cumple con las normas de vestimenta y aseo, regresará a las clases regulares de inmediato.

Los estudiantes que violen repetidamente el código de vestimenta estarán sujetos a medidas disciplinarias adicionales de acuerdo con el Código de Conducta Estudiantil.

EXCEPCIÓN ESPECIAL

Este código de vestimenta no debe interpretarse de manera que se aplique a los alumnos de ciertas asignaturas optativas, como bandas y deportes organizados, o a los estudiantes de organizaciones estudiantiles voluntarias, a las que se les pide de vez en cuando que representen a su escuela en eventos públicos. Los maestros, patrocinadores y entrenadores de estas asignaturas y organizaciones continuarán exigiendo aquellos estándares de vestimenta y apariencia que consideren apropiados y que hayan servido en el pasado para marcar a esos representantes escolares con honor y distinción.

Electronic Devices and Technology Resources (All Grade Levels)

Uso seguro de la tecnología

El distrito se compromete a garantizar que los estudiantes usen la tecnología de manera segura y seguirá todos los requisitos federales y estatales para proteger a los estudiantes de la recopilación excesiva de datos o materiales que se consideran dañinos para los menores. El distrito considera a los padres como socios en ciberseguridad y seguridad en línea.

Si el director determina que el aseo o el atuendo de un estudiante infringe el código de vestimenta de la escuela, el estudiante tendrá una oportunidad para corregir el problema en la escuela y volver al salón de clases. Si el problema no se puede corregir en la escuela, el director trabajará con el estudiante y los padres para obtener un cambio de ropa aceptable para el estudiante de una manera que minimice la pérdida de tiempo de instrucción.

Las infracciones repetidas o graves pueden dar lugar a una medida disciplinaria más seria de acuerdo con el Código de Conducta Estudiantil.

Dispositivos electrónicos y recursos tecnológicos (todos los niveles de grado)

Uso seguro de la tecnología

El distrito asume el compromiso de asegurar que los estudiantes usen la tecnología con seguridad y seguirá todos los requisitos federales y estatales para proteger a los estudiantes de la recolección excesiva de datos o de materiales que se consideren nocivos para menores. El distrito considera a los padres como colaboradores de la ciberseguridad y de la seguridad en línea.

De conformidad con la ley estatal y federal, el distrito:

- Instalará un filtro que bloquee y prohíba materiales o aplicaciones pornográficas u obscenas, incluidas las ventanas emergentes, instalaciones y descargas no solicitadas,

antes de transferir un dispositivo electrónico a un estudiante para que lo utilice con fines educativos.

- Bloqueará o filtrará el acceso por Internet de los estudiantes a imágenes obscenas, que contengan pornografía infantil o que se hayan considerado perjudiciales para los menores, de conformidad con la Ley de Protección de Menores en Internet (CIPA).
- Exigirá el consentimiento directo e informado de los padres para el uso por parte de un estudiante de software que no esté excluido del requisito de consentimiento por ley [Vea **Evaluaciones del Estado obligatorias** y **Pruebas estandarizadas**].
- Exigirá el consentimiento directo e informado de los padres para el uso por parte de un estudiante de software que realice evaluaciones de salud mental u otras evaluaciones no relacionadas con los planes de estudios educativos que tengan por objeto recopilar información sobre los estudiantes [Vea **Consentimiento para realizar una evaluación psicológica**].

Si desea obtener más información sobre la colaboración con el distrito en materia de ciberseguridad y seguridad en línea, o si tiene quejas o inquietudes sobre el uso de dispositivos electrónicos por parte de los estudiantes, póngase en contacto con el director del campus de su esstudiante.

[Vea **Un estudiante que llega tarde a clase puede ser asignado a la sala de detención o recibir otra consecuencia apropiada. Consulte con el campus de su estudiante para conocer las políticas específicas sobre tardanzas.**

Libros de texto, libros de texto electrónicos, equipos tecnológicos y otros materiales de instrucción (todos los niveles de grado)].

Posesión y uso de dispositivos personales de telecomunicaciones, como teléfonos celulares, y otros dispositivos electrónicos

El distrito permite que los estudiantes posean teléfonos celulares personales y otros dispositivos de telecomunicaciones por motivos de seguridad; Sin embargo, estos dispositivos deben permanecer apagados durante el día de instrucción, incluso durante todas las pruebas, a menos que se utilicen para fines de instrucción aprobados. [Para obtener información sobre las aplicaciones de calculadoras graficadoras en computadoras, vea **Un estudiante que llega tarde a clase puede ser asignado a la sala de detención o recibir otra consecuencia apropiada. Consulte con el campus de su estudiante para conocer las políticas específicas sobre tardanzas.**

Libros de texto, libros de texto electrónicos, equipos tecnológicos y otros materiales de instrucción (todos los niveles de grado)].

Un estudiante debe contar con la aprobación para poseer otros dispositivos personales de telecomunicaciones en el campus, como computadoras portátiles, tabletas o computadoras portátiles de otro tipo.

Sin ese permiso, los maestros recogerán los artículos y los llevarán a la oficina del director. El director decidirá si se devolverán los artículos al estudiante al final del día o si se contactará a los padres para que los recojan.

El uso de teléfonos celulares o cualquier dispositivo capaz de captar imágenes queda estrictamente prohibido en los vestuarios o áreas de baños mientras se encuentran en la escuela o un evento relacionado con la escuela o patrocinado por la escuela.

Si un estudiante utiliza un dispositivo de telecomunicaciones sin autorización durante el día escolar, se confiscará el dispositivo.

El puede recoger el dispositivo de telecomunicaciones confiscado en la oficina del director tras pagar una multa de $15.

En ciertas circunstancias y en conformidad con la ley, el personal autorizado puede registrar el dispositivo personal de telecomunicaciones de un estudiante. [Vea **Registros e investigaciones** y el reglamento FNF].

Toda medida disciplinaria será de acuerdo con el Código de Conducta Estudiantil. El distrito no es responsable de ningún dispositivo de telecomunicaciones dañado, extraviado o robado.

Uso de dispositivos personales de telecomunicaciones y de otros dispositivos electrónicos para instrucción

Los estudiantes deben obtener autorización previa antes de usar dispositivos personales de telecomunicaciones u otros dispositivos electrónicos personales para fines de instrucción mientras están en el campus. Los estudiantes también deben firmar un acuerdo de usuario que incluye las reglas de uso correspondientes (aparte de este manual).

Todos los dispositivos personales deben estar apagados durante el día de instrucción cuando no se estén utilizando para las finalidades de instrucción autorizadas. Las infracciones del acuerdo de usuario pueden dar lugar al retiro de los privilegios y otra medida disciplinaria.

Uso aceptable de recursos tecnológicos del distrito

Se pueden entregar recursos tecnológicos pertenecientes al Distrito a los estudiantes individuales para propósitos de instrucción. El uso de los sistemas de red y equipos del distrito se limita solo a fines aprobados. Los estudiantes y los padres deberán firmar un acuerdo de usuario (aparte de este manual) respecto del uso de estos recursos del distrito. Las infracciones del acuerdo de usuario pueden dar lugar al retiro de los privilegios y otra medida disciplinaria.

Uso inaceptable e inapropiado de recursos tecnológicos

Los estudiantes tienen prohibido poseer, enviar, reenviar, publicar, acceder o mostrar mensajes electrónicos abusivos, obscenos, con orientación sexual, amenazantes, acosadores, que dañen la reputación de otra persona o ilegales. Esta prohibición también se aplica a la conducta fuera de la propiedad escolar, ya sea que el equipo usado para enviar dichos mensajes pertenezca al distrito o sea personal, si da como resultado una perturbación considerable del ambiente educativo.

A cualquier persona que tome, difunda, transfiera, posea o comparta imágenes u otro contenido obsceno, con orientación sexual, lascivo o de otra manera ilegal —a los que comúnmente se hace referencia como “sexting”— se la disciplinará en conformidad con el Código de Conducta Estudiantil, se le puede exigir que complete un programa educativo relacionado con los peligros de este tipo de conducta y, en ciertos casos, se la puede denunciar a la policía.

Este tipo de conducta puede constituir intimidación o acoso, así como impedir los futuros esfuerzos de un estudiante. Recomendamos que los padres revisen con su hijo el Curso de prevención del sexting “Before You Text” (https://txssc.txstate.edu/tools/courses/before-you-text/), un programa desarrollado por el estado que aborda las consecuencias del sexting.

En conformidad con la ley estatal, el distrito prohíbe la instalación o el uso de TikTok o cualquier aplicación o servicio sucesor en un dispositivo del distrito, junto con cualquier otra aplicación o servicio de redes sociales determinado por el gobernador.

Todo estudiante que participe en una conducta que dé lugar a una violación de la seguridad informática del distrito será disciplinado en conformidad con el Código de Conducta Estudiantil. En algunos casos, la consecuencia puede ser la expulsión.

Evaluaciones de fin de curso (EOC)

[Vea **Graduación (solo niveles de grado de secundaria)** y **Pruebas estandarizadas**].

Estudiantes bilingües emergentes (todos los niveles de grado)

Un estudiante bilingüe emergente tiene derecho a recibir servicios especializados del distrito. Un Comité de Evaluación del Dominio de un Idioma (LPAC), constituido por personal del distrito y, por lo menos, un padre representante, determinará si el estudiante reúne los requisitos para los servicios. El padre del estudiante debe dar su consentimiento para cualquier servicio recomendado por LPAC. Sin embargo, mientras se espera el consentimiento de los padres o la denegación de los servicios, un estudiante elegible recibirá los servicios a los cuales el estudiante tenga derecho y para los cuales reúna los requisitos.

Para determinar el nivel de dominio de inglés de un estudiante, el LPAC usará la información de una variedad de evaluaciones. Si el estudiante reúne los requisitos para los servicios, una vez que se establezca el nivel de dominio, el LPAC designará las adaptaciones a la instrucción o programas especiales adicionales que el estudiante deberá finalmente dominar para el trabajo del nivel del grado en inglés. Se harán evaluaciones continuas para determinar la continuación de la elegibilidad del estudiante en el programa.

El LPAC también determinará si es necesario hacer ciertas adaptaciones para cualquier evaluación obligatoria del estado. Se puede administrar la STAAR Spanish, como se menciona en **Pruebas estandarizadas**, a un estudiante bilingüe emergente hasta el grado 5. En ciertas circunstancias, el LPAC de un estudiante puede eximir al estudiante de una evaluación obligatoria del estado de otro modo requerida o puede eximir de algunos requisitos de graduación referentes a la evaluación de fin de curso (EOC) de Inglés I. El Sistema de Evaluación de Dominio del Inglés de Texas (TELPAS) también se administrará a los estudiantes bilingües emergentes que reúnan los requisitos para los servicios.

Si se considera que un estudiante es un estudiante bilingüe emergente y recibe servicios de educación especial por una discapacidad habilitante, el comité de ARD del estudiante tomará las decisiones de instrucción y evaluación junto con el LPAC.

Actividades extracurriculares, clubes y organizaciones (todos los niveles de grado)

La participación en actividades patrocinadas por la escuela es una excelente manera de que un estudiante desarrolle talentos, reciba reconocimiento individual y forje amistades sólidas.

Algunas actividades extracurriculares pueden incluir eventos fuera del campus. Los estudiantes deben usar el transporte provisto por el distrito de ida y vuelta al evento. Solo se pueden conceder excepciones con la aprobación del instructor o patrocinador de la actividad. [Vea **Transporte (todos los niveles de grado)**].

La elegibilidad para muchas de estas actividades está regida por la ley estatal y las reglas de la Liga Interescolar Universitaria (UIL), una asociación del estado que supervisa las competencias entre distritos. Si un estudiante participa en una actividad académica, deportiva o musical regida por la UIL, se espera que el estudiante y el padre conozcan y obedezcan todas las reglas de la organización UIL. Los estudiantes y sus padres pueden acceder al Manual de UIL con información para padres en Manual de la UIL con información para padres

(https://www.uiltexas.org/athletics/manuals). El instructor o patrocinador de la actividad puede entregar una copia impresa a pedido.

Para informar el presunto incumplimiento de la capacitación de seguridad requerida o la presunta infracción de las reglas de seguridad requeridas por la ley y la UIL, comuníquese con la división del plan de estudios de la TEA al (512) 463-9581 o curriculum@tea.texas.gov.

[Vea UIL Texas (https://www.uiltexas.org/) para obtener información adicional sobre todas las actividades regidas por la UIL].

Por lo general, un estudiante que recibe una calificación inferior a 70 al final de un período de calificación de cualquier clase académica no puede participar en las actividades extracurriculares por un mínimo de tres semanas escolares.

Sin embargo, si un estudiante recibe una calificación inferior a 70 al final de un período de calificación de una Colocación Avanzada (AP) o Bachillerato Internacional (IB), de un curso de honores o de crédito doble en artes lingüísticas en inglés, matemáticas, ciencias, estudios sociales, economía o idiomas que no sean inglés, el estudiante mantiene su elegibilidad para participar en todas las actividades extracurriculares.

Si un estudiante está matriculado en un curso aprobado por el estado que requiere una demostración del dominio de un conocimiento esencial o habilidades en una demostración pública y el estudiante obtiene una calificación inferior a 70 en cualquier curso al final del período de calificación, el estudiante puede participar en la demostración siempre y cuando el público general esté invitado.

Si un estudiante está matriculado en un curso de música aprobado por el estado que participa en una Evaluación de Concierto y Repentización de UIL, y el estudiante obtiene una calificación inferior a 70 en cualquier curso al final del período de calificación, el estudiante puede tocar con la banda durante la presentación de evaluación de UIL, pero es inelegible para otras actividades extracurriculares durante, como mínimo, tres semanas.

Además, se aplicará lo siguiente a todas las actividades extracurriculares:

- Un estudiante que recibe servicios de educación especial y que no cumple con los estándares del programa de educación individualizado (IEP) no puede participar por un mínimo de tres semanas escolares.
- Un estudiante que no reúne los requisitos puede practicar o ensayar, pero no puede participar en ninguna actividad competitiva.
- En un año escolar, un estudiante tendrá permitido un máximo de ***absences #*** ausencias no relacionadas con una competencia de nivel posterior al distrito, un máximo de ***[insert number]*** ausencias por competencias de nivel posterior al distrito previas al nivel estatal y un máximo de ***[insert number]*** ausencias para competencias de nivel estatal. Todas las actividades extracurriculares y presentaciones públicas, ya sean actividades de UIL u otras actividades aprobadas por la junta, están sujetas a estas restricciones.
- Una ausencia para participar en una actividad que no ha sido aprobada se considerará como ausencia injustificada.

Normas de conducta

Los patrocinadores de los clubes de estudiantes y grupos de presentaciones como la banda, el coro y los equipos deportivos y de entrenamiento pueden establecer normas de conducta — incluidas las consecuencias por mala conducta— más estrictas que aquellas para los estudiantes en general. Si una infracción es además una infracción a las reglas de la escuela,

se aplicarán las consecuencias especificadas por el Código de Conducta Estudiantil o por el reglamento de la junta además de las consecuencias especificadas por las normas de conducta de la organización.

Tarifas (todos los niveles de grado)

Los materiales del programa de educación básico se proveen sin cargo alguno para el estudiante. Sin embargo, se espera que el estudiante provea sus propios útiles escolares, como lápices, papel, borradores y cuadernos. También se puede requerir que el estudiante pague otros costos, tarifas o depósitos determinados, entre ellos:

- Materiales para un proyecto de la clase que el estudiante desee conservar.
- Las cuotas de membresía en clubes voluntarios u organizaciones de estudiantes.
- Las tarifas de admisión para actividades extracurriculares.
- Depósitos de seguridad.
- Equipo y atuendos personales de educación física y deportes.
- Fotografías compradas voluntariamente, publicaciones, anillos de la clase, anuarios, avisos de graduación, etc.
- Seguro de salud y accidentes del estudiante comprado voluntariamente.
- Alquiler de instrumentos musicales y mantenimiento del uniforme, cuando el distrito provee los uniformes.
- Atuendo personal usado en actividades extracurriculares que se vuelven propiedad del estudiante.
- Tarifas de estacionamiento y tarjetas de identidad del estudiante.
- Tarifas por libros de la biblioteca extraviados, dañados o con fecha de entrega caducada.
- Tarifas por cursos de capacitación para conducir.
- Tarifas para cursos optativos que se ofrecen como crédito y requieren el uso de instalaciones no disponibles en el distrito.
- Escuela de verano para cursos que se ofrecen sin costo de colegiatura durante el año escolar regular.
- Una tarifa razonable por brindar transporte a un estudiante que vive dentro de las dos millas de la escuela. [Vea **Autobuses y otros vehículos escolares**].
- Una tarifa máxima de $50 para un programa educativo fuera del horario escolar regular para un estudiante que ha perdido el crédito o a quien no se le ha otorgado una calificación final a causa de ausencias y cuyo padre elija el programa para que el estudiante cumpla con los requisitos de 90 por ciento de asistencia. La tarifa solo se cobrará si el padre o tutor firma un formulario de solicitud provisto por el distrito.
- En algunos casos, una tarifa para un curso tomado a través de la Red Escolar Virtual de Texas (TXVSN).

Cualquier tarifa o depósito requerido puede quedar exento si el estudiante y el padre no pueden pagarlo. Se puede solicitar una exención de ese tipo al director del campus**.** [Vea el reglamento FP para obtener información adicional.]

Recaudación de fondos (todos los niveles de grado)

Los grupos de estudiantes o clases y/o grupos de padres pueden realizar colectas de fondos para fines escolares aprobados en conformidad con los reglamentos administrativos. [Vea los reglamentos FJ y GE para obtener más información].

Zonas sin pandillas (todos los niveles de grado)

Ciertos delitos, incluidos los delitos relacionados con las pandillas, se pasarán a la siguiente categoría de delito más alta si se cometen en una zona sin pandillas. Las zonas sin pandillas incluyen los autobuses escolares y todo lugar en cualquier propiedad perteneciente o alquilada por el distrito o patio de juegos del campus, o dentro de una distancia de 1,000 pies de estos.

Clasificación por nivel de grado (solo grados 9-12)

Después del noveno grado, los estudiantes son clasificados según la cantidad de créditos obtenidos para la graduación.

Créditos obtenidos	Clasificación
6	Grado 10 (*Sophomore*)
13	Grado 11 (Júnior)
19	Grado 12 (Sénior)

Pautas de calificación (todos los niveles de grado)

El maestro del salón de clase comunicará las pautas de calificación aprobadas para cada nivel de grado o curso a los estudiantes y sus padres. Estas pautas establecen:

- La cantidad mínima de tareas, proyectos y exámenes requeridos para cada período de calificación
- Cómo se comunicará el dominio del estudiante de conceptos y logros (es decir, calificaciones con letras, promedios numéricos, lista de cotejo de habilidades requeridas, etc.)
- En qué circunstancias un estudiante podrá volver a hacer una tarea o a rendir un examen que originalmente haya desaprobado
- Los procedimientos que un estudiante debe seguir después de una ausencia
- Las consecuencias en la calificación de la deshonestidad académica, lo que incluye las prácticas fraudulentas o la copia del trabajo de otro estudiante, el plagio (incluido el uso no autorizado de inteligencia artificial (IA) como ChatGPT) y la comunicación no autorizada entre estudiantes durante un examen

[Vea **Boletas de calificaciones/Informes de progreso y reuniones (todos los niveles de grado)** para obtener información adicional sobre las pautas de calificación].

Graduación (solo niveles de grado de secundaria)

Requisitos para recibir un diploma

Un estudiante debe satisfacer los siguientes requisitos para recibir un diploma de preparatoria del distrito:

- Obtener calificaciones de aprobación en ciertas evaluaciones de fin de curso (EOC) o evaluaciones sustitutas aprobadas, a menos que la ley estatal específicamente permita excepciones
- Completar la cantidad requerida de créditos establecidos por el estado y cualesquier créditos adicionales requeridos por el distrito
- Completar cualesquier cursos requeridos localmente además de los cursos exigidos por el estado
- Demostrar competencia, según lo determinado por el distrito, en las habilidades de comunicación específicas requeridas por la Junta Estatal del Educación (SBOE)
- Completar y enviar una solicitud gratuita de ayuda federal para estudiantes (FAFSA) o una solicitud para ayuda financiera estatal de Texas (TASFA)

Requisitos de pruebas para la graduación

Los estudiantes deben, salvo contadas excepciones y sin importar el programa de graduación, desempeñarse satisfactoriamente en las siguientes evaluaciones de EOC:

- Inglés I
- Inglés II
- Álgebra I
- Biología
- Historia de los EE. UU.

Un estudiante que no haya obtenido una calificación suficiente tendrá oportunidades para volver a rendir un examen.

La ley estatal permite que un estudiante satisfaga los requisitos de EOC mediante la sustitución del desempeño satisfactorio en evaluaciones nacionales estandarizadas aprobadas o en la evaluación desarrollada por el estado utilizada para ingresar a universidades públicas de Texas. [Vea al consejero escolar para obtener más información sobre los requisitos de pruebas del estado para la graduación].

Si un estudiante no se desempeña satisfactoriamente en una evaluación de EOC, el distrito ofrecerá recuperación en el área de contenido correspondiente. Esto puede requerir que el estudiante participe fuera del horario de funcionamiento normal de la escuela.

En ciertas circunstancias, un estudiante que no demuestre competencia en hasta dos de las evaluaciones requeridas puede ser elegible para graduarse si un comité de graduación individual, formado en conformidad con la ley del estado, determina unánimemente que el estudiante reúne los requisitos para graduarse.

[Vea **Pruebas estandarizadas**].

Programa de graduación fundamental

Todo estudiante de una escuela pública de Texas se graduará en función del programa de graduación fundamental. El programa de graduación fundamental presenta acreditaciones, que son orientaciones de interés que incluyen:

- Ciencias, Tecnología, Ingeniería y Matemáticas (STEM)
- Negocios e Industria

- Servicio Público
- Artes y Humanidades
- Estudios Multidisciplinarios

Las acreditaciones que un estudiante obtenga se indicarán en el expediente académico del estudiante.

Un estudiante puede completar el programa de graduación fundamental con un “nivel distinguido de logro” que refleja la finalización de al menos una acreditación y de Álgebra II como uno de los créditos requeridos de matemáticas avanzadas.

Los **Planes de graduación personales** se completarán para cada estudiante de secundaria.

La ley estatal generalmente prohíbe que un estudiante se gradúe exclusivamente con el programa de graduación fundamental sin una acreditación. Sin embargo, después del año sophomore del estudiante, el estudiante y el padre del estudiante pueden solicitar que el estudiante se gradúe sin una acreditación. El distrito informará al estudiante y al padre del estudiante sobre los beneficios específicos de graduarse con una acreditación. El estudiante y el padre del estudiante deberán entonces presentar una solicitud por escrito al consejero escolar para que el estudiante se gradúe sin una acreditación. Un estudiante que desea asistir a un instituto universitario o una universidad de cuatro años después de la graduación debe considerar atentamente si graduarse con el programa fundamental sin una acreditación satisfará los requisitos de admisión de la universidad o el instituto universitario al que el estudiante aspira.

Un estudiante que se gradúa en virtud del programa de graduación fundamental también puede obtener reconocimientos de desempeño en su expediente académico. Los reconocimientos de desempeño están disponibles para el desempeño sobresaliente en bilingüismo y alfabetización bilingüe, en un curso de crédito doble, en un examen de AP o IB, en determinados exámenes nacionales de preparación para la universidad o admisión a la universidad, o para conseguir una licencia o certificado reconocido a nivel estatal, nacional o internacional. El consejero escolar puede proporcionar más información sobre estos reconocimientos.

No se exige que los estudiantes completen un curso de Álgebra II para graduarse en virtud del programa de graduación fundamental, y el distrito notificará anualmente este hecho a los padres de los estudiantes. Sin embargo, no cursar Álgebra II hará que el estudiante no reúna los requisitos para la admisión automática en institutos universitarios y universidades públicas de cuatro años de Texas y para ciertas ayudas financieras y subsidios mientras asiste a esas instituciones.

Un distrito escolar permitirá que un estudiante cumpla los requisitos del plan de estudios para la graduación en virtud del programa fundamental con el nivel distinguido de logro, incluida una acreditación, al completar exitosamente los cursos del plan de estudios básico de una institución pública de educación superior de Texas. Hable con su consejero para obtener más información.

Créditos requeridos

El programa de graduación fundamental exige la finalización de los siguientes créditos:

Área de curso	**Cantidad de créditos: Programa de graduación fundamental**	**Cantidad de créditos: Programa de graduación fundamental con una acreditación**
Inglés/Artes Lingüísticas	4	4

Área de curso	Cantidad de créditos: Programa de graduación fundamental	Cantidad de créditos: Programa de graduación fundamental con una acreditación
Matemáticas	3	4
Ciencias	3	4
Estudios Sociales	3	3
Educación Física	1	1
Idioma que no sea Inglés	2	2
Bellas Artes	1	1
Cursos electivos	5	7
Total	22 créditos	26 créditos

Se aplican consideraciones adicionales en algunas áreas de cursos, entre ellas:

- **Matemáticas:** Para obtener el nivel distinguido de logro en virtud del programa de graduación fundamental, el estudiante debe completar una acreditación y cursar Álgebra II como uno de los 4 créditos de matemáticas. La obtención del nivel distinguido de logro por parte de un estudiante es un requisito para ser considerado para la admisión automática en un instituto universitario o universidad de cuatro años de Texas, y se incluirá en el expediente académico del estudiante.
- **Educación Física:** Un estudiante que no pueda participar en una actividad física debido a una discapacidad o enfermedad puede sustituir el crédito requerido de educación física con un curso en artes lingüísticas de inglés, matemáticas, ciencias, estudios sociales u otro curso con crédito determinado localmente. Esta determinación la tomará el comité de ARD del estudiante, el comité de la Sección 504 u otro comité de la escuela, según corresponda.
- **Idioma que no sea Inglés:** Los estudiantes deben obtener 2 créditos en el mismo idioma que no sea inglés para graduarse. Cualquier estudiante puede sustituir lenguajes de programación computacional por estos créditos.
    - Un estudiante debe cumplir uno de los dos créditos requeridos completando satisfactoriamente en la escuela primaria un programa de inmersión bilingüe o un curso en Lenguaje de Señas Americano.
    - En ciertas circunstancias, un estudiante puede sustituir este requisito con otros cursos, según lo determinado por un comité del distrito autorizado por la ley para tomar estas decisiones por el estudiante.

Acreditaciones disponibles

Al ingresar al grado 9, el estudiante debe especificar la acreditación que desea obtener.

Requisito de solicitud de ayuda financiera

Antes de graduarse de la escuela preparatoria, cada estudiante debe completar y enviar una solicitud de ayuda financiera para la educación postsecundaria. Los estudiantes deberán completar y presentar una solicitud gratuita de ayuda federal para estudiantes (FAFSA) o una solicitud para ayuda financiera estatal de Texas (TASFA).

Sanger High School ofrece lo siguiente para ayudar a los estudiantes a completar y enviar la FAFSA o TASFA:

- Presentación en el aula sobre los "PRÓXIMOS PASOS", incluido el cronograma para estudiantes de último año y el apoyo para la solicitud FAFSA/TAFSA.
- Reuniones individuales de "PRÓXIMOS PASOS" con el consejero
- El soporte continuo de PRÓXIMOS PASOS incluye:
    - Apoyo mensual del Go Center de UNT para solicitudes, durante Tribe Time y almuerzos
    - Apoyo de ayuda financiera del NCTC: durante el tiempo de la tribu y los almuerzo
    - Noche mensual de FAFSA/TAFSA/solicitud
- Presentación informativa seguida de apoyo individual. No se requiere que un estudiante complete y envíe una solicitud de FAFSA o TASFA si:
- El padre del estudiante envía un formulario proporcionado por el distrito que indica que el padre autoriza al estudiante a optar por no participar
- Un estudiante de 18 años de edad o mayor o un menor legalmente independiente presenta un formulario proporcionado por el distrito que indica que el estudiante opta por no participar
- Un consejero escolar autoriza al estudiante a optar por no participar por una buena causa

Para obtener más información, comuníquese con el consejero escolar.

Para confirmar que un estudiante ha completado y presentado una TASFA, el estudiante debe presentar alguno de los siguientes:

- Una captura de pantalla que incluya el campo de fecha de procesamiento de FAFSA ApplyTexas Counselor Suite
- Notificación, tal como la copia de un correo electrónico, del Departamento de Educación de Estados Unidos que verifique la compleción de la FAFSA
- Una copia o captura de pantalla de la página de acuse de recibo de la FAFSA
- Una captura de pantalla de la página de acuse de recibo del envío de la TASFA (de aquellas instituciones que ofrecen formulario electrónico)
- Un acuse de recibo de una institución de educación superior (IHE)
- Una copia de la carta de adjudicación de ayuda financiera de una IHE

Planes de graduación personales

Se desarrollará un plan de graduación personal para cada estudiante de escuela preparatoria.

El distrito anima a todos los estudiantes a que sigan un plan de graduación personal que incluya el término de, por lo menos, una acreditación y el graduarse con un nivel distinguido de logro. La obtención del nivel distinguido de logro constituye un requisito para que el estudiante sea considerado para la admisión automática en un instituto universitario o universidad públicos de cuatro años de Texas, según su posición en la promoción.

La escuela revisará las opciones del plan de graduación personal con cada estudiante que ingresa al grado 9 y sus padres. Antes de terminar el grado 9, un estudiante y sus padres deberán firmar un plan de graduación personal que promueve la preparación para la

universidad y la fuerza laboral, que promueve la colocación y el avance profesional y facilita la transición de la educación secundaria a la postsecundaria.

El plan de graduación personal del estudiante describirá una secuencia de cursos adecuados en función de la elección de acreditación del estudiante.

Repase Herramientas de graduación de la TEA (https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

Un estudiante puede, con el permiso de su padre, modificar su plan de graduación personal después de la confirmación inicial.

Opciones de cursos disponibles para todos los programas de graduación

Todas las primaveras, el distrito brindará una actualización a los estudiantes sobre los cursos requeridos u ofrecidos en cada área del plan de estudios para que los estudiantes puedan inscribirse para el próximo año escolar.

Nota: El distrito puede exigir que se completen determinados cursos para graduación incluso si el estado no exige estos cursos para que el estudiante se gradúe.

No todos los cursos se ofrecen en todos los campus de secundarias del distrito. Un estudiante que quiere asistir a un curso no ofrecido en su campus habitual debe comunicarse con el consejero escolar para consultar sobre una transferencia u otras alternativas. Si los padres de por lo menos 22 estudiantes solicitan una transferencia para un curso en el plan de estudios requerido que no sea bellas artes o educación profesional y técnica (CTE), el distrito ofrecerá el curso el año siguiente ya sea mediante teleconferencia o en la escuela de la cual se solicitaron las transferencias.

Certificados de finalización de curso

No se emitirá un certificado de finalización de curso a un estudiante que haya completado satisfactoriamente los requisitos de crédito estatales y locales para la graduación pero que aún no haya demostrado un desempeño satisfactorio en las pruebas obligatorias del estado, requeridas para la graduación.

Estudiantes con discapacidades

Los comités de admisión, revisión y retiro (ARD) tomarán decisiones sobre la instrucción y la evaluación de los estudiantes discapacitados que reciben servicios de educación especial en conformidad con las leyes del estado.

Tras la recomendación del comité de ARD, se le puede permitir a un estudiante con una discapacidad que recibe servicios de educación especial graduarse según las disposiciones de su programa de educación individualizado (IEP) y en conformidad con los reglamentos estatales.

Un estudiante que recibe servicios de educación especial puede obtener una acreditación en virtud del programa fundamental. Si se modificaron los requisitos del plan de estudios del estudiante para la acreditación, el comité de ARD del estudiante determinará si el plan de estudios modificado tiene la rigurosidad suficiente para otorgar la acreditación. El comité de ARD también deberá determinar si el estudiante debe desempeñarse satisfactoriamente en alguna evaluación de fin de curso para obtener la acreditación.

Un estudiante que recibe servicios de educación especial y que ha completado cuatro años de preparatoria, pero que no ha cumplido con los requisitos de su IEP, puede participar en las ceremonias de graduación y recibir un certificado de asistencia. El estudiante puede

permanecer matriculado para completar el IEP y obtener su diploma de preparatoria, pero solo se le permitirá participar en una única ceremonia de graduación.

[Vea el reglamento FMH(LEGAL) para obtener más información].

Actividades de graduación

Las actividades de graduación incluirán:

- Noche de ultimo año
- Desayuno par personas mayores
- Graduación de gradución

Los estudiantes que hayan cumplido con los requisitos del trabajo de curso para la graduación pero que no hayan demostrado todavía un desempeño satisfactorio en las evaluaciones de fin de curso o no hayan sido declarados elegibles para graduarse por un comité de graduación individual, si corresponde, tendrán permitido participar en las actividades de graduación. Tenga en cuenta que participar en las ceremonias de graduación no es sinónimo de graduarse. En última instancia, la entrega definitiva de un diploma dependerá de que el estudiante satisfaga todos los requisitos correspondientes para la graduación.

Los estudiantes que reúnan los requisitos para graduarse pero que estén asignados a un programa disciplinario de educación alternativa al final del año escolar tendrán permitido participar en la ceremonia de graduación y en las actividades relacionadas con la graduación.

Se reconocerá a los siguientes estudiantes y grupos de estudiantes en las ceremonias de graduación:

Oradores de la graduación

A ciertos estudiantes que se gradúan se les dará la oportunidad de hablar en las ceremonias de graduación.

Un estudiante debe cumplir con los criterios de elegibilidad locales, que pueden incluir requisitos relacionados con la conducta del estudiante, para desempeñarse como orador. El director notificará a los estudiantes que reúnan los requisitos para desempeñarse como oradores y se les dará la oportunidad de participar como voluntarios.

[Vea el Código de Conducta Estudiantil y el reglamento FNA(LOCAL) para obtener más información].

[Para obtener información sobre los oradores estudiantes en otros eventos escolares, vea **Oradores estudiantes (todos los niveles de grado)**].

Gastos de la graduación

Debido a que los estudiantes y los padres incurrirán en gastos para participar en las tradiciones de la graduación (por ejemplo, comprar invitaciones, el anillo de graduación, la toga y el birrete, y la fotografía de graduación) tanto el estudiante como los padres deberían monitorear el avance hacia la compleción de todos los requisitos para graduación. Se suele incurrir en los gastos en el onceavo grado (año júnior) o en el primer semestre del doceavo grado (año sénior). [Vea **Tarifas (todos los niveles de grado)**].

Becas y subsidios

Los estudiantes que tengan necesidades económicas en conformidad con los criterios federales y que completen el programa de graduación fundamental serán elegibles, en virtud del Programa de Subsidios de Texas, el Programa de Subsidios “Teach for Texas” y el

Programa de Becas para Futuros Maestros de Texas para becas y subsidios para la colegiatura y las tarifas de universidades públicas de Texas, universidades comunitarias y escuelas técnicas, así como para instituciones privadas. Es posible que determinados estudiantes que se gradúen temprano también sean elegibles para el Programa de Becas First de Texas.

[Vea **Admisiones a institutos universitarios y universidades y ayuda financiera (todos los niveles de grado)** para obtener más información].

Comuníquese con el consejero escolar para obtener información sobre otras becas y subsidios disponibles para los estudiantes.

Acoso

[Vea **Violencia en la pareja, discriminación, acoso y represalias (todos los niveles de grado)**].

Novatadas (todos los niveles de grado)

La novatada se define como un acto intencional, consciente o imprudente, en el campus o fuera de él, hecho por una persona sola o que actúa con otras, dirigido a un estudiante con el propósito de comprometer, iniciar, afiliar, tener un cargo o mantener la membresía en una organización estudiantil si el acto contiene los elementos de la sección 37.151 del Código de Educación, entre ellos:

- Cualquier tipo de brutalidad física
- Una actividad que someta al estudiante a un riesgo irrazonable de daño o que perjudique la salud física o mental del estudiante, como privación de sueño, exposición a factores meteorológicos, encierro en espacios reducidos, calistenia o consumo de alimentos, líquidos, drogas u otras sustancias
- Una actividad que induzca, cause o exija que el estudiante realice una función o tarea que infrinja el Código Penal
- Forzar a un estudiante a consumir una droga o bebida alcohólica en una cantidad que llevaría a una persona razonable a creer que el estudiante está intoxicado

El distrito no tolerará las novatadas. Cualquier consecuencia disciplinaria debido a las novatadas será de acuerdo con el Código de Conducta Estudiantil. Es delito si una persona participa en una novatada; solicita, anima, dirige, ayuda o intenta ayudar a otra persona en una novatada, o tiene conocimientos de primera mano de un incidente de novatada planificado o que ya haya ocurrido y no lo informa al director, superintendente o la policía.

[Vea **Celebraciones/invitaciones de cumpleaños (Grados Pre-K-5)**

Damos la bienvenida a las delicias compradas en la tienda para la celebración del cumpleaños de su hijo en los grados Pre-K-5. Las golosinas se pueden dejar en la oficina principal del campus de su hijo y se las entregaremos al maestro en el salón de clases del niño.

Para evitar herir sentimientos, las invitaciones a la fiesta de cumpleaños solo se entregarán en clase si todos los niños están invitados. Las invitaciones que se entregarán a los estudiantes fuera del salón de clases de su hijo deben hacerse fuera del día escolar.

Intimidación (todos los niveles de grado) y los reglamentos FFI y FNCC para obtener más información].

Salud— Física y mental

Enfermedad (todos los niveles de grado)

Cuando su hijo se enferme, comuníquese con la escuela para informarnos que no asistirá ese día.

Los reglamentos estatales exigen que las escuelas no dejen entrar a su establecimiento a los estudiantes que tengan determinadas enfermedades durante ciertos períodos. Por ejemplo, si un niño tiene más de 100 grados de fiebre, no puede asistir a la escuela hasta que haya pasado 24 horas sin fiebre, sin tomar medicamentos para reducir la fiebre. Los estudiantes que presenten enfermedades diarreicas deben quedarse en casa hasta que no tengan diarrea sin tomar medicamentos de supresión de la diarrea durante 24 horas.

La enfermera de la escuela puede darle una lista completa de los malestares por los que la escuela debe excluir a los niños.

Si un estudiante se enferma durante el horario escolar y la enfermera de la escuela determina que el niño se debe ir a casa, la enfermera se comunicará con el padre.

El distrito debe reportar ciertas enfermedades transmisibles (contagiosas) al Departamento Estatal de Servicios de Salud (DSHS) o a la autoridad de salud local/regional. La enfermera escolar puede proporcionar información del DSHS sobre estas enfermedades que se deben informar.

La enfermera de la escuela está a disposición de los padres para responder cualquier inquietud que tengan respecto de si su hijo debería quedarse en casa o no.

Vacunación (todos los niveles de grado)

Un estudiante debe tener todas las vacunas contra ciertas enfermedades o debe presentar un certificado o declaración de que, por razones médicas o razones de conciencia, incluidas las creencias religiosas, el estudiante no se vacunará.

Para las exenciones basadas en razones de conciencia, el distrito solo puede respetar los formularios oficiales emitidos por la División de Vacunación del Departamento Estatal de Servicios de Salud de Texas (DSHS). Puede acceder al formulario de exención del DSHD (https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) en línea o escribiendo a esta dirección:

Texas Department of State Health Services

Immunization Section, Mail Code 1946

P.O. Box 149347

Austin, Texas 78714-9347

El formulario debe estar notariado y debe presentarse al director o a la enfermera de la escuela en el plazo de 90 días de la notarización. Si el padre busca una exención para más de un estudiante en la familia, se debe proporcionar un formulario separado para cada estudiante.

Las vacunas requeridas son:

- Difteria, tétanos y tosferina
- Poliomielitis
- Sarampión, paperas y rubéola

- Hepatitis B
- Varicela
- Antimeningocócica
- Hepatitis A

La enfermera de la escuela puede proporcionar información sobre los requisitos de vacunación. Se puede establecer constancia de vacunación con los registros personales de un médico certificado o clínica de salud pública con la firma o sello de validación.

Si un estudiante no debería vacunarse por razones médicas, el estudiante o el padre debe presentar un certificado firmado por un médico registrado y habilitado de los Estados Unidos donde se declare que, según la opinión del médico, la vacuna requerida está contraindicada por motivos médicos o implica un riesgo significativo para la salud y el bienestar del estudiante o un miembro de la familia o del grupo familiar del estudiante. Este certificado se debe renovar cada año a menos que el médico especifique una enfermedad de toda la vida.

Para obtener información sobre la vacunación contra la meningitis bacteriana y la matriculación en la universidad y asistencia, vea **Vacuna contra la meningitis (todos los niveles** de grado).

[Vea los Requisitos de vacunación para guarderías y escuelas de Texas (https://www.dshs.texas.gov/immunizations/school) del DSHS y el reglamento FFAB(LEGAL) para obtener más información.]

Piojos (todos los niveles de grado)

Los piojos son muy frecuentes entre los niños. Aunque no son una enfermedad, los piojos se contagian por el contacto de cabeza a cabeza durante el juego, los deportes o las siestas y cuando los niños comparten objetos como cepillos, peines, gorros y auriculares.

El distrito no requiere ni recomienda que los estudiantes sean retirados de la escuela debido a piojos o liendres.

Si la observación cercana indica que un estudiante tiene piojos, la enfermera de la escuela se comunicará con el padre del estudiante para hablar sobre un plan de tratamiento con un champú o crema de enjuague medicado aprobado por la FDA que puede comprarse en cualquier farmacia o supermercado. Después de que el estudiante se haya sometido al tratamiento, el padre debería comunicarse con la enfermera de la escuela para hablar sobre el tratamiento usado. La enfermera también puede ofrecer recomendaciones adicionales, como tratamientos posteriores, cómo deshacerse mejor de los piojos e impedir que regresen.

El distrito dará aviso a los padres de los estudiantes de primaria de un salón de clase afectado sin identificar quién es el estudiante que tiene piojos.

Puede obtener más información sobre los piojos en el sitio web del DSHS: Control de piojos en entornos escolares y en casa (https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) y en el sitio web con información sobre piojos de los Centros para el Control y la Prevención de Enfermedades (https://www.cdc.gov/lice/about/head-lice.html).

[Vea el reglamento FFAA para obtener más información].

Medicamentos en la escuela (todos los niveles de grado)

Si un estudiante debe tomar medicamentos durante el horario escolar, el padre del estudiante debe proporcionar el medicamento. Todos los medicamentos, ya sean recetados o no, deben permanecer en la enfermería y ser administrados por la enfermera u otro empleado del distrito

autorizado. El estudiante puede estar autorizado a tener sus propios medicamentos debido al asma o a una alergia grave según se describe más adelante o como lo permita de otro modo la ley.

El distrito no comprará medicamentos de venta sin receta para dar a un estudiante.

En conformidad con la política FFAC, solo empleados autorizados pueden administrar:

- Medicamentos recetados, en el envase original, con la etiqueta correspondiente, provistos por el padre junto con un pedido escrito.
- Medicamentos recetados de un envase con dosificación por unidad etiquetado correctamente, surtido por un enfermero registrado u otro empleado habilitado del distrito, del envase original con la etiqueta correspondiente, provistos por el padre junto con una solicitud por escrito.
- Medicamentos de venta sin receta, en el envase original, con la etiqueta correspondiente, provistos por el padre junto con un pedido escrito. **Nota:** El repelente de insectos se considera un medicamento no recetado.
- Suplementos herbales o dietarios provistos por el padre solo si el programa de educación individualizado (IEP) del estudiante o el plan de la Sección 504 para un estudiante con discapacidades los exigen.

Cualquier estudiante de primaria o secundaria puede tener y aplicarse protector solar para evitar la sobreexposición al sol. El maestro de un estudiante de primaria u otro miembro del personal del distrito aplicará protector solar a la piel expuesta del estudiante si el estudiante lleva el protector solar a la escuela y pide ayuda para su aplicación. Si un estudiante de secundaria necesita ayuda con la aplicación del protector solar, trate la necesidad con la enfermera de la escuela.

Ya sea que un estudiante esté en nivel de primaria o secundaria, si se necesita aplicar protector solar para tratar algún tipo de padecimiento médico, esto debe manejarse mediante la comunicación con la enfermera de la escuela para que el distrito se entere de cualquier problema médico y de seguridad.

Asma y reacciones alérgicas graves

Un estudiante con asma o reacción alérgica grave (anafilaxia) puede poseer y administrarse un medicamento recetado para el asma o la anafilaxia en la escuela o eventos relacionados con la escuela solo si tiene la autorización escrita de su padre y un médico u otro proveedor de atención médica habilitado. El estudiante también debe demostrar a su proveedor de atención médica y a la enfermera de la escuela la capacidad de administrarse el medicamento recetado, incluido el dispositivo requerido para administrar el medicamento.

Si se ha recetado al estudiante un medicamento para asma o anafilaxia que debe administrarse durante el horario escolar, el estudiante y sus padres deberían hablar de esto con la enfermera de la escuela o el director.

[Vea también **Alergias a los alimentos (todos los niveles de grado)**].

Autoinyectores de epinefrina no asignados

De acuerdo con el Capítulo 38, Subcapítulo E del Código de Educación, la junta ha adoptado una política para permitir que el personal escolar autorizado que ha sido adecuadamente capacitado administre un autoinyector de epinefrina no asignado a una persona que se cree razonablemente que está experimentando una reacción alérgica grave (anafilaxia).

Un "autoinyector de epinefrina no asignado" es un autoinyector de epinefrina recetado por un proveedor de atención médica autorizado a nombre de la escuela al que se le ha emitido una orden de delegación permanente no específica del paciente para la administración de un autoinyector de epinefrina.

Los autoinyectores de epinefrina incluyen dispositivos de marca como EpiPens®.

Las personas autorizadas y capacitadas pueden administrar un autoinyector de epinefrina en cualquier momento a una persona que experimente anafilaxia en un campus escolar.

El distrito se asegurará de que en cada escuela se capacite a un número suficiente de personal escolar para administrar epinefrina para que al menos una persona capacitada esté presente en el campus durante el horario escolar regular en el campus y cuando el personal escolar esté físicamente en el sitio para las actividades patrocinadas por la escuela.

El Distrito autoriza al personal escolar que haya acordado por escrito y haya sido debidamente capacitado para administrar un autoinyector de epinefrina no asignado de acuerdo con la ley y esta política. La administración de epinefrina solo se permitirá cuando una persona autorizada y capacitada crea razonablemente que una persona está experimentando anafilaxia.

Para obtener más información, vea FFAC(LOCAL).

Medicamento para dificultad respiratoria no asignado

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress.

The district will provide at each campus school personnel who are trained to administer prescription medication for respiratory distress during regular school hours.

“Unassigned medication for respiratory distress” means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

Para obtener más información, vea FFAC(LOCAL).

Antagonistas opiáceos no asignados (**todos los niveles de grado**)

De acuerdo con el Capítulo 38, Subcapítulo E del Código de Educación, la junta ha adoptado un reglamento para permitir que ***[align with policy at FFAC:*** *personal escolar y/o voluntarios escolares****]*** autorizados y capacitados en cada campus administren un antagonista opiáceo, como Narcan o Naloxone, a un individuo que se piense de manera razonable que está experimentando una sobredosis de un fármaco relacionado con los opioides.

Uno o más individuos autorizados y capacitados estarán presentes en cada campus sujeto a este reglamento durante el horario escolar regular.

Esteroides (solo niveles de grado de secundaria)

La ley estatal prohíbe a los estudiantes poseer, dispensar, entregar o administrar esteroides anabólicos. Los esteroides anabólicos son solo para uso médico recetado por un médico.

Que un estudiante sano tome esteroides anabólicos o la hormona de crecimiento humano para fisicoculturismo, musculación o aumento o fortalecimiento de la masa muscular no corresponde a un uso médico válido y es un delito.

Apoyo para la salud mental (todos los niveles de grado)

El distrito ha implementado programas para abordar los siguientes problemas de salud mental, salud conductual y abuso de sustancias:

- Promoción e intervención temprana de la salud mental
- Desarrollar habilidades para controlar las emociones, establecer y mantener relaciones positivas y tomar decisiones responsables
- Prevención e intervención por abuso de sustancias
- Prevención, intervención y posvención del suicidio (intervenciones posteriores al suicidio en una comunidad)
- Duelo, trauma y atención en función del trauma
- Intervenciones y apoyos de conducta positiva
- Desarrollo positivo de jóvenes
- Atmósfera escolar segura, positiva y de apoyo

Si se hospitalizó a un estudiante o se lo internó en un centro de tratamiento residencial debido a una afección de la salud mental o por abuso de sustancias, el distrito cuenta con procedimientos para apoyar el regreso del estudiante a la escuela. Comuníquese con el enlace de salud mental del distrito para obtener más información.

Los maestros y otros empleados del distrito pueden hablar acerca del progreso académico o de la conducta de un estudiante con los padres del estudiante o con otro empleado según corresponda; sin embargo, no tienen permitido recomendar la administración de fármacos psicotrópicos. Un fármaco psicotrópico es una sustancia utilizada en el diagnóstico, tratamiento o prevención de una enfermedad o como componente de un medicamento que pretende alterar la percepción, emoción, estado de ánimo o conducta.

Un empleado del distrito que sea un enfermero registrado, un enfermero con prácticas médicas, un médico o un profesional de la salud mental certificado o habilitado puede recomendar que un estudiante sea evaluado por un profesional médico adecuado, si corresponde. [Vea el reglamento FFEB para obtener más información.]

Para obtener información relacionada, consulte:

- **Consentimiento para realizar una evaluación psicológica** o **Consentimiento para proporcionar servicios de atención para la salud mental** para conocer los procedimientos del distrito en cuanto a la recomendación de una intervención de salud mental y la información de contacto del enlace de salud mental
- **Consejería** para conocer el programa de consejería escolar integral del distrito
- **Recursos de salud física y mental (todos los niveles de grado)** para conocer los recursos sobre la salud física y mental del campus y de la comunidad
- **Reglamentos y procedimientos que promueven la salud física y mental de los estudiantes (todos los niveles de grado)** para conocer los reglamentos adoptados por la junta y los procedimientos administrativos que promueven la salud de los estudiantes

Requisitos de actividad física

Escuela Primaria

El distrito se asegurará de que los estudiantes en *pre-kínder - Grade 5* de día completo hasta el grado 5 participen en actividad física moderada o vigorosa al menos 30 minutos por día o 135 minutos por semana, en conformidad con los reglamentos en EHAB, EHAC, EHBG y FFA.

Para obtener más información sobre los requisitos y los programas de actividad física de los estudiantes de la escuela primaria del distrito, consulte con el director.

Escuela media/junior high

El distrito se asegurará de que los estudiantes en la escuela media o junior high participen en 30 minutos de actividad física moderada o vigorosa por día durante al menos cuatro semestres, de acuerdo con los reglamentos en EHAB, EHAC, EHBG y FFA.

Para obtener más información sobre los requisitos y los programas de actividad física de los estudiantes de la escuela media y junior high del distrito, consulte con el director.

Restricción temporal de participación en educación física

Los estudiantes a los que se les restrinja temporalmente la participación en educación física no participarán activamente en la demostración de habilidades, pero permanecerán en la clase para aprender los conceptos de las lecciones.

Evaluación de la condición física (grados 3-12)

Anualmente, el distrito realizará una evaluación de la condición física a los estudiantes de los grados 3-12 que estén matriculados en un curso de educación física o en un curso por el que se otorgue crédito de educación física. Al final del año escolar, el padre debe presentar una solicitud por escrito para obtener los resultados de la evaluación de condición física de su hijo que se realizó durante el año escolar comunicándose con el director del campus del estudiante.

Pruebas de detección de la salud física / Exámenes

Participación en deportes (solo niveles de grado de secundaria)

Para ciertas actividades extracurriculares, el estudiante debe presentar una certificación de un proveedor de atención médica autorizado. La certificación debe declarar que se ha examinado al estudiante y que este está físicamente apto para participar en el programa relevante, lo que incluye:

- Un programa de atletismo del distrito
- La banda musical del distrito
- Cualquier programa extracurricular del distrito identificado por el superintendente

Se debe presentar anualmente este examen al distrito.

Los estudiantes deben ser conscientes de la rara posibilidad de sufrir un paro cardíaco repentino, que en los atletas suele ser causado por una cardiopatía o un trastorno cardíaco previamente insospechados. Los estudiantes pueden solicitar un electrocardiograma (ECG o EKG) para detectar dichos trastornos, además del examen físico obligatorio.

Lea la explicación de paro cardíaco repentino (https://www.uiltexas.org/health/info/sudden-cardiac-death) de la UIL para obtener más información.

Programa de pruebas de detección para la columna vertebral

La prueba de detección para la columna vertebral en la escuela ayuda a identificar a adolescentes con una curvatura anormal de la columna vertebral a una edad temprana, cuando la curva es leve y puede pasar desapercibida. La detección temprana es clave para controlar las deformaciones de la columna. La prueba de detección de la columna no es invasiva y se realiza de acuerdo con las normas más recientes aceptadas a nivel nacional y revisadas por pares.

A todos los estudiantes que cumplan con los criterios del Departamento Estatal de Servicios de Salud de Texas se les realizará la prueba para detectar una curvatura anormal de la columna antes de finalizar el año escolar. Según corresponda, se derivará a los estudiantes para un seguimiento con su médico.

Para obtener información sobre la prueba de detección para la columna realizada por un profesional externo o una exención a la prueba de detección para la columna por creencias religiosas, comuníquese con el superintendente o lea el reglamento FFAA(LEGAL).

Otros exámenes y pruebas de detección (todos los niveles de grado)

Los estudiantes deben someterse a una evaluación de riesgo de diabetes tipo 2 en el mismo momento en que el distrito realiza a los estudiantes las pruebas de detección de problemas de audición y visión, o de curvaturas anormales de la columna.

[Vea el reglamento FFAA para obtener más información].

Inquietudes especiales de salud (todos los niveles de grado)

Vacuna contra la meningitis (todos los niveles de grado)

Consulte el sitio web del distrito en www.sangerisd.net para obtener información sobre la meningitis.

Nota: Los estudiantes que ingresan a la universidad deben presentar, salvo contadas excepciones, constancias de haber recibido la vacuna contra la meningitis bacteriana dentro de los cinco años previos a la matriculación y la asistencia a cursos en una institución de educación superior. Hable con la enfermera de la escuela para obtener más información, porque esto puede afectar a un estudiante que desee matricularse en un curso de crédito doble que se tome fuera del campus.

[Vea **Vacunación (todos los niveles de grado**)].

Diabetes

En conformidad con el plan de salud individual del estudiante para el control de la diabetes, un estudiante con diabetes tendrá permitido poseer y usar suministros y equipos de monitoreo y tratamiento mientras esté en la escuela o en una actividad relacionada con la escuela. Acuda a la enfermera de la escuela o al director para obtener información. [Vea el reglamento FFAF(LEGAL) para obtener más información].

Alergias a los alimentos (todos los niveles de grado)

Los padres deben notificar al distrito cuando a un estudiante le han diagnosticado una alergia a los alimentos, sobre todo aquellas alergias que podrían producir reacciones peligrosas o potencialmente mortales, ya sea por inhalar, comer o tocar el alimento en particular. Es importante revelar los alimentos a los que el estudiante tiene alergia, así como la naturaleza de la reacción alérgica. Comuníquese con la enfermera de la escuela o el director del campus si su hijo tiene una alergia a los alimentos conocida o lo más pronto posible después del diagnóstico de la alergia.

El distrito ha creado y revisa anualmente un plan de control de alergias a los alimentos, basado en las Pautas para la atención de estudiantes con alergias a los alimentos en riesgo de anafilaxia del Departamento Estatal de Servicios de Salud de Texas (DSHS) que se encuentra en el sitio web Alergias y anafilaxia (https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis) del DSHS.

Cuando el distrito reciba información de que un estudiante tiene una alergia a los alimentos que ponga al estudiante en riesgo de anafilaxia, se desarrollará un plan de atención individualizado para ayudar al estudiante a acceder de manera segura al ambiente escolar. El plan de control de alergias a los alimentos del distrito se puede acceder en www.sangerisd.net.

[Vea **Celebraciones (todos los niveles de grado**) y el reglamento FFAF para obtener más información].

Convulsiones (todos los niveles de grado)

Para abordar el cuidado de un estudiante con un trastorno convulsivo mientras se encuentre en la escuela o participe en una actividad escolar, el padre debe presentar un plan de control y tratamiento de convulsiones al distrito antes del inicio del año escolar, al matricular al estudiante o lo más pronto posible después del diagnóstico de un trastorno convulsivo. Todo padre que presente un plan debe usar el Formulario de abordaje de convulsiones y plan de tratamiento (https://tea.texas.gov/academics/tea-seizure-management-form.pdf) desarrollado por la Agencia de Educación de Texas.

[Vea **Estudiantes con deficiencias físicas o mentales protegidos en virtud de la Sección 504** y comuníquese con la enfermera escolar para obtener más información].

Se prohíbe el tabaco, los cigarrillos electrónicos y los productos de nicotina (todos los niveles de grado)

Los estudiantes tienen prohibido poseer o usar cualquier tipo de producto de tabaco, cigarrillos electrónicos (e-cigarette) o cualquier otro dispositivo de vaporización electrónico, al estar en la propiedad escolar o al asistir a una actividad relacionada con la escuela fuera del campus. Con excepciones limitadas para medicamentos [vea **Medicamentos en la escuela (todos los niveles de grado)** los estudiantes también tienen prohibido poseer o usar cualquier tipo de producto de nicotina, incluidas las bolsitas de nicotina, sin importar si el producto contiene tabaco, mientras estén en propiedad escolar o mientras asistan a una actividad relacionada con la escuela fuera del campus.

El distrito y su personal aplican estrictamente las prohibiciones contra el uso de todos los productos de tabaco, cigarrillos electrónicos o cualquier otro dispositivo de vaporización electrónico por parte de los estudiantes y todas las demás personas en la propiedad escolar y en actividades patrocinadas o relacionadas con la escuela. [Vea el Código de Conducta Estudiantil y los reglamentos FNCD y GKA para obtener más información].

Recursos, reglamentos y procedimientos relacionados con la salud

Recursos de salud física y mental (todos los niveles de grado)

Los padres y estudiantes que necesiten asistencia con problemas de salud mental y física pueden comunicarse con los siguientes recursos del campus y de la comunidad:

- La enfermera a tiempo completo del:

  Laura McFerren, RN

  Coordinador de Servicios de Salud

291 Indian Lane, Sanger, TX 76266

lmcferren@sangerisd.net

(940)458-4377

- La autoridad de salud pública local, Departamento de Salud del Condado de Denton, con la que se puede comunicar a través de (940) 349-2900.
- La autoridad de salud mental local, MHMR del condado de Denton, con la que se puede comunicar a través de (940) 381-5000.

Reglamentos y procedimientos que promueven la salud física y mental de los estudiantes (todos los niveles de grado)

El distrito ha adoptado reglamentos de la junta que promueven la salud física y mental de los estudiantes. Los reglamentos locales sobre los siguientes temas se pueden encontrar en el manual de reglamentos del distrito, disponibles en la oficina de administración central y en línea en www.sangerisd.net.

- Administración de alimentos y nutrición: CO, COA, COB
- Servicios de salud y bienestar: FFA
- Exámenes físicos: FFAA
- Vacunaciones: FFAB
- Tratamiento médico: FFAC
- Enfermedades transmisibles: FFAD
- Centros de salud escolares: FFAE
- Planes de atención: FFAF
- Intervención en crisis: FFB
- Atención en función del trauma: FFBA
- Servicios de apoyo al estudiante: FFC
- Seguridad de los estudiantes: FFF
- Negligencia y abuso infantil: FFG
- Ausencia de discriminación, acoso y represalias: la serie de reglamentos FFH
- Ausencia de intimidación: FFI

Además, el Plan de Mejoras del Distrito detalla las estrategias del distrito para mejorar el desempeño de los estudiantes a través de prácticas fundamentadas en pruebas que abordan la salud física y mental.

El distrito ha desarrollado procedimientos administrativos conforme sean necesarios para implementar los reglamentos y planes anteriores.

Para obtener información adicional respecto de estos procedimientos y del acceso al Plan de Mejoras del Distrito, comuníquese con:

Jennie Flaa

Superintendente Adjunto

601 Elm St., Sanger, TX 76266

jflaa@sangerisd.net

(940) 458-7438

Consejo Asesor sobre Salud Escolar (SHAC) (todos los niveles de grado)

Bajo el Distrito de Innovación, el Comité de Mejoramiento Educativo del Distrito (DEIC) de SISD abordará las necesidades de educación sanitaria del distrito, ya que son conscientes de las necesidades del distrito y de los estudiantes. El DEIC se reunirá al menos dos veces al año para abordar estas necesidades, así como muchas otras que sean necesarias.

Durante el año escolar anterior, el Consejo Asesor de Salud Escolar (SHAC) del distrito celebró 4 reuniones. Información adicional sobre SHAC del distrito está disponible en www.sangerisd.net.

Se publicarán las notificaciones de las próximas asambleas del SHAC en cada oficina administrativa del campus al menos 72 horas antes de la asamblea. Se publicarán las notificaciones de las próximas asambleas del SHAC, las actas de las asambleas y una grabación de cada asamblea en el sitio web del distrito en www.sangerisd.net.

[Vea **Consentimiento antes de la instrucción sobre la sexualidad humana, Consentimiento para la instrucción sobre la prevención del abuso infantil, la violencia familiar, la violencia en la pareja y la trata sexual** y los reglamentos BDF y EHAA para obtener más información].

Reglamento de bienestar/Plan de bienestar estudiantil (todos los niveles de grado)

Para promover los hábitos saludables entre nuestros estudiantes, el distrito ha desarrollado un reglamento de bienestar adoptado por la junta en FFA(LOCAL) y los planes y procedimientos correspondientes para implementarlo. Para realizar preguntas sobre el contenido o la implementación del reglamento y el plan de bienestar del distrito, comuníquese con:

Jennie Flaa

Superintendente Adjunto

601 Elm St., Sanger, TX 76266

jflaa@sangerisd.net

(940) 458-7438

Tareas para el hogar (todos los niveles de grado)

Consulte con el campus de su estudiante para conocer las expectativas y los procedimientos específicos de las tareas.

Agencias del orden público (todos los niveles de grado)

Interrogatorio de estudiantes

Cuando los policías u otras autoridades legales desean interrogar o entrevistar a un estudiante en la escuela, el director cooperará completamente con las condiciones de la entrevista, lo que incluye hacerlo sin el consentimiento de los padres, de ser necesario, si esta forma parte de una investigación de abuso infantil. En otras circunstancias, el director:

- Verificará y registrará la identidad del oficial u otra autoridad y pedirá una explicación de la necesidad de interrogar al estudiante en la escuela

- Normalmente, hará los esfuerzos razonables para notificar a los padres, a menos que el entrevistador presente una objeción que el director considere válida
- Normalmente, estará presente durante el interrogatorio o entrevista, a menos que el entrevistador presente una objeción que el director considere válida

Estudiantes detenidos

La ley estatal requiere que el distrito permita que un estudiante sea detenido:

- Para cumplir con una orden del tribunal de menores
- Para cumplir con las leyes del arresto
- Por un policía, si hay causa probable para creer que el estudiante participó en una conducta delictiva o en una conducta que requiere supervisión
- Por un policía, para obtener huellas digitales o fotografías con fines de comparación en una investigación
- Por un policía, para obtener huellas digitales o fotografías para establecer la identidad de un estudiante, cuando el niño pueda haber participado en una conducta que indique la necesidad de supervisión, como haber escapado de casa
- Por un oficial de libertad condicional, si existe causa probable para creer que el estudiante ha infringido una condición de la libertad condicional impuesta por el tribunal de menores
- Por un representante autorizado de Servicios de Protección Infantil (CPS), el Departamento de Familia y Servicios de Protección de Texas (DFPS), un policía o un oficial de libertad condicional de menores, sin una orden judicial, según las condiciones descritas en el Código de Familia relativas a la salud física o la seguridad del estudiante
- Para cumplir con una directiva correctamente emitida de un tribunal de menores para llevar a un estudiante detenido

Antes de que se deje ir al estudiante con una persona autorizada legalmente, el director verificará la identidad de la persona y, a su mejor juicio, verificará la autoridad de la persona para llevar detenido al estudiante.

El director notificará inmediatamente al superintendente e intentará notificar a los padres, a menos que la persona legalmente autorizada presente al director lo que este considere como una objeción válida para notificar los padres. Debido a que el director no tiene la autoridad para evitar ni demorar que una persona legalmente autorizada se lleve a un estudiante, cualquier notificación probablemente ocurra después del hecho.

Notificación de infracciones de la ley

La ley estatal le exige al distrito notificar:

- A todo el personal de instrucción y de apoyo responsable de supervisar a un estudiante que ha sido detenido, arrestado o derivado al tribunal de menores por cualquier delito grave o por ciertos delitos menores.
- A todo el personal de instrucción y de apoyo que mantenga contacto frecuente con un estudiante que ha sido condenado, ha recibido procesamiento diferido, ha recibido fallo diferido o fue juzgado por conducta delictiva por cualquier delito grave o ciertos delitos menores que ocurran en la escuela, en la propiedad escolar o en una actividad patrocinada por la escuela o relacionada con la escuela dentro o fuera de la propiedad

escolar. Este personal también será notificado si el director tiene motivos razonables para creer que el estudiante se ha involucrado en cierta conducta.

- A todo personal del distrito adecuado con respecto a un estudiante que debe registrarse como delincuente sexual.

[Para obtener más información, vea el reglamento GRAA(LEGAL).]

Salir del campus (todos los niveles de grado)

La asistencia del estudiante es fundamental. Las citas se deben programar fuera del horario escolar de ser posible. Salvo que haya circunstancias atenuantes, no se dejará salir a los estudiantes regularmente antes del final del horario escolar.

Se requiere el consentimiento de los padres antes de que cualquier estudiante salga del campus durante cualquier parte del día escolar.

Para los estudiantes de primaria y escuela media, un padre o un adulto autorizado debe acudir a la oficina y mostrar su identificación para registrar la salida del estudiante. Un representante del campus le pedirá al estudiante que se presente en la oficina. Por motivos de seguridad y estabilidad del ambiente de aprendizaje, no podemos permitir a ningún adulto no acompañado ir al salón de clase u otra área para recoger al estudiante. Si el estudiante regresa al campus el mismo día, el padre o adulto autorizado debe firmar el regreso del estudiante en la oficina principal a su regreso. También se requerirá documentación del motivo de la ausencia.

Se aplica el mismo proceso en el caso de estudiantes de escuela preparatoria si un padre recoge al estudiante del campus. Si el padre del estudiante autoriza que el estudiante salga del campus sin acompañante, el padre debe presentar una nota en la oficina principal al menos dos horas antes de que el estudiante necesite salir del campus. Se puede aceptar una llamada telefónica del padre, pero la escuela, en última instancia, puede exigir una nota para propósitos de documentación. El estudiante debe firmar su salida en la oficina principal y firmar su entrada a su regreso si regresa el mismo día.

Si un estudiante se enferma durante el horario escolar y la enfermera de la escuela u otro miembro del personal del distrito determina que el estudiante se debe ir a casa, la enfermera se comunicará con el padre del estudiante y documentará el deseo del padre con respecto a la salida de la escuela.

A menos que el padre le indique al personal del distrito que el estudiante puede salir solo, el padre u otro adulto autorizado debe seguir los procedimientos de registro de salida indicados previamente. Si el padre permite que el estudiante salga del campus solo, la enfermera documentará el horario de salida del estudiante. En ninguna circunstancia se dejará que un estudiante de primaria o escuela media salga solo.

Si el estudiante tiene 18 años o es un menor emancipado, el estudiante puede firmar su propia salida de la escuela. Se requerirá documentación del motivo de la ausencia.

Durante el almuerzo

Todos los campus de SISD están cerrados y los estudiantes no pueden salir durante el almuerzo sin sus padres.

En cualquier otro momento durante el día escolar

Los estudiantes no están autorizados para salir del campus durante el horario escolar regular por ninguna otra razón, salvo con la autorización del director.

Los estudiantes que salgan del campus infringiendo estas reglas serán sujetos a una medida disciplinaria en conformidad con el Código de Conducta Estudiantil.

Objetos perdidos (todos los niveles de grado)

La caja de objetos perdidos se encuentra en la oficina del campus. Si un estudiante pierde un artículo, debe verificar en la caja de objetos perdidos. El distrito disuade a los estudiantes de llevar artículos personales de mucho valor monetario a la escuela, porque el distrito no es responsable de la pérdida o el robo de artículos. El campus desechará los objetos perdidos al final de cada semestre.

Trabajo de recuperación

Recuperación de trabajo por ausencia (todos los niveles de grado)

El maestro puede asignar trabajo de recuperación a un estudiante que falta a clases según los objetivos de instrucción y las necesidades del estudiante para dominar los conocimientos y habilidades esenciales o para cumplir con los requisitos de la materia o el curso.

El estudiante será responsable de obtener y completar el trabajo de recuperación en el plazo especificado por el maestro. Un estudiante que no haga el trabajo de recuperación en el tiempo asignado por el maestro recibirá una calificación de cero por la tarea.

Se alienta al estudiante a hablar con su maestro si el estudiante sabe de antemano que faltará a clase, para que el maestro y el estudiante puedan planificar cualquier trabajo de recuperación. Recuerde la importancia de la asistencia de los estudiantes a la escuela. Salvo limitadas excepciones, todas las ausencias se cuentan para el límite del 90 por ciento que las leyes estatales fijan en cuanto a la “asistencia para obtención de crédito o calificación final”. [Vea **Asistencia para crédito o calificación final (todos los niveles de grado)**].

Un estudiante que participa en una actividad extracurricular debe notificar a su maestro con anticipación sobre cualquier ausencia.

Un estudiante tendrá permitido rendir pruebas de recuperación y entregar proyectos pendientes debido a una ausencia. Los maestros pueden asignar una sanción por entrega tardía de proyectos de largo plazo en conformidad con los plazos aprobados por el director y comunicados previamente a los estudiantes.

Trabajo de recuperación del DAEP

Niveles de grado de la escuela primaria y de la escuela media/junior high

Los estudiantes seguirán la misma política de recuperación de trabajo que su campus de origen.

Grados 9-12

Si un estudiante de preparatoria está matriculado en un curso del plan de estudios fundamental al momento del traslado a un programa disciplinario de educación alternativa (DAEP), tendrá la oportunidad de completar el curso antes del inicio del siguiente año escolar. El distrito puede dar la oportunidad de completar el curso a través de un método alternativo, incluido un curso por correspondencia, otra opción de aprendizaje a distancia o la escuela de verano. El distrito no cobrará al estudiante por ningún método para completar el trabajo provisto por el distrito. [Vea el reglamento FOCA(LEGAL) para obtener más información].

Trabajo de recuperación en suspensión interna (ISS) y en suspensión fuera de la escuela (todos los niveles de grado)

Medios alternativos para recibir trabajo de curso

Mientras un estudiante esté en ISS u OSS, el distrito le proporcionará al estudiante todo el trabajo de curso de las clases del plan de estudios fundamental del estudiante a las que este falte como resultado de la suspensión.

Oportunidad de completar cursos

Un estudiante que se traslade del salón de clase regular a ISS o a otro entorno, que no sea un DAEP, tendrá la oportunidad de completar, antes del inicio del siguiente año escolar, cada curso en el cual el estudiante estaba matriculado al momento de la remoción del salón de clase regular. El distrito puede dar la oportunidad a través de cualquier método disponible, incluido un curso por correspondencia, otra opción de aprendizaje a distancia o la escuela de verano. El distrito no cobrará al estudiante por ningún método para completar el trabajo provisto por el distrito. [Vea el reglamento FO(LEGAL) para obtener más información].

Declaración de no discriminación (todos los niveles de grado)

Con la finalidad de disuadir la discriminación y según lo requerido por ley, el distrito no discrimina por motivos de raza, religión, color, nacionalidad de origen, género, sexo, edad, discapacidad o cualquier otro motivo prohibido por ley, al proveer servicios, actividades y programas educativos, incluidos los programas de educación profesional y técnica (CTE). El distrito proporciona acceso equitativo a los Boy Scouts y a otros grupos de jóvenes designados.

En conformidad con el Título IX, el distrito no discrimina y tiene como requisito no discriminar por motivos de sexo y prohíbe la discriminación sexual en sus programas educativos o actividades. El requisito de no discriminar se extiende al empleo. Las consultas respecto de la aplicación del Título IX pueden ser remitidas al Coordinador del Título IX del distrito (véase más adelante), a la Oficina de Derechos Civiles del Departamento de Educación de EE. UU., o a ambos.

Otras leyes federales que prohíben la discriminación incluyen el Título VI, la Sección 504, la Ley de Discriminación por Edad, la Ley de Boy Scouts y el Título II.

El reglamento de no discriminación y los procedimientos de reclamación del distrito pueden consultarse en la serie de reglamentos FFH del manual de reglamentos del distrito, disponible en www.sangerisd.net.

El distrito ha designado y autorizado al siguiente empleado como el Coordinador del Título IX para tratar consultas o asuntos referentes a discriminación por motivo de sexo, incluso acoso sexual, agresión sexual, violencia en la pareja, violencia doméstica, acecho o acoso por motivo del género:

Leann Loyless

Superintendente Adjunto

601 Elm St., Sanger, TX 76266

Leann.loyless@sangerisd.net

(940) 458-7438

Se pueden presentar denuncias en cualquier momento y lo puede hacer cualquier persona, incluso fuera del horario de atención, por correo postal, teléfono o correo electrónico. Durante el horario de atención del distrito, también se pueden presentar denuncias en persona. Una vez

que el distrito recibe un aviso o una acusación de acoso por motivo de sexo, el Coordinador del Título IX rápidamente responderá en conformidad con el proceso descrito en la serie de reglamentos FFH.

Se han designado a los siguientes representantes del distrito para tratar asuntos o consultas sobre otros tipos de discriminación:

- Para inquietudes referentes a discriminación por motivo de discapacidades, consulte al Coordinador de ADA/Sección 504:

Kim Mills

Coordinadora de servicios Educativos

Kimberly.mills@sangerisd.net

601 Elm St., Sanger, TX 76266

(940) 458-7438

- Para todas las demás inquietudes referentes a discriminación, consulte al superintendente:

Dr. Tommy Hunter
Superintendente
601 Elm St., Sanger, TX 76266
Tommy.hunter@sangerisd.net
(940) 458-7438

[Vea los reglamentos en FB, la serie de reglamentos FFH y GKD para obtener más información.]

Programas académicos no tradicionales (todos los niveles de grado)

Participación de padres y familias (todos los niveles de grado)

Trabajar juntos

La experiencia y la investigación demuestran que un niño tiene éxito en la educación cuando hay una buena comunicación y una asociación sólida entre la casa y la escuela. La participación y compromiso de un padre en esta asociación puede incluir:

- Alentar a su hijo a que le dé una alta prioridad a la educación y trabajar con su hijo todos los días para aprovechar al máximo las oportunidades educativas que la escuela provee.
- Asegurar que su hijo complete todas las tareas para el hogar y proyectos especiales y que acuda a la escuela todos los días preparado, descansado y listo para aprender.
- Familiarizarse con todas las actividades escolares de su hijo y los programas académicos, incluidos los programas especiales, que se ofrecen en el distrito.
- Plantearle al consejero escolar o al director cualquier pregunta que pueda tener acerca de opciones y oportunidades disponibles para su hijo.
- Revisar los requisitos y opciones para la graduación con su hijo en la escuela media y nuevamente cuando su hijo esté matriculado en la escuela preparatoria.

- Vigilar el progreso académico de su hijo y comunicarse con los maestros, según sea necesario. [Vea **Consejería académica**].
- Asistir a las reuniones programadas y solicitar reuniones adicionales, según sea necesario. Para coordinar una reunión por teléfono o en persona con un maestro, el consejero escolar o el director, llame a la oficina de la escuela para una cita y pida una cita. El maestro generalmente le devolverá la llamada o se reunirá con usted durante su período de reuniones, o antes o después de clases. [Vea **Boletas de calificaciones/Informes de progreso y reuniones (todos los niveles de grado)**].
- Ofrecerse como voluntario en la escuela. [Vea **Voluntarios (todos los niveles de grado)** y el reglamento GKG para obtener más información].
- Participar en las organizaciones de padres del campus. Las organizaciones de padres incluyen: PTO del campus y clubes de refuerzo extracurriculares.
- Actuar como representante de padres a nivel del distrito o en comités de planificación a nivel del campus que desarrollan metas y planes educativos para mejorar los logros de los estudiantes. Para obtener más información, consulte las políticas BQA y BQB y comuníquese con:

Jennie Flaa
Superintendente Adjunto
601 Elm St., Sanger, TX 76266
jflaa@sangerisd.net
(940) 458-7438

- Desempeñarse en el Consejo Asesor sobre Salud Escolar (SHAC) y colaborar con el distrito para alinear los valores de la comunidad local con la instrucción de educación sobre salud, la instrucción sobre la sexualidad humana, la instrucción sobre la prevención del abuso infantil, la violencia familiar, la violencia en la pareja y la trata sexual y otros asuntos de bienestar. [Vea **Consejo Asesor sobre Salud Escolar (SHAC) (todos los niveles de grado)** y los reglamentos BDF, EHAA y FFA para obtener más información].
- Estar al tanto de los esfuerzos continuos de la escuela para prevenir la intimidación y el acoso.
- Comunicarse con los funcionarios de la escuela si le preocupa el bienestar emocional o mental de su hijo.
- Asistir a las reuniones de la junta para aprender más sobre las operaciones del distrito. Las reuniones regulares de la junta se realizan el segundo lunes de cada mes a las 6:00 p.m. en Campus de sexto grado de Sanger, 508 N. 7th Street, Sanger, TX 76266. A más tardar 72 horas antes de cada reunión, se publica un orden del día de cada reunión especial o regular en 601 Elm Street, Sanger, TX 76266 y en línea en www.sangerisd.net. [Vea los reglamentos BE y BED para obtener más información].

Estacionamiento y permisos de estacionamiento (solo niveles de grado de secundaria)

Un estudiante debe presentar una licencia de conductor válida y constancia del seguro para cumplir los requisitos para un permiso de estacionamiento.

Los estudiantes deben solicitar un permiso de estacionamiento $20 para poder estacionar en un estacionamiento de la escuela. En la medida en que haya espacio disponible, los permisos de estacionamiento pueden emitirse durante todo el año.

No se permitirá a los estudiantes:

- Acelerar
- Estacionar en doble fila
- Estacionar sobre una línea blanca o amarilla
- Estacionar en un carril de bomberos
- Sentarse en un auto estacionado durante el horario escolar

Se podrá aplicar una medida disciplinaria a los estudiantes que violen estas reglas. El distrito puede remolcar los automóviles que estén estacionados en infracción de estas reglas.

Juramentos a la bandera y un minuto de silencio (todos los niveles de grado)

Todos los días escolares, los estudiantes recitarán el juramento a la bandera de Estados Unidos y el juramento a la bandera de Texas. Los padres pueden presentar una solicitud escrita al director para excusar a su hijo de recitar el juramento. [Vea **Recitar los juramentos a las banderas de EE. UU. y de Texas**].

La ley estatal exige que se haga un minuto de silencio después de los juramentos. Cada estudiante puede reflexionar, rezar, meditar o hacer otra actividad en silencio durante ese minuto siempre que la actividad en silencio no interfiera ni distraiga a los demás.

Además, la ley estatal exige que cada campus observe un minuto de silencio en conmemoración de los que perdieron sus vidas el 11 de septiembre de 2001 al inicio del primer período de clase cuando el 11 de septiembre cae en un día escolar regular.

[Vea el reglamento EC para obtener más información].

Oración (todos los niveles de grado)

Cada estudiante tiene el derecho de rezar en forma individual, voluntaria y en silencio o de meditar en la escuela de una manera que no perturbe las actividades escolares. La escuela no animará, exigirá ni obligará a un estudiante a participar o abstenerse de participar en dicha oración o meditación durante cualquier actividad escolar.

Promoción y repetición

Un estudiante será promovido solamente sobre la base de sus logros o competencia académicos. Al tomar las decisiones sobre la promoción, el distrito considerará lo siguiente:

- La recomendación del maestro
- Calificaciones
- Los puntajes en las evaluaciones basadas en criterios establecidos u obligatorias del estado
- Cualquier otra información académica necesaria según lo determinado por el distrito

Niveles de grado de la escuela primaria y de la escuela media/junior high

En los grados ***4-8*** la promoción se base en promedio general de 70 en una escala de 100 basada en el nivel del curso, el estándar del nivel de grado (Conocimientos y Habilidades

Esenciales de Texas) para todas las áreas temáticas y una calificación de 70 o más en artes del lenguaje y matemáticas, y en ciencias o estudios sociales.

Repetir Pre-kindergarten **-** Grade 3 **a petición de los padres**

Un padre puede solicitar por escrito que un estudiante repita *prekindergarten,* kínder o cualquier grado 1-3. Antes de conceder la solicitud, el distrito puede convocar un comité de repetición para que se reúna y debata la solicitud, e invitará al padre a que participe.

Niveles de grado de la escuela preparatoria

Para obtener crédito en un curso, el estudiante tiene que obtener una calificación de al menos 70 basada en los estándares del nivel del curso.

Un estudiante de los grados 9-12 pasará al siguiente nivel de grado según la cantidad de créditos de cursos obtenidos. [Vea **Clasificación por nivel de grado (solo grados 9-12)**].

Repetir un curso de crédito de preparatoria

Un padre puede solicitar por escrito que un estudiante repita un curso de crédito de preparatoria en el cual el estudiante estuvo inscrito durante el año escolar anterior a menos que el distrito determine que el estudiante ha cumplido todos los requisitos para la graduación.

Antes de conceder la solicitud, el distrito puede convocar un comité de repetición para que se reúna y debata la solicitud, e invitará al padre a que participe.

Solo se incluirá la primera calificación de pase del estudiante para calcular la posición en la promoción.

Permiso para dejar salir a los estudiantes de la escuela

[Vea **Salir del campus (todos los niveles de grado**)].

Instrucción remota

El distrito puede ofrecer instrucción remota cuando la TEA lo autorice.

Todas las políticas, procedimientos, pautas, reglas y otras expectativas del comportamiento del estudiante del distrito se harán cumplir según corresponda en un entorno de aprendizaje remoto o virtual.

Boletas de calificaciones/Informes de progreso y reuniones (todos los niveles de grado)

Los boletines de calificaciones con el desempeño y las ausencias de cada estudiante en cada clase o materia se emiten al menos una vez cada 9 semanas accediendo a la pestaña de resumen dentro del Portal para Padres de Ascender.

Durante la cuarta semana de un período de calificación de nueve semanas, los padres pueden acceder a la pestaña de resumen dentro del Portal para Padres de Ascender para revisar un informe de progreso del desempeño de su hijo en cualquier curso/materia. Si un estudiante recibe una calificación inferior a 70 en cualquier clase o materia al final de un período de calificación, se le pedirá a los padres que programen una conferencia con el maestro. [Véase Error! Reference source not found. para saber cómo programar una conferencia.]

Los maestros siguen pautas de calificación que han sido aprobadas por el director *and* superintendente en conformidad con el reglamento adoptado por la junta. Las pautas de calificación están diseñadas para reflejar el dominio relativo de cada tarea que tiene el estudiante. La ley estatal dispone que la calificación de una prueba o curso asignada por un maestro no pueda ser cambiada a menos que la junta determine que la calificación fue

arbitraria o contiene un error, o que el maestro no respetó el reglamento de calificación del distrito. [Vea **Pautas de calificación (todos los niveles de grado)** y el reglamento EIA(LOCAL) para obtener más información].

Las preguntas referidas al cálculo de una calificación se deben dirigir en primer lugar al maestro. Si no se resuelve la cuestión, el estudiante o padre puede solicitar una reunión con el director en conformidad con FNG(LOCAL).

La boleta de calificaciones o el informe de avance insatisfactorio indicará si es necesario que un estudiante que tiene una calificación inferior a 70 acuda a tutorías.

El distrito puede comunicar información académica sobre un estudiante electrónicamente, incluso para fines de informes de progreso. El distrito aceptará una firma electrónica, pero los padres tienen derecho a solicitar una firma manuscrita de acuse de recibo.

Represalias

[Vea **Violencia en la pareja, discriminación, acoso y represalias (todos los niveles de grado)**].

Evaluaciones del Estado obligatorias

STAAR (Evaluaciones de la Preparación Académica del Estado de Texas) para grados 3-8

Además de las pruebas de rutina y otras mediciones de logro, los estudiantes en ciertos niveles de grado deben rendir la evaluación del estado, llamada STAAR, en las siguientes materias:

- Matemáticas, anualmente en los grados 3-8
- Lectura, anualmente en los grados 3-8
- Ciencias, en los grados 5 y 8
- Estudios Sociales, en el grado 8

Pruebas estandarizadas para un estudiante matriculado en un nivel de grado superior

Si un estudiante en los grados 3-8 está matriculado en una clase o en un curso previsto para estudiantes de niveles de grado más altos que el suyo en el cual se administrara al estudiante una evaluación obligatoria del estado, se le exigirá al estudiante que rinda una evaluación obligatoria del estado correspondiente solo para el curso en el que está matriculado, a menos que la ley federal exija otra cosa.

Se evaluará al menos una vez con el ACT o el SAT a un estudiante en los grados 3-8 si este ha completado las evaluaciones de fin de curso de preparatoria de matemáticas, lectura/artes del lenguaje o ciencias antes de la preparatoria.

Evaluaciones de fin de curso (EOC) de los cursos de la escuela preparatoria

Las evaluaciones de fin de curso (EOC) STAAR se administran en los siguientes cursos:

- Álgebra I
- Inglés I e Inglés II
- Biología
- Historia de los EE. UU

Se requiere un desempeño satisfactorio en las evaluaciones correspondientes para la graduación, a menos que se exceptúe o sustituya de acuerdo con las leyes y reglamentos del estado.

Hay tres períodos de evaluación durante el año en los que un estudiante puede rendir una evaluación EOC. Los períodos de evaluación tienen lugar en los meses de otoño, primavera y verano. Si un estudiante no logra un desempeño satisfactorio, el estudiante tendrá oportunidades para volver a rendir la evaluación.

Solicitud de administración de STAAR/EOC en formato de papel (todos los niveles de grados)

Las evaluaciones STAAR y EOC se administran electrónicamente.

Un padre o maestro puede solicitar que una evaluación STAAR o EOC se administre a un estudiante en formato de papel. El distrito puede conceder esta solicitud para una sola administración de hasta el tres por ciento del número de estudiantes inscritos en el distrito. Las solicitudes se otorgarán en el orden en que se reciben.

Las solicitudes de formato en papel para la administración en otoño de una evaluación STAAR o EOC se deben presentar a más tardar el 15 de septiembre de cada año escolar.

Las solicitudes de formato de papel para la administración en primavera de una evaluación STAAR o EOC se deben presentar a más tardar el 1 de diciembre de cada año escolar.

Pruebas estandarizadas para estudiantes en programas especiales

Determinados estudiantes — algunos con discapacidades y algunos clasificados como estudiantes bilingües emergentes — pueden ser elegibles para obtener exenciones, adaptaciones o exámenes diferidos. Para obtener más información, comuníquese con el director, el consejero escolar o el director de educación especial.

La prueba STAAR Alternate 2 está disponible para estudiantes elegibles que reciben servicios de educación especial que cumplen ciertos criterios establecidos por el estado, según la determinación del comité de ARD del estudiante.

Un comité de admisión, revisión y retiro (ARD) para un estudiante que recibe servicios de educación especial determinará si es necesario el desempeño satisfactorio en las evaluaciones EOC para la graduación dentro de los parámetros identificados en los reglamentos del estado y el plan de graduación personal (PGP). [Vea **Graduación (solo niveles de grado de secundaria)**].

STAAR Spanish está disponible para los estudiantes elegibles para quienes la versión en español de STAAR es la medición más apropiada de su avance académico.

Para obtener más información, comuníquese con el director, el consejero escolar o el director de educación especial

Desempeño no satisfactorio en la prueba de STAAR o EOC

Si un estudiante no se desempeña satisfactoriamente en una evaluación exigida por el estado de cualquier materia, el distrito le brindará instrucción acelerada al estudiante en el año escolar siguiente a través de uno de los siguientes modos:

- Asignando al estudiante a un maestro certificado como maestro experto, ejemplar o reconocido, si hay uno disponible en el grado y en la materia de la evaluación del estado en la que el estudiante no se haya desempeñado satisfactoriamente, o
- Proporcionando instrucción complementaria.

Se puede exigir a un estudiante que asista a algún programa de instrucción complementaria asignado antes o después de la escuela o durante el verano.

[Borrar el siguiente enunciado si el distrito no provee ningún transporte para estudiantes]. El distrito proporcionará transporte para la instrucción complementaria.

En caso de un estudiante que no se desempeñe satisfactoriamente en una evaluación del estado requerida en la misma materia durante dos años o más, el distrito desarrollará un plan de educación acelerada. Se anima a los padres a que participen en el desarrollo de este plan.

Planes de graduación personales – estudiantes de escuela media

Para un estudiante de escuela media que no se desempeñe satisfactoriamente en un examen obligatorio del estado, un funcionario de la escuela preparará un plan de graduación personal (PGP).

Los funcionarios de la escuela también desarrollarán un PGP para un estudiante de escuela media que el distrito determine que es poco probable que obtenga un diploma de preparatoria en el plazo de cinco años desde su matriculación en la preparatoria. Entre otras cosas, el plan:

- Identificará las metas educativas del estudiante.
- Abordará las expectativas sobre la educación del padre con respecto al estudiante.
- Delineará un programa de instrucción intensivo para el estudiante.

[Consulte con el director y el reglamento EIF(LEGAL) para obtener más información].

Para un estudiante que recibe servicios de educación especial, el IEP del estudiante puede servir como PGP y, por lo tanto, lo desarrollaría el comité de ARD del estudiante.

[Vea **Planes de graduación personales** – estudiantes de escuela media para obtener información relacionada con el desarrollo de planes de graduación personales para estudiantes de preparatoria.]

Seguridad (todos los niveles de grado)

La seguridad del estudiante en el campus, en eventos relacionados con la escuela y en vehículos del distrito es de alta prioridad para el distrito. La cooperación de los estudiantes es indispensable para garantizar la seguridad de la escuela. Se espera que el estudiante:

- Evite conductas que puedan poner en riesgo a su persona o a los demás.
- Siga todas las normas de conducta de este manual y del Código de Conducta Estudiantil, o las establecidas por los empleados del distrito.
- Ayude a proteger el campus manteniendo todas las puertas exteriores cerradas, trabadas y aseguradas, a menos que haya un empleado del distrito que supervise activamente la puerta.
- Siga las instrucciones de los maestros y otros empleados del distrito respecto de las puertas del salón de clases.
- Se mantenga alerta de cualquier peligro para la seguridad, como intrusos en el campus o amenazas hechas por alguna persona hacia un estudiante o miembro del personal y que denuncie inmediatamente cualquier incidente a un empleado del distrito. Un estudiante puede hacer denuncias anónimas sobre inquietudes de seguridad mediante informándose a cualquier administrador del campus o utilizando la aplicación STOPit.
- Conozca las rutas y señales de evacuación de emergencia.
- Siga rápidamente las instrucciones de los maestros, conductores de autobuses y demás empleados del distrito que están supervisando el bienestar de los estudiantes.

Seguro contra accidentes

Poco después del comienzo del año escolar, los padres tendrán la oportunidad de comprar un seguro contra accidentes a un bajo precio que ayudaría a costear los gastos médicos en caso de que su hijo sufriera una lesión.

Seguro para programas de educación profesional y técnica (CTE)

El distrito puede adquirir cobertura de seguro contra accidentes, contra terceros o de automóvil para estudiantes y empresas que participan en los programas de CTE del distrito.

Simulacros de emergencia: Evacuación, inclemencias climáticas y otras emergencias

Periódicamente, la escuela realizará simulacros de preparación para los procedimientos de emergencia. Cuando se da la orden o suena la alarma, los estudiantes deben seguir las instrucciones del maestro u otras personas a cargo, de manera rápida, en silencio y en orden.

Capacitación para la preparación: Reanimación cardiopulmonar y detener la hemorragia

El distrito ofrecerá instrucción en reanimación cardiopulmonar (CPR) y el uso de un desfibrilador externo automático (AED) al menos una vez a los estudiantes matriculados en los grados 7-12. La instrucción puede impartirse como parte de cualquier curso y no es necesario que dé lugar a una certificación en CPR o AED.

El distrito ofrecerá anualmente a los estudiantes de los grados 7-12 instrucción en el uso de las estaciones de control de hemorragias para responder ante heridas traumáticas. Para obtener más información, vea: Stop the Bleed Texas (https://stopthebleedtexas.org/).

Tratamiento médico de emergencia e información

Se les pide a todos los padres cada año que completen un formulario de autorización de atención médica, proporcionando el consentimiento de los padres por escrito para obtener tratamiento de emergencia e información acerca de alergias a medicamentos o fármacos. Los padres deben comunicarse con la enfermera de la escuela para actualizar la información de atención de emergencia (nombre del médico, números de teléfonos para casos de emergencia, alergias, etc.).

El distrito puede dar su consentimiento para el tratamiento médico para un estudiante, incluido el tratamiento dental, si es necesario, si se cumplen todos los requisitos siguientes:

- El distrito ha recibido autorización por escrito por parte de una persona que tiene derecho a dar su consentimiento;
- Esa persona no puede ser contactada; y
- Esa persona no ha notificado al distrito lo contrario.

El distrito usará el formulario de autorización de atención de emergencia cuando no se pueda contactar al padre del estudiante o la persona designada autorizada. Un estudiante puede dar su consentimiento si lo autoriza la ley o una orden judicial.

Independientemente de la autorización de los padres para que el distrito dé su consentimiento para el tratamiento médico, los empleados del distrito se comunicarán con los servicios médicos de emergencia para brindar atención de emergencia cuando lo requiera la ley o cuando se considere necesario, como en caso de evitar una situación que ponga en peligro la vida.

Información de cierre de emergencia de las escuelas

Cada año, se les pide a los padres que completen un formulario de autorización para emergencias, para que proporcionen información de contacto por si el distrito tiene que avisar a los padres de una salida anticipada, una apertura demorada o acceso restringido a un campus debido a las inclemencias del tiempo, una amenaza a la seguridad u otra emergencia.

El distrito confiará en la información de contacto en archivo en el distrito para comunicarse con los padres en una situación de emergencia, que puede incluir mensajes automatizados o en tiempo real. Es indispensable que notifique a la escuela de su hijo cuando cambia un número de teléfono. La ley estatal exige a los padres que actualicen su información de contacto en el plazo de las dos semanas posteriores a la fecha en que la información cambia.

Si el campus debe cerrar, demorar su apertura o restringir el acceso a un edificio debido a una emergencia, el distrito también alertará a la comunidad a través de las siguientes vías: llamadas automatizadas, sitio web del distrito, redes sociales y estaciones de radio y noticias locales.

[Vea Información de contacto de los padres y Póngase en contacto con el registrador del campus de su estudiante.

Comunicaciones automatizadas de emergencia].

SAT, ACT y otras pruebas estandarizadas

[Vea Pruebas estandarizadas]

Cambios de horarios (niveles de grado de escuela media/junior high y preparatoria)

Comuníquese con el consejero del campus de su estudiante para discutir los cambios de horario.

Instalaciones de la escuela

Plan de control de asbesto (todos los niveles de grado)

El distrito trabaja con diligencia para mantener el cumplimiento de la ley federal y estatal que rige el asbesto en los edificios escolares. Una copia del plan de control de asbesto del distrito está disponible en la oficina de administración central. Si tiene alguna pregunta o desea examinar el plan del distrito con mayor detalle, comuníquese con el coordinador de asbesto designado del distrito:

Leann Loyless

Superintendente Adjunto

601 Elm St., Sanger, TX 76266

Leann.loyless@sangerisd.net

(940) 458-7438

Servicios de comidas y nutrición (todos los niveles de grado)

El distrito participa en el Programa de Desayuno en la Escuela y el Programa Nacional de Almuerzos en la Escuela y les ofrece a los estudiantes almuerzos con nutrición equilibrada todos los días en conformidad con las normas establecidas en la ley estatal y federal.

Algunos estudiantes reúnen los requisitos para comidas gratis y de bajo costo según las necesidades económicas. La información sobre la participación de un estudiante es

confidencial. El distrito puede compartir información como el nombre del estudiante y el estatus de elegibilidad para facilitar la inscripción de niños elegibles en Medicaid o en el programa estatal de seguro médico infantil (CHIP), a menos que el padre del estudiante solicite que no se revele su información.

Se ofrecerá a los estudiantes participantes las mismas opciones de comida que a sus compañeros y no se les dará un trato diferente.

Para solicitar servicios de comidas gratis o de bajo costo, comuníquese con:

Personal de la oficina en el campus de su estudiante para la solicitud apropiada.

[Vea el reglamento CO para obtener más información].

Se recomienda que los padres controlen continuamente el saldo de la cuenta de comidas de su hijo. Cuando se agote la cuenta de comida de un estudiante, el distrito notificará a los padres. El estudiante puede continuar comprando comida en conformidad con el período de gracia establecido por el consejo escolar. El distrito presentará a los padres un programa de pago de los saldos pendientes y una solicitud para comidas gratuitas o a precio reducido.

Si el distrito no puede llegar a un acuerdo con los padres del estudiante sobre la recarga de la cuenta de comida y el pago del saldo pendiente, el estudiante recibirá una comida. El distrito hará todo lo posible para evitar dirigir la atención hacia el estudiante.

> “La siguiente información se publica de acuerdo con lo requerido por el USDA para la participación en el Programa Nacional de Almuerzos Escolares:
>
> “De acuerdo con la ley federal de derechos civiles y las normas y políticas de derechos civiles del Departamento de Agricultura de los Estados Unidos (USDA), esta entidad está prohibida de discriminar por motivos de raza, color, origen nacional, sexo (incluyendo identidad de género y orientación sexual), discapacidad, edad, o represalia o retorsión por actividades previas de derechos civiles.
>
> “La información sobre el programa puede estar disponible en otros idiomas que no sean el inglés. Las personas con discapacidades que requieren medios alternos de comunicación para obtener la información del programa (por ejemplo, Braille, letra grande, cinta de audio, lenguaje de señas americano (ASL), etc.) deben comunicarse con la agencia local o estatal responsable de administrar el programa o con el Centro TARGET del USDA al (202) 720-2600 (voz y TTY) o comuníquese con el USDA a través del Servicio Federal de Retransmisión al (800) 877-8339.
>
> “Para presentar una queja por discriminación en el programa, el reclamante debe llenar un formulario AD-3027, formulario de queja por discriminación en el programa del USDA, el cual puede obtenerse en línea en: https://www.fns.usda.gov/sites/default/files/resource-files/usdaprogram-discrimination-complaint-form-spanish.pdf, de cualquier oficina de USDA, llamando al (866) 632-9992, o escribiendo una carta dirigida a USDA. La carta debe contener el nombre del demandante, la dirección, el número de teléfono y una descripción escrita de la acción discriminatoria alegada con suficiente detalle para informar al Subsecretario de Derechos Civiles (ASCR) sobre la naturaleza y fecha de una presunta violación de derechos civiles. El formulario AD-3027 completado o la carta debe presentarse a USDA por:
>
> 1. **correo**:
>
> U.S. Department of Agriculture
>
> Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410;

2. **fax**:

(833) 256-1665 o (202) 690-7442; o

3. **correo electrónico**:

Program.Intake@usda.gov

"Esta entidad es un proveedor que brinda igualdad de oportunidades".

La agencia estatal responsable que administra el programa es el Departamento de Agricultura de Texas (https://www.texasagriculture.gov/Home/Contact-Us), al cual se puede contactar llamando al (800) TELL-TDA (835-5832) o al (800) 735-2989 (TTY).

La agencia local que administra el programa es el distrito. Vea la **Declaración de no discriminación (todos los niveles de grado)** para conocer el nombre y la información de contacto del coordinador del Título IX, el coordinador de ADA/Sección 504 y el superintendente en caso de inquietudes sobre discriminación.

Máquinas expendedoras (todos los niveles de gado)

El distrito ha adoptado e implementado los reglamentos estatales y federales para el servicio de comidas, incluidas pautas para restringir el acceso de los estudiantes a las máquinas expendedoras. Para obtener más información sobre estos reglamentos y pautas, consulte con el principal. [Vea el reglamento FFA para obtener más información].

Plan de control de plagas (todos los niveles de grado)

El distrito está obligado a seguir procedimientos integrados de control de plagas (IPM) para controlar las plagas en las instalaciones escolares. Aunque el distrito se esfuerza por usar los métodos más seguros y efectivos para controlar las plagas, incluida una variedad de medidas de control sin productos químicos, a veces, el uso periódico de pesticidas en el interior y en el exterior resulta necesario para garantizar un ambiente escolar seguro y sin plagas.

Todos los pesticidas utilizados están registrados para su uso por la Agencia de Protección Ambiental de los Estados Unidos y los aplican únicamente aplicadores de pesticidas certificados. Salvo en caso de una emergencia, se colocarán letreros 48 horas antes de una aplicación en interiores. Todas las aplicaciones en el exterior se publicarán al momento del tratamiento y los letreros permanecerán colocados hasta que sea seguro ingresar al área.

Los padres que tengan preguntas o quieran ser notificados de los horarios y tipos de aplicaciones antes de la aplicación de pesticidas en el área de asignación de escuela de su hijo pueden comunicarse con el coordinador de IPM del distrito:

Leann Loyless

Superintendente Adjunto

601 Elm St., Sanger, TX 76266

Leann.loyless@sangerisd.net

(940) 458-7438

Conducta antes y después de la escuela (todos los niveles de grado)

Los maestros y administradores tienen plena autoridad sobre la conducta de los estudiantes tanto antes como después de las actividades escolares. Ya sea que una actividad escolar se

realice en las instalaciones del distrito o fuera de estas, los estudiantes deberán seguir las mismas normas de conducta que se aplican durante el día de instrucción. La mala conducta estará sujeta a las consecuencias establecidas por el Código de Conducta Estudiantil o cualquier otra norma de conducta más estricta establecida por el patrocinador para participantes en actividades extracurriculares.

Biblioteca (todos los niveles de grado)

La biblioteca está abierta para uso independiente de los estudiantes. Consulte con el bibliotecario de su campus para conocer los horarios específicos.

El distrito proporciona una amplia gama de materiales de biblioteca para estudiantes y profesores que apoyan el rendimiento de los estudiantes y presentan diferentes niveles de dificultad, diversidad de atractivo y una variedad de puntos de vista. El distrito sigue los estándares de la Comisión de Bibliotecas y Archivos del Estado de Texas para el desarrollo de colecciones de bibliotecas escolares.

Los padres son los principales tomadores de decisiones con respecto al acceso de sus estudiantes al material de la biblioteca. El distrito fomenta la participación de los padres en la adquisición, el mantenimiento y las actividades del campus de la biblioteca. Se anima a los padres a comunicarse con el bibliotecario de la escuela y el maestro de su hijo sobre consideraciones especiales con respecto a los materiales de la biblioteca seleccionados por su estudiante.

Un padre que desee acceder a la biblioteca de la escuela o a cualquier catálogo en línea disponible debe enviar una solicitud al director.

El distrito agradece los comentarios de los estudiantes y los padres sobre los materiales y servicios de la biblioteca. Los padres pueden comunicarse con el bibliotecario de la escuela. Un empleado del distrito o un padre puede solicitar la reconsideración de un material de la biblioteca poniéndose en contacto con el bibliotecario de la escuela u otro administrador o presentando una solicitud de reconsideración de material de la biblioteca en un formulario disponible en la oficina administrativa del distrito.

Para obtener más información, vea EFB(LOCAL).

Uso de los pasillos durante el horario de clase (todos los niveles de grado)

Durante el horario de clase, no se permite permanecer en los pasillos, y el estudiante debe tener un pase para estar fuera del salón de clase para cualquier propósito. Cualquier estudiante que no obtenga un pase estará sujeto a una medida disciplinaria en conformidad con el Código de Conducta Estudiantil.

Uso por parte de los estudiantes antes y después de la escuela (todos los niveles de grado)

Los estudiantes podrán transitar por ciertas áreas de la escuela antes y después de clase con fines específicos. Los estudiantes deben permanecer en el área donde se llevará a cabo su actividad programada.

Comuníquese con el campus de su estudiante para identificar las áreas que son accesibles para los estudiantes.

A menos que el maestro o un patrocinador que supervisa una actividad lo autorice, un estudiante no podrá ir a otra área del edificio o campus.

Los estudiantes deben marcharse del campus inmediatamente después de la salida de la escuela por la tarde, a menos que participen en una actividad con la supervisión de un maestro o algún otro empleado o adulto autorizado.

Reuniones de grupos no relacionados con el plan de estudios (solo niveles de grado de secundaria)

Se permite a los grupos organizados de estudiantes, liderados por estudiantes y no relacionados con el plan de estudios reunirse durante los horarios designados por el director antes y después de clases. Estos grupos deben cumplir con los requisitos del reglamento FNAB(LOCAL).

Una lista de estos grupos está disponible en la oficina del director.

Excursiones patrocinadas por la escuela (todos los niveles de grado)

Periódicamente, el distrito realiza excursiones con los estudiantes para propósitos educativos.

Los padres deben dar permiso al estudiante para que participe en una excursión.

El distrito puede pedir al padre que provea información sobre el proveedor médico y la cobertura de seguro médico del estudiante, y también puede pedirle que firme una exención para tratamiento médico de emergencia en caso de que el estudiante se accidente o se enferme durante la excursión.

El distrito puede exigir una tarifa para la participación del estudiante en una excursión que no se requiera como parte del programa o curso de educación básica para cubrir los gastos como transporte, entrada y comidas; sin embargo, no se negará la participación a un estudiante debido a una necesidad económica. [Vea **Tarifas (todos los niveles de grado)** para obtener más información].

El distrito no es responsable de reembolsar las tarifas pagadas directamente a un proveedor externo.

Registros e investigaciones

Registros en general (todos los niveles de grado)

Con la intención de promover la seguridad del estudiante y que no haya drogas en las escuelas, es posible que los funcionarios del distrito realicen registros e investigaciones ocasionalmente.

Los funcionarios del distrito pueden realizar investigaciones de acuerdo con la ley y los reglamentos del distrito y pueden interrogar a cualquier estudiante respecto de la propia conducta del estudiante o la conducta de otras personas. [Para informarse sobre el interrogatorio de estudiantes por parte de funcionarios encargados de hacer cumplir la ley, vea **Consulte con el campus de su estudiante para conocer las expectativas y los procedimientos específicos de las tareas.**

Agencias del orden público (todos los niveles de grado)].

Los funcionarios del distrito pueden registrar a los estudiantes, sus pertenencias y sus vehículos en conformidad con la ley y el reglamento del distrito. Los registros de estudiantes se harán sin discriminación, con base en, por ejemplo, una sospecha razonable o consentimiento voluntario o en conformidad con el reglamento del distrito con respecto a procedimientos de seguridad sin sospechas, incluyendo el uso de detectores de metal.

En conformidad con el Código de Conducta Estudiantil, los estudiantes son responsables de los artículos prohibidos encontrados en su posesión, como artículos en sus pertenencias personales o vehículos estacionados en la propiedad del distrito.

Si hay una sospecha razonable para creer que registrar a un estudiante, sus pertenencias o su vehículo revelará pruebas de una infracción del Código de Conducta Estudiantil, un funcionario del distrito puede realizar un registro en conformidad con la ley y los reglamentos del distrito.

Propiedad del distrito (todos los niveles de grado)

Los escritorios, los casilleros, la tecnología provista por el distrito y artículos similares son propiedad del distrito y se proveen para uso del estudiante a efectos de la comodidad. La propiedad del distrito está sujeta a registro o inspección en cualquier momento sin previo aviso. Los estudiantes no deben esperar tener privacidad en la propiedad del distrito.

Los estudiantes son responsables de cualquier artículo encontrado en la propiedad del distrito provisto al estudiante que esté prohibido por la ley, por el reglamento del distrito o por el Código de Conducta Estudiantil.

Detectores de metales (todos los niveles de grado)

Para mantener un ambiente de aprendizaje seguro y disciplinado, el distrito se reserva el derecho de someter a los estudiantes a registros con detectores de metales al entrar a un campus del distrito y en actividades fuera del campus patrocinadas por la escuela.

Dispositivos de telecomunicación y otros dispositivos electrónicos (todos los niveles de grado)

El uso del equipo perteneciente al distrito y sus sistemas de red no es privado y el distrito lo vigilará. [Vea el reglamento CQ para obtener más información].

Todo registro de dispositivos electrónicos personales se llevará a cabo en conformidad con la ley, y el dispositivo se puede confiscar para llevar a cabo un registro legal. Un dispositivo confiscado se puede entregar a la policía para determinar si se ha cometido un delito.

[Vea **Dispositivos electrónicos y recursos tecnológicos (todos los niveles de grado)** y el reglamento FNF(LEGAL) para obtener más información].

Perros amaestrados (todos los niveles de grado)

El distrito puede usar perros amaestrados para buscar artículos prohibidos ocultos, entre ellos drogas y alcohol. Los registros llevados a cabo por perros amaestrados no se anunciarán anticipadamente. No se usará a los perros con los estudiantes, pero se puede pedir a los estudiantes que dejen sus pertenencias personales en el área que se registrará, como un salón de clase, un casillero o un vehículo. Si un perro alerta sobre un artículo o área, los funcionarios del distrito podrán registrarlo.

Prueba de detección de drogas (solo niveles de grado de secundaria)

La política del distrito FNF(LOCAL) aborda la autorización de la junta para las pruebas de drogas de los estudiantes como se describe en la política, pero los detalles específicos del programa de pruebas de drogas deben abordarse en las regulaciones administrativas en www.sangerisd.net.

[Vea también **Esteroides (solo niveles de grado de secundaria)**].

Vehículos en el campus (solo niveles de grado de secundaria)

Si un vehículo sujeto a registro está cerrado con llave, se le pedirá al estudiante que lo abra. Si el estudiante se rehúsa a hacerlo, el distrito se comunicará con los padres del estudiante. Si los

padres también se rehúsan a permitir que se registre el vehículo, el distrito puede derivar el asunto a la policía. El distrito puede comunicarse con la policía incluso si se otorga el permiso para registrar.

Acoso sexual

[Vea **Violencia en la pareja, discriminación, acoso y represalias (todos los niveles de grado)**].

Programas especiales (todos los niveles de grado)

El distrito provee programas especiales para estudiantes dotados y talentosos, estudiantes que no tienen hogar, estudiantes en el sistema de acogida familiar, estudiantes bilingües, estudiantes inmigrantes, estudiantes bilingües emergentes, estudiantes con diagnóstico de dislexia y estudiantes discapacitados. El coordinador de cada programa puede responder preguntas acerca de los requisitos de elegibilidad, además de acerca de los programas y servicios ofrecidos en el distrito o por otras organizaciones. Un estudiante o padre con preguntas sobre estos programas se debe comunicar con:

Jennie Flaa

Superintendent Adjunto

601 Elm St., Sanger, TX 76266

jflaa@sangerisd.net

(940) 458-7438

El Programa de Libros que Hablan (https://www.tsl.texas.gov/tbp/index.html) de la Biblioteca del Estado de Texas y Comisión de Archivos proporciona audiolibros gratis a los texanos que reúnen los requisitos, entre ellos, estudiantes con discapacidades visuales, físicas o de lectura, como dislexia.

Pruebas estandarizadas

SAT/ACT (Prueba de Aptitud Escolar y Prueba Universitaria Americana)

Muchas universidades exigen la Prueba Universitaria Americana (ACT) o la Prueba de Aptitud Escolar (SAT) para la admisión. Estas evaluaciones suelen rendirse al final del onceavo grado (año júnior). Se anima a los estudiantes a que hablen con su consejero escolar a principios del onceavo grado para obtener información sobre estas evaluaciones y determinar cuál es el examen que deben rendir. El SAT Preliminar (PSAT) y el ACT-Aspire son las evaluaciones de preparación para el SAT y ACT, respectivamente.

Nota: Estas evaluaciones pueden habilitar al estudiante para que reciba un reconocimiento de desempeño en su expediente académico en virtud del programa de graduación fundamental y pueden calificar como reemplazo de un requisito de pruebas de fin de curso en ciertas circunstancias. El desempeño de un estudiante en cierto nivel en las SAT o ACT también lo hace elegible para la admisión automática en una institución pública de Texas de educación superior.

Evaluación TSI (Iniciativa de Éxito de Texas)

Antes de matricularse en una universidad o instituto universitario de Texas, la mayoría de los estudiantes debe rendir una prueba estandarizada llamada “Evaluación de Iniciativa de Éxito de Texas (TSI)”. La TSI evalúa las habilidades en lectura, matemáticas y escritura que los estudiantes de primer año necesitan para desempeñarse de forma eficaz en los programas de grado de las universidades e institutos universitarios de Texas. También se puede requerir esta

evaluación antes de que el estudiante se matricule en un curso de crédito doble ofrecido a través del distrito. Alcanzar determinados puntajes de referencia en esta evaluación también puede eliminar ciertos requisitos de evaluaciones de fin de curso en circunstancias limitadas.

Oradores estudiantes (todos los niveles de grado)

El distrito les ofrece a los estudiantes la oportunidad de presentar los siguientes eventos escolares: reuniones de motivación y eventos patrocinados por la escuela elegibles. Si un estudiante satisface los criterios de elegibilidad y desea presentar uno de los eventos escolares mencionados antes, el estudiante debería presentar su nombre en conformidad con el reglamento FNA(LOCAL).

[Vea **Graduación (solo niveles de grado de secundaria)** para obtener información relacionada con oradores estudiantes en las ceremonias de graduación y el reglamento FNA(LOCAL) sobre otras oportunidades de oratoria].

Escuela de verano (todos los niveles de grado)

Consulte con el campus de su estudiante sobre las oportunidades de escuela de verano para recuperación o recuperación del curso.

Llegadas tarde (todos los niveles de grado)

Un estudiante que llega tarde a clase puede ser asignado a la sala de detención o recibir otra consecuencia apropiada. Consulte con el campus de su estudiante para conocer las políticas específicas sobre tardanzas.

Libros de texto, libros de texto electrónicos, equipos tecnológicos y otros materiales de instrucción (todos los niveles de grado)

Los materiales de instrucción son cualesquier recursos usados en la instrucción en el aula como parte del plan de estudios requerido, tales como libros de texto, libros de actividades, software de computación o servicios en línea.

El distrito selecciona los materiales de instrucción de acuerdo con las leyes estatales y el reglamento EFA.

El distrito proporciona los materiales de instrucción aprobados a los estudiantes sin cargo alguno para cada materia o clase. Los estudiantes deben tratar los materiales de instrucción con cuidado, según les indique el maestro.

Si un estudiante necesita una calculadora graficadora para un curso y el distrito no la provee, el estudiante puede usar una aplicación de calculadora con capacidades de creación de gráficos en un teléfono, computadora portátil, tableta u otro dispositivo informático.

Un estudiante que reciba un artículo dañado debería informar el daño al maestro.

Cualquier estudiante que no devuelva un artículo o que devuelva un artículo en una condición inaceptable pierde el derecho de recibir libros de texto y equipos tecnológicos gratis hasta que se devuelva el artículo o el padre pague el daño. Sin embargo, se proveerán los recursos de instrucción y los equipos necesarios al estudiante para que use en la escuela durante el día escolar.

[Para obtener información sobre los libros de la biblioteca y otros recursos a los que los estudiantes pueden acceder voluntariamente, vea **Biblioteca (todos los niveles de grado)**].

Su derecho a usar y poseer un dispositivo Sanger ISD termina a más tardar el último día de la año escolar, a menos que Sanger ISD lo haya terminado antes, o al retirarse del distrito. Por

Código de Educación del Estado de Texas 31.104 (d), si el equipo tecnológico no se devuelve en condiciones aceptables o no se paga, el distrito o la escuela pueden retener los registros del estudiante. Los estudiantes que se transfieren de una escuela a otra dentro de Sanger ISD o que están asignados a DAEP deben entregar el dispositivo al director de la escuela o a la persona designada por el director.

Transferencias (todos los niveles de grado)

El director está autorizado a transferir a un estudiante de un salón de clase a otro.

El superintendente está autorizado a investigar y aprobar transferencias entre escuelas.

[Vea **Transferencias/Asignaciones por seguridad, Celebraciones/invitaciones de cumpleaños (Grados Pre-K-5)**

Damos la bienvenida a las delicias compradas en la tienda para la celebración del cumpleaños de su hijo en los grados Pre-K-5. Las golosinas se pueden dejar en la oficina principal del campus de su hijo y se las entregaremos al maestro en el salón de clases del niño.

Para evitar herir sentimientos, las invitaciones a la fiesta de cumpleaños solo se entregarán en clase si todos los niños están invitados. Las invitaciones que se entregarán a los estudiantes fuera del salón de clases de su hijo deben hacerse fuera del día escolar.

Intimidación (todos los niveles de grado) **y Estudiantes que tienen dificultades de aprendizaje o que necesitan servicios de educación especial o de la Sección 504**, para otras opciones de transferencias].

Transporte (todos los niveles de grado)

Viajes patrocinados por la escuela

Los estudiantes que participan en viajes patrocinados por la escuela deben usar el transporte de ida y vuelta al evento provisto por la escuela. Sin embargo, de acuerdo con los procedimientos del campus, un padre puede proporcionar su consentimiento por escrito para que su hijo vaya al evento o pueda irse después de este con el padre u otro adulto que el padre designe. [Vea **Excursiones patrocinadas por la escuela (todos los niveles de grado)**].

Autobuses y otros vehículos escolares

El distrito pone transporte en autobús escolar a disposición de todos los estudiantes que vivan a dos millas o más de la escuela y de cualquier estudiante que esté sin hogar. Este servicio se provee sin costo para los estudiantes.

Las rutas y las paradas de los autobuses se designan anualmente. Cualquier cambio subsiguiente se publica en la escuela y en el sitio web del distrito. A los efectos de la seguridad del conductor y de todos los pasajeros, los estudiantes deben subir a los vehículos del distrito únicamente en las paradas autorizadas y los conductores deben dejar bajar a los pasajeros únicamente en las paradas autorizadas.

El distrito ha identificado las siguientes zonas donde existen condiciones de tráfico peligrosas o un riesgo elevado de violencia para los estudiantes que viven en un radio de dos millas del campus:

Estas áreas alrededor de cada una están identificadas en el sitio web del distrito (www.sangerisd.net).

Debido a que los estudiantes de estas zonas podrían encontrarse con condiciones de tráfico peligrosas o correr un riesgo elevado de violencia cuando van y vuelven caminando a la escuela, el distrito les proveerá transporte a estos estudiantes. Para obtener información adicional, comuníquese con:

Kiley Clements
Director de Transporte
797 N. Keaton, Sanger, TX 76266
kclements@sangerisd.net
(940) 458-3046

El padre puede designar una instalación de cuidado infantil o la residencia de los abuelos como lugar habitual de recogida y llegada para su hijo. La ubicación designada debe ser una parada aprobada en una ruta aprobada. Para obtener información sobre las rutas y paradas de autobuses o para designar un lugar de recogida o llegada alternativo, llame al (940) 458-3046.

Se espera que los estudiantes ayuden al personal del distrito a garantizar que los autobuses y otros vehículos del distrito estén limpios y sean seguros. Cuando viajan en vehículos del distrito, los estudiantes deben seguir las normas de conducta establecidas en este manual y en el Código de Conducta Estudiantil. Los estudiantes deben:

- Seguir las instrucciones del conductor en todo momento
- Ingresar y salir del vehículo de forma ordenada en la parada designada
- Mantener los pies, libros, estuches de instrumentos y otros objetos fuera del pasillo
- No pintarrajear el vehículo o su equipo
- No sacar la cabeza, las manos, los brazos o las piernas por la ventanilla, sostener ningún objeto fuera por la ventanilla o arrojar objetos dentro o fuera del vehículo
- No poseer ni usar ninguna forma de tabaco o cigarrillo electrónico en ningún vehículo del distrito
- Respetar todas las reglas habituales del salón de clase
- Permanecer sentados cuando el vehículo está en movimiento
- Ajustarse sus cinturones, cuando hay disponibles
- Esperar la señal del conductor al salir del vehículo y antes de cruzar delante del vehículo
- Seguir cualquier otra regla establecida por el operador del vehículo

La mala conducta será sancionada en conformidad con el Código de Conducta Estudiantil, lo que incluye perder el privilegio de viajar en un vehículo del distrito.

[Vea el Código de Conducta Estudiantil para conocer las disposiciones relativas al transporte a un DAEP].

Vandalismo (todos los niveles de grado)

No se tolera que se tire basura, que se destruya o se haga daño a la propiedad escolar. Los estudiantes deberán pagar los daños que causen y estarán sujetos a procedimientos penales, así como a consecuencias disciplinarias, en conformidad con el Código de Conducta Estudiantil.

Videocámaras (todos los niveles de grado)

A los efectos de la seguridad, el distrito utiliza equipos de grabación de audio y video para monitorear la conducta de los estudiantes, incluso en autobuses y áreas comunes del campus. No se dirá a los estudiantes cuando el equipo esté en funcionamiento.

El director revisará las grabaciones de audio y video conforme sea necesario y documentará la mala conducta de los estudiantes. Las medidas disciplinarias se tomarán de acuerdo con el Código de Conducta Estudiantil.

En conformidad con la ley estatal, el padre de un estudiante que reciba servicios de educación especial, un miembro del personal (según define la ley este término), un director o subdirector, o la junta puede hacer una solicitud escrita para que el distrito coloque equipos de grabación de audio y video en ciertos salones de educación especial independientes. El distrito avisará antes de colocar una videocámara en un salón u otro entorno en el que un niño reciba servicios de educación especial. Para obtener más información o solicitar la instalación y operación de este equipo, comuníquese con el director o quien el distrito ha designado para coordinar la implementación y el cumplimiento de esta ley.

[Vea el reglamento EHBAF(LOCAL) para obtener más información.]

[Para videos y otras grabaciones por parte de los padres o visitantes a los salones de clase virtuales o en persona, consulte **Consentimiento para la grabación de audio o video de un estudiante cuando la ley aún no lo permite**].

Visitantes a la escuela (todos los niveles de grado)

Visitantes generales

Los padres y otras personas pueden visitar las escuelas del distrito. Para seguridad de las personas en la escuela y para evitar perturbar el período de instrucción, todos los visitantes deben:

- Solicitar permiso para ingresar a la escuela en la entrada principal, a menos que un empleado del distrito indique lo contrario
- Presentarse primero en la oficina principal
- Estar dispuesto a mostrar identificación
- Salir de la escuela por la entrada principal y dejar todas las puertas exteriores cerradas, trabadas y aseguradas a menos que haya un empleado del distrito que la supervise activamente
- Cumplir con todos los reglamentos y los procedimientos correspondientes del distrito

Si lo solicita un empleado del distrito, un visitante debe proporcionar identificación, como una licencia de conductor, otra identificación con fotografía expedida por una entidad de gobierno, o identificación de empleado o estudiante expedida por el distrito. Una persona que se niegue a proporcionar identificación y que de manera razonable parezca no tener una razón legítima para estar en la propiedad del distrito puede ser sacada de la propiedad del distrito.

Las personas pueden visitar los salones de clases u observar la instrucción virtual durante el período de instrucción únicamente con la aprobación del director y del maestro. Los visitantes no pueden interferir con la instrucción ni perturbar el ambiente escolar normal.

Se espera que todos los visitantes demuestren las normas más elevadas de cortesía y conducta. No se permitirá el mal comportamiento o las violaciones de la privacidad de los estudiantes.

[Para videos y otras grabaciones por parte de los padres o visitantes a los salones de clase virtuales o en persona, consulte **Consentimiento para la grabación de audio o video de un estudiante cuando la ley aún no lo permite**].

Personas no autorizadas

En conformidad con el Código de Educación 37.105, un administrador escolar, funcionario de recursos de la escuela (SRO) o agente de policía del distrito tiene autoridad para denegar la entrada o sacar a una persona de la propiedad del distrito si la persona se niega a salir pacíficamente cuando se le pide y si se aplica alguna de las siguientes:

- La persona plantea un riesgo sustancial de daño a alguna persona
- La persona se comporta de una manera inapropiada para el entorno escolar y continúa con dicha conducta después de que se le ha advertido verbalmente que el comportamiento es inapropiado y puede ocasionar que se le deniegue la entrada o que se le pida que se retire

En conformidad con los reglamentos FNG(LOCAL) o GF(LOCAL), se pueden presentar apelaciones referentes a la denegación de entrada o peticiones de abandonar la propiedad del distrito.

[Vea el Código de Conducta Estudiantil].

Visitantes que participan en programas especiales para estudiantes

Grupos de negocios, cívicos y juveniles

El distrito puede invitar a representantes de sociedades patrióticas incluidas en el Título 36 del Código de los Estados Unidos para presentar información a estudiantes interesados sobre la membresía en la sociedad.

Día de las profesiones

El Sanger High School invita a representantes de universidades e institutos universitarios y otras instituciones de educación superior, potenciales empleadores y reclutadores militares a presentar información a los estudiantes interesados.

Voluntarios (todos los niveles de grado)

El distrito invita y agradece los esfuerzos de los voluntarios que tienen ganas de colaborar con nuestro distrito y nuestros estudiantes.

Si le interesa ser voluntario, póngase en contacto con el director del campus de su estudiante.

Sujeto a excepciones de conformidad con la ley estatal y los procedimientos del distrito, el distrito requiere la verificación de los antecedentes penales estatales de cada voluntario, incluidos los padres, tutores o abuelos de un niño matriculado en el distrito. El voluntario deberá pagar todos los costos de la verificación de antecedentes.

Registro de votantes (solo niveles de grado de secundaria)

Un estudiante que reúna los requisitos para votar en una elección local, estatal o federal puede obtener una solicitud de registro de votante en la oficina principal del campus.

Baja de la escuela (todos los niveles de grado)

Para dar de baja a un estudiante menor de 18 años de la escuela, el padre o tutor deben presentar una solicitud escrita al director, donde se especifiquen los motivos de la baja y el

último día que asistirá el estudiante. Los formularios de baja están disponibles en la oficina del director.

Un estudiante de 18 años de edad o más que está casado o ha sido declarado menor emancipado por un tribunal puede dejar la escuela sin la firma de los padres.

Avise a la escuela por lo menos tres días antes de la baja para que se puedan preparar los expedientes y documentos.

Glosario

ACT: la “Prueba Universitaria Americana” es uno de los dos exámenes de admisión a la universidad o a institutos universitarios usados con más frecuencia. Ciertas universidades pueden exigir la prueba para la admisión.

ACT-Aspire: está diseñada como una evaluación de preparación para la evaluación ACT. Por lo general, los estudiantes la rinden en el grado 10.

ARD: siglas en inglés de “admisión, revisión y retiro”. El comité de ARD se conforma para cada estudiante identificado con necesidad de una evaluación individual completa para servicios de educación especial. El estudiante elegible y sus padres son miembros del comité.

Código de Conducta Estudiantil: se desarrolla con el asesoramiento del comité a nivel distrital y la junta lo adopta; identifica las circunstancias, en consonancia con la ley, en las que un estudiante puede ser retirado del salón de clase, del campus o de un vehículo del distrito; establece las condiciones que autorizan o exigen que el director u otro administrador transfiera al estudiante a un DAEP, y describe las condiciones para la suspensión fuera de la escuela y para la expulsión. El Código de Conducta Estudiantil también aborda el aviso a los padres con respecto a la infracción de un estudiante de una de sus disposiciones.

Comité de revisión de asistencia: es responsable de revisar las ausencias de un estudiante cuando la asistencia cae por debajo del 90 por ciento o, en algunos casos, del 75 por ciento, de los días en los que se dicta la clase. Según las pautas adoptadas por la junta, el comité determinará si hubo circunstancias atenuantes para las ausencias y si el estudiante debe satisfacer ciertas condiciones para aprobar el curso y recuperar el crédito o una calificación final que se perdió debido a las ausencias.

CPS: siglas en inglés de “Servicios de Protección Infantil”.

DAEP: siglas en inglés de “programa disciplinario de educación alternativa”, un programa para estudiantes que han infringido determinadas disposiciones del Código de Conducta Estudiantil.

DFPS: siglas en inglés de “Departamento de Familia y Servicios de Protección de Texas”.

DPS: siglas en inglés de “Departamento de Seguridad Pública de Texas”.

DSHS: siglas en inglés de “Departamento Estatal de Servicios de Salud de Texas”.

Equipo escolar de seguridad y apoyo: equipo establecido en cada campus que tiene la responsabilidad de realizar una evaluación de amenazas respecto de personas que hacen amenazas de violencia o muestran una conducta perjudicial, amenazadora o violenta, y de determinar la intervención adecuada y de ofrecer orientación a los estudiantes y a los empleados de la escuela de reconocer conductas perjudiciales, amenazadoras o violentas que puedan representar una amenaza para la comunidad, la escuela o la persona.

ED: siglas en inglés de “Departamento de Educación”.

ESSA: siglas en inglés de la ley federal Cada Estudiante Triunfa.

Estudiante bilingüe emergente se refiere a un estudiante con dominio limitado del inglés. Otros términos relacionados incluyen estudiante de inglés, estudiante del idioma inglés y estudiante con capacidad limitada del inglés.

Evaluaciones de EOC (fin de curso): son evaluaciones obligatorias del estado y forman parte del programa STAAR. Se requiere un desempeño satisfactorio en las evaluaciones de EOC para la graduación. Estos exámenes se administrarán en Inglés I, Inglés II, Álgebra I, Biología e Historia de EE. UU.

Evaluaciones obligatorias del estado: se exigen a los estudiantes en determinados niveles de grado y en materias especificadas. Salvo en circunstancias limitadas, los estudiantes deben pasar las evaluaciones de EOC STAAR para graduarse. Los estudiantes tienen varias oportunidades para rendir las pruebas, si es necesario, para la graduación.

FERPA: se refiere a la Ley federal de Derechos Educativos y Privacidad de la Familia, que otorga protecciones de privacidad específicas a los expedientes de los estudiantes. La ley incluye determinadas excepciones, por ejemplo, para la información del directorio, a menos que el padre de un estudiante o un estudiante de 18 años o más instruya a la escuela que no revele la información del directorio.

IEP: siglas en inglés de “programa de educación individualizado”; es el registro escrito que el comité de ARD prepara para un estudiante con discapacidades que es elegible para recibir servicios de educación especial.

IGC: es el comité de graduación individual, formado en conformidad con la ley estatal, para determinar la elegibilidad de un estudiante para graduarse cuando el estudiante no ha demostrado un desempeño satisfactorio en no más de dos de las evaluaciones requeridas por el estado. Se puede proporcionar instrucción acelerada asignando a un estudiante a un maestro de aula que tenga certificación como maestro experto, ejemplar o reconocido, o brindando instrucción complementaria además de la instrucción regular.

Instrucción acelerada: **incluyendo instrucción complementaria**; es un programa educativo intensivo diseñado para ayudar a un estudiante en particular a adquirir el conocimiento y las habilidades que se necesitan en su nivel de grado. Se requieren cuando un estudiante no alcanza los estándares de aprobación en una evaluación obligatoria del estado.

ISS: se refiere a la suspensión en la escuela, una medida disciplinaria que se aplica a la mala conducta, descrita en el Código de Conducta Estudiantil. Aunque se diferencia de la suspensión fuera de la escuela y del traslado a un DAEP, la ISS retira al estudiante del salón de clase regular.

PGP: siglas de “plan de graduación personal”, que es obligatorio para los estudiantes de preparatoria y para cualquier estudiante de la escuela media que desapruebe una sección de una evaluación obligatoria del estado o que el distrito determine que no es probable que obtenga un diploma de preparatoria antes del quinto año escolar después de que inicia el grado 9.

PSAT: es la evaluación de preparación para las SAT. También sirve de base para otorgar Becas Nacionales por Mérito.

SAT: se refiere a la Prueba de Aptitud Escolar, uno de los dos exámenes de admisión a la universidad o a institutos universitarios usados con más frecuencia. Ciertas universidades o institutos universitarios pueden exigir la prueba para la admisión.

Sección 504: es la ley federal que prohíbe la discriminación en contra de un estudiante con una discapacidad, que les exige a las escuelas proveer oportunidades igualitarias de servicios, programas y participación en las actividades. A menos que se determine que el estudiante reúne los requisitos para servicios de educación especial en virtud de la Ley de Educación para Individuos con Discapacidades (IDEA), se proveerá educación general con adaptaciones de instrucción adecuadas.

SHAC: siglas en inglés de “Consejo Asesor sobre Salud Escolar”, un grupo de por lo menos cinco miembros, cuya mayoría deben ser padres, designado por la junta escolar para ayudar a garantizar que los valores y problemas de salud de la comunidad local se reflejen en la

instrucción de educación de salud del distrito, así como para ayudar con otros asuntos del bienestar de los estudiantes y los empleados.

STAAR: siglas en inglés de “Evaluaciones de la Preparación Académica del Estado de Texas”, el sistema del estado de evaluaciones estandarizadas de logros académicos.

STAAR Alternate 2: es una evaluación alternativa obligatoria del estado diseñada para estudiantes con discapacidades cognitivas graves que reciben servicios de educación especial y que cumplen los requisitos de participación, según la determinación del comité de ARD del estudiante.

STAAR Spanish: es una evaluación alternativa obligatoria del estado administrada a los estudiantes elegibles para quienes la versión en español de STAAR es la medición más apropiada de su avance académico.

TAC: siglas en inglés de “Código Administrativo de Texas”.

TEA: siglas en inglés de “Agencia de Educación de Texas”, que supervisa la educación pública primaria y secundaria en Texas.

TELPAS: siglas en inglés de “Sistema de Evaluación de Dominio del Idioma Inglés de Texas”, que mide el progreso del aprendizaje del idioma inglés de los estudiantes bilingües emergentes y se administra a quienes reúnen los requisitos de participación desde el kínder hasta el grado 12.

TSI: siglas en inglés de “Iniciativa de Éxito de Texas”, una evaluación diseñada para medir las habilidades en lectura, matemáticas y escritura que los estudiantes que ingresan a primer año de la universidad deberían tener para triunfar en los programas de grado de las universidades e institutos universitarios públicos de Texas.

TXVSN: siglas en inglés de “Red Escolar Virtual de Texas”, que provee cursos en línea para que los estudiantes de Texas complementen los programas de instrucción de los distritos de escuelas públicas. Los cursos son dictados por instructores cualificados y tienen el rigor y el alcance equivalentes a un curso dictado en un entorno de aula tradicional.

UIL: siglas en inglés de “Liga Interescolar Universitaria”, la organización voluntaria sin fines de lucro de todo el estado que vigila los concursos educativos extracurriculares académicos, deportivos y musicales.

Appendix A: Reglamento para la ausencia de intimidación

Nota: Los reglamentos de la junta escolar se pueden revisar en cualquier momento. Para ver el contexto legal y la copia más reciente del reglamento, visite www.sangerisd.net/FFI. A continuación, se presenta el texto del reglamento FFI(LOCAL) del Sanger ISD a la fecha en que se terminó este manual para este año escolar.

Bienestar de los estudiantes: Sin acoso escolar

Reglamento FFI(LOCAL) adoptado el 5/31/2023

Nota: Esta política aborda el acoso a los estudiantes del Distrito. A los efectos de esta política, el término acoso incluye el cibera coso.

Para las disposiciones sobre la discriminación y el acoso que involucran a los estudiantes del Distrito, consulte FFH. Tenga en cuenta que FFI se utilizará junto con FFH para ciertas conductas prohibidas. Para conocer los requisitos de denuncia relacionados con el maltrato y la negligencia infantil, consulte FFG.

Prohibida la intimidación

El Distrito prohíbe el acoso, incluido el cibera coso, según lo define la ley estatal. Las represalias contra cualquier persona involucrada en el proceso de queja es una violación de la política del Distrito y está prohibida.

Por ejemplo:

El acoso a un estudiante puede ocurrir por contacto físico o a través de medios electrónicos y puede incluir novatadas, amenazas, burlas, burlas, confinamiento, agresión, demandas de dinero, destrucción de propiedad, robo de posesiones valiosas, insultos, difusión de rumores u ostracismo.

Normas mínimas

De acuerdo con la ley, el Superintendente desarrollará procedimientos administrativos para garantizar que se implementen los estándares mínimos para la prevención del acoso.

Represalias

El Distrito prohíbe las represalias por parte de un estudiante o empleado del Distrito contra cualquier persona que de buena fe haga un informe de acoso, sirva como testigo o participe en una investigación.

Por ejemplo:

Los ejemplos de represalias pueden incluir amenazas, difusión de rumores, ostracismo, agresión, destrucción de propiedad, castigos injustificados o reducciones injustificadas de calificaciones. Las represalias ilegales no incluyen pequeños desaires o molestias.

Afirmacion falsa

Un estudiante que intencionalmente haga un reclamo falso, ofrezca declaraciones falsas o se niegue a cooperar con una investigación del Distrito con respecto al acoso estará sujeto a la acción disciplinaria apropiada.

Informes puntuales Las denuncias de acoso se realizarán tan pronto como sea posible después del presunto acto o del conocimiento del presunto acto. La falta de informe inmediato puede afectar la capacidad del Distrito para investigar y abordar la conducta prohibida.

Procedimientos de notificación

Informe del estudiante Para obtener asistencia e intervención, cualquier estudiante que crea que ha experimentado acoso o cree que otro estudiante ha experimentado acoso debe informar inmediatamente los presuntos actos a un maestro, consejero escolar, director u otro empleado del Distrito. El Superintendente desarrollará procedimientos que permitan a un estudiante denunciar de forma anónima un presunto incidente de acoso.

Informe del Empleado Cualquier empleado del Distrito que sospeche o reciba notificación de que un estudiante o grupo de estudiantes ha experimentado o puede haber experimentado acoso deberá notificar inmediatamente al director o a la persona designada.

Formato de informe La denuncia puede hacerse oralmente o por escrito. El director o la persona designada reducirá los informes orales a forma escrita.

Control periódico El Superintendente deberá monitorear periódicamente los recuentos reportados de incidentes de acoso, y que las disminuciones en el conteo pueden representar no solo mejoras en la cultura de la escuela porque la intimidación disminuye, sino también disminuciones en la cultura de la escuela debido a una disminución en la apertura para reportar incidentes.

Notificación del Informe

Cuando se reporta una acusación de acoso, el director o la persona designada deberá notificar a los padres de la presunta víctima en o antes del tercer día hábil después de que se informe el incidente. El director o la persona designada también notificará a los padres del estudiante que presuntamente participó en la conducta dentro de un período de tiempo razonable después de que se informe el incidente.

Conductas Prohibida

El director o la persona designada determinará si las alegaciones en el informe, si se prueban, constituirían una conducta prohibida según lo definido por la política FFH, incluida la violencia y el acoso en el noviazgo o la discriminación por motivos de raza, color, religión, sexo, género, origen nacional o discapacidad. Si es así, el Distrito procederá bajo la política FFH. Si las acusaciones pudieran constituir tanto una conducta

prohibida como intimidación, la investigación en virtud de la FFH incluirá una determinación sobre cada tipo de conducta.

Investigación del informe

El director o la persona designada llevará a cabo una investigación apropiada basada en las alegaciones del informe. El director o la persona designada deberá tomar de inmediato medidas provisionales calculadas para prevenir el acoso durante el curso de una investigación, si corresponde.

Conclusión de la Investigación

En ausencia de circunstancias atenuantes, la investigación debe completarse dentro de los diez días hábiles del Distrito a partir de la fecha del informe inicial que alega acoso; sin embargo, el director o la persona designada se tomará un tiempo adicional si es necesario para completar una investigación exhaustiva.

El director o la persona designada preparará un informe final por escrito de la investigación. El informe deberá incluir una determinación de si hubo acoso y, de ser así, si la víctima utilizó una defensa propia razonable. Se enviará una copia del informe al Superintendente o a la persona designada.

Aviso a los Padres

Si se confirma un incidente de acoso, el director o la persona designada notificará de inmediato a los padres de la víctima y del estudiante que participó en el acoso.

Acción de distrito

Acoso escolar — Si los resultados de una investigación indican que ocurrió acoso, el Distrito responderá de inmediato tomando las medidas disciplinarias apropiadas de acuerdo con el Código de Conducta Estudiantil del Distrito y puede tomar medidas correctivas razonablemente calculadas para abordar la conducta. El Distrito puede notificar a las fuerzas del orden público en ciertas circunstancias.

Disciplina — Un estudiante que es víctima de acoso y que usó defensa propia razonable en respuesta al acoso no estará sujeto a medidas disciplinarias.

La disciplina de un estudiante con una discapacidad está sujeta a las leyes estatales y federales aplicables, además del Código de Conducta Estudiantil.

Medidas correctoras — Ejemplos de acciones correctivas pueden incluir un programa de capacitación para las personas involucradas en la queja, un programa de educación integral para la comunidad escolar, investigaciones de seguimiento para determinar si han ocurrido nuevos incidentes o casos de represalias, involucrar a los padres y estudiantes en los esfuerzos

para identificar problemas y mejorar el clima escolar, aumentar la supervisión del personal de las áreas donde ha ocurrido el acoso, y reafirmar la política del Distrito contra el acoso escolar.

Transferencias — El mandante o la persona designada deberá consultar a FDB para conocer las disposiciones de transferencia.

Asesoramiento — El director o la persona designada deberá notificar a la víctima, al estudiante que participó en el acoso y a cualquier estudiante que haya presenciado el acoso sobre las opciones de asesoramiento disponibles.

Conducta indebida — Si la investigación revela una conducta inapropiada que no alcanzó el nivel de conducta prohibida o intimidación, el Distrito puede tomar medidas de acuerdo con el Código de Conducta Estudiantil o cualquier otra acción correctiva apropiada.

Confidencialidad — En la mayor medida posible, el Distrito respetará la privacidad del denunciante, de las personas contra las que se presenta una denuncia y de los testigos. Es posible que se necesiten divulgaciones limitadas para llevar a cabo una investigación exhaustiva.

Recurso — **Un estudiante que no esté satisfecho con el resultado de la investigación puede apelar a través de FNG (LOCAL), comenzando en el nivel apropiado.**

Conservación de documentos

La conservación de los registros se realizará de conformidad con el CPC(LOCAL).

Acceso a políticas y procedimientos

Esta política y cualquier procedimiento que la acompañe se distribuirán anualmente en los manuales de empleados y estudiantes. Las copias de la política y los procedimientos se publicarán en el sitio web del Distrito, en la medida de lo posible, y estarán disponibles en cada escuela y en las oficinas administrativas del Distrito.

Appendix B: Política de seguridad en Internet

El siguiente es un contrato entre el estudiante, padre o tutor y el sistema escolar.

Con el acceso a tan vastos almacenes de información y comunicación instantánea con millones de personas en todo el mundo, habrá material disponible que puede no ser considerado de valor educativo por el Distrito o que es inapropiado para su distribución a los niños. El Distrito ha tomado las precauciones disponibles, que incluyen, entre otras, hacer cumplir el uso de filtros que bloquean el acceso a obscenidades, pornografía infantil y otros materiales dañinos para los menores. Sin embargo, en una red global, es imposible controlar todo el material y un usuario laborioso puede obtener acceso a información o material inapropiado. Sujeto a la supervisión del personal, las medidas tecnológicas pueden desactivarse para los adultos o, en el caso de los menores, minimizarse solo para la investigación de buena fe u otros fines legales. El Distrito cree firmemente que el valor de la información y la interacción disponible en Internet supera con creces la posibilidad de que los estudiantes y empleados puedan obtener material inconsistente con nuestras metas educativas.

Todos los miembros del personal deben educar a los estudiantes sobre el comportamiento apropiado en línea, incluidas las interacciones con otros en sitios de redes sociales/salas de chat y la concientización y respuesta al acoso cibernético. Esto se puede hacer de varias maneras, como sesiones cortas de capacitación una vez al año, educación individual con estudiantes individuales y / o a través de folletos educativos. También es responsabilidad de todos los miembros del personal monitorear la actividad en línea de los estudiantes para detectar un comportamiento apropiado.

Como estudiante, acepto los siguientes términos y condiciones:

- - No utilizaré Internet para la transmisión de ningún material que infrinja cualquier normativa federal o estatal. También está prohibida la transmisión de material protegido por derechos de autor, material amenazador u obsceno, material protegido por secretos comerciales, publicidad de productos o grupos de presión política.
- - Me abstendré de utilizar blasfemias y vulgaridades en Internet. No utilizaré Internet para actividades ilegales.
- - No facilitaré mi domicilio, la ubicación de mi centro de enseñanza, mi número de teléfono ni ninguna información personal sobre mí o sobre cualquier otro alumno o personal del centro a nadie a través de Internet.
- - Entiendo que el uso del correo electrónico o cualquier otra comunicación a través de Internet no son privados; cualquier mensaje relacionado con o en apoyo de actividades ilegales puede ser denunciado a las autoridades. Entiendo que tengo prohibido llevar a cabo cualquier acción que pueda poner en peligro mi seguridad o la seguridad de otros estudiantes/miembros del personal mientras uso cualquier componente del acceso a Internet y/o la red de la escuela (correo electrónico, salas de chat, etc.).
- - No utilizaré Internet de forma que perturbe el uso de la red por otros.
- - Respetaré las marcas registradas y los derechos de autor de los materiales de Internet y asumiré que todo aquello a lo que se acceda a través de la red es propiedad privada.
- - El sistema escolar y el proveedor de servicios no son responsables de ningún daño o pérdida resultante del uso de los servicios de Internet o de la información obtenida de Internet. Si descubre alguna forma de acceder a información no autorizada o vencer cualquier medida de

seguridad, debe informar inmediatamente a un profesor y/o al director. No debe compartir información no autorizada con ningún otro usuario.

- - El vandalismo de cualquier tipo está prohibido. Esto incluye pegatinas en el dispositivo, marcas de bolígrafo/lápiz, etc.
- - Estos términos y condiciones se regirán e interpretarán de acuerdo con las leyes del estado y de los Estados Unidos de América.
- - Entiendo que el acceso a Internet a través del Distrito Escolar Independiente de Sanger es un privilegio. Las autoridades escolares pueden negar el acceso a Internet a cualquier estudiante en cualquier momento, y sus decisiones son definitivas.

Appendix C: Rendimiento académico Clasificación por clases

Aplicación Consistente para la Clase Graduada

El Distrito aplicara el mismo método de cálculo de rango de clases y reglas para honores de graduación locales para todos los estudiantes en una clase de graduación, independientemente del año escolar en el que un estudiante obtuvo por primera vez créditos de escuela secundaria.

Calculo

El Distrito incluirá en el cálculo de rango de la clase las calificaciones semestrales obtenidas en los cursos de crédito de la escuela secundaria tomados en los grados 9-12 solo en cada una de las siguientes categorías de cursos:

- Cuatro cursos de Ingles;
- - Cuatro cursos de matemáticas;
- - Cuatro cursos en ciencias;
- - Cuatro cursos de estudios sociales; y
- - Cursos de idiomas distintos del inglés.

El cálculo del rango de clase no incluirá las calificaciones semestrales de un curso que se vuelve a tomar después de que se haya obtenido una calificación aprobatoria, y la nueva calificación no se registrará en la transcripción.

El Cálculo incluirá las calificaciones de suspenso hasta que una calificación de suspenso se sustituya por una calificación de aprobado.

Sistema de grados ponderados

Categorías:

El Distrito clasificará y ponderará los cursos como Avanzados, Nivel 2 Honores y Nivel 1 Regular de acuerdo con las disposiciones de esta política y según lo designado en las publicaciones apropiadas del Distrito.

Avance

Nivel 2 Honores

Los cursos elegibles de Colocación Avanzada (AP), cursos de doble crédito y cursos On Ramps serán categorizados y ponderados como cursos Avanzados.

Los cursos elegibles designados localmente como honores se categorizarán y ponderarán como cursos de honores de nivel 2.

Nivel 1 Regular

Todos los demás cursos elegibles se clasificarán y ponderarán como cursos regulares de Nivel 1.

Nota media ponderada

El Distrito asignará pesos a las calificaciones semestrales obtenidas en los cursos elegibles y calculará un promedio numérico ponderado de calificaciones, de acuerdo con lo siguiente:

Grado	Nivel 1 Regular	Nivel 2 Honores	Advance
100	100	105	110
99	99	104	109
98	98	103	108
97	97	102	107
96	96	101	106
95	95	100	105
94	94	99	104
93	93	98	103
92	92	97	102
91	91	96	101
90	90	95	100
89	89	94	99
88	88	93	98
87	87	92	97
86	86	91	96
85	85	90	95
84	84	89	94
83	83	88	93
82	82	87	92
81	81	86	91
80	80	85	90
79	79	84	89
78	78	83	88
77	77	82	87
76	76	81	86
75	75	80	85
74	74	79	84
73	73	78	83
72	72	77	82
71	71	76	81
70	70	75	80
Below 70	0	0	0

No se añadirán puntos a las calificaciones de suspenso.

El Distrito registrara las calificaciones numéricas no ponderadas en los expedientes académicos de los alumnos.

Excepción

Si un estudiante obtiene una calificación aprobatoria en un solo semestre de un curso y la calificación combinada de ambos semestres es superior a 70, e Distrito incluirá en el cálculo del rango de la clase el promedio de las calificaciones de los dos semestres en lugar de la calificación de semestre reprobatorio de conformidad con los reglamentos administrativos.

Grados transferidos

Cuando un estudiante transfiere calificaciones de cursos que serían elegibles bajo la categoría de Nivel 1 Regular y el Distrito ha aceptado el crédito, el Distrito incluirá las calificaciones en el cálculo del rango de clase.

Cuando un estudiante transfiere calificaciones semestrales para cursos que serían elegibles para recibir un peso adicional bajo el Sistema de calificaciones ponderadas del Distrito, el Distrito asignara un peso adicional a esas calificaciones basado en las categorías y el sistema de ponderación de calificaciones utilizado por el Distrito solo si se ofrece un curso equivalente a la misma clase de estudiantes en el Distrito.

Calificación

Las calificaciones transferidas se registrarán de siguiente modo:

Letra Grado	Calificación Numerica
A+	98
A	95
A-	93
B+	88
B	85
B-	83
C+	78
C	77
C-	76
D+	73
D	72
D-	71
F	69

Calificación Numerica

Si un estudiante se transfiere de un distrito fuera del estado con una calificación aprobatoria de 69 o menos, el Distrito le otorgará al estudiante una calificación de 70 para ser usada en el cálculo del rango de la clase.

Honores Locales de Graduación

Con el propósito de determinar los honores que se conferirán durante las actividades de graduación, el Distrito calculará el rango de la clase de acuerdo con esta política y los reglamentos administrativos utilizando las calificaciones disponibles en el momento del cálculo al final del tercer período de calificaciones de nueve semanas del último año.

Para el propósito de aplicaciones a instituciones de educación superior, el Distrito también calculará el rango de clase como requerido por la ley estatal. Los criterios de elegibilidad del Distrito para los honores locales de graduación se aplicarán sólo para los reconocimientos locales y no restringirán el rango de la clase con el propósito de la admisión automática bajo la ley estatal. [Ver EIC(LEGAL)

El Valedictorian y Salutatorian

El valedictorian y el salutatorian serán los estudiantes elegibles con el rango más alto y el segundo más alto, respectivamente. Para ser elegible para este honor de graduación local, un estudiante debe:

1. Haber estado matriculado ininterrumpidamente en la escuela secundaria del Distrito durante los cuatro semestres inmediatamente anteriores a la graduación;
2. Haber completado el programa básico con el nivel de logro distinguido; y
3. Estar graduándose después de exactamente ocho semestres de inscripción en la escuela secundaria.

Romper lazos

En caso de empate en los promedios de calificaciones numéricas ponderadas después del cálculo al cuarto decimal, el Distrito aplicará los siguientes métodos, en este orden, para determinar el reconocimiento como valedictorian o salutatorian:

1. Cuente el número de cursos AP tomados por cada estudiante involucrado en el empate.

2. Calcule un promedio de calificaciones numérico ponderado utilizando solo las calificaciones elegibles en los cursos AP tomados por cada estudiante involucrado en el empate.

Si el empate no se rompe después de aplicar estos métodos, el Distrito reconocerá a todos los estudiantes involucrados en el empate como compartiendo el honor y el título.

Titulado superior

El estudiante que cumpla con los criterios locales de elegibilidad para el reconocimiento como valedictorian también será considerado el graduado de más alto rango a los efectos de recibir el certificado de graduado de honor del estado de Texas Graduado de más alto rango.

Appendix D: Pautas de calificación

SANGER ISD GRADING GUIDELINES (ALL GRADE LEVELS)

Filosofia

El Distrito establecerá objetivos de instrucción que se relacionen con el conocimiento y las habilidades esenciales para las materias o cursos de nivel de grado. Estos objetivos abordarán las habilidades necesarias para el desempeño exitoso en el siguiente grado o curso en una secuencia de cursos. EIA (LOCAL). Los estándares de aprendizaje son descripciones escritas concisas de lo que se espera que los estudiantes sepan y sean capaces de hacer en una etapa específica de su educación. Las tareas, evaluaciones, proyectos y otras actividades de instrucción deben diseñarse de manera que el desempeño de cada estudiante indique un nivel medible de dominio. Por lo tanto:

- Una calificación es una medida del dominio del objetivo de aprendizaje por parte del alumno.
- Las mejores prácticas y expectativas del distrito ocurren cuando los maestros comunican claramente los objetivos de aprendizaje a los estudiantes y proporcionan directrices claras sobre cómo se evalúa el trabajo.
- Las calificaciones reflejan el dominio de los TEKS/SE y no el comportamiento en clase, la participación, la asistencia, los retrasos, la falta de materiales o el formato inadecuado cuando el formato no forma parte del objetivo.

Las directrices para la calificación se comunicarán claramente a los alumnos y a los padres.

- Durante cada período de calificaciones, se toma un número suficiente de calificaciones para respaldar el promedio de calificaciones asignado.
- El Distrito emitirá informes de calificaciones cada trimestre de una manera aprobada por el Superintendente o su designado.
- El rendimiento se medirá de acuerdo con esta política y las normas establecidas en EIE(LOCAL).

Dominio de los conocimientos y destrezas esenciales de Texas

El Distrito Escolar Independiente de Sanger ha proporcionado un plan de estudios bien equilibrado sobre los Conocimientos y Habilidades Esenciales de Texas (TEKS, por sus siglas en inglés) prescritos por el estado. Los estudiantes tendrán la oportunidad de dominar el conocimiento, las habilidades y las competencias establecidas por el plan de estudios del distrito y los estándares estatales.

SISD utilizará evaluaciones continuas de dominio para determinar qué estudiantes necesitan remediación (re-enseñanza y aceleración). El uso de pruebas de referencia, pruebas desarrolladas por los maestros, evaluaciones de desempeño y observaciones de los maestros ayudará a determinar qué estudiantes no están dominando los objetivos de instrucción.

Definición de evaluaciones formativas y sumativas

Las evaluaciones formativas son aquellas evaluaciones que se realizan con frecuencia para ayudar a impulsar la instrucción en el aula. Estos pueden incluir trabajo en clase, tareas diarias, cuestionarios, boletos de salida, etc. que se completan durante una unidad de instrucción. Las evaluaciones sumativas son aquellas evaluaciones que se realizan para medir el aprendizaje de los estudiantes al finalizar una unidad de instrucción. Algunos ejemplos son las evaluaciones de unidades, las pruebas, los proyectos, las presentaciones, etc. Antes de que se asigne una calificación sumativa, el profesor debe haber enseñado adecuadamente el concepto, y el estudiante debe haber tenido suficiente oportunidad de dominar el concepto que se está evaluando. Este proceso incluye el uso de comprobaciones apropiadas para la comprensión, la práctica guiada y la práctica independiente con retroalimentación específica. Los proyectos de gran envergadura o a largo plazo deben ser objeto de un seguimiento minucioso con dos o tres calificaciones formativas a intervalos establecidos antes de la calificación sumativa.

Ausencias

Los estudiantes deben asistir durante al menos el 90 por ciento de los días que la escuela está en sesión para recibir crédito por el año escolar. Si los estudiantes no cumplen con este requisito, solo un director o un comité oficial de asistencia puede considerar el avance de nivel de grado FEC (LEGAL).

Tareas

El Distrito Escolar Independiente de Sanger adopta las investigaciones actuales que indican que un estudiante sano y descansado con una vida completa fuera de lo académico es un estudiante óptimo. La tarea se asignará en el caso de un proyecto importante que necesite tiempo adicional para completarse. Si los estudiantes no completaron su trabajo de clase en un período de tiempo razonable o estaban excesivamente fuera de la tarea durante una tarea, tendrían que llevarla a casa para completarla. Es posible que se requiera que los estudiantes inscritos en clases de Honores/Avanzado/Doble Crédito completen tareas externas a discreción del maestro. ***La tarea nunca debe ser una medida disciplinaria, ni debe ser su propósito enseñar las características de la responsabilidad.***

Trabajo Atrasado

Las fechas de entrega de las tareas son fijadas por el profesor y comunicadas a los alumnos. Se considera trabajo atrasado cualquier tarea que no se entregue en la fecha prevista, excepto cuando el alumno esté ausente de clase.

- Las tareas deben ser completadas y entregadas en la fecha asignada para recibir el crédito completo.
- Si un estudiante no completa el trabajo diario o la tarea, el maestro implementará estrategias de intervención para ayudar al estudiante a completar la tarea, que incluirá la participación de los padres.
- Cursos de nivel por nueve semanas - Los estudiantes pueden entregar cuatro tareas tarde con diez puntos deducidos por cada día hasta cuatro días. A partir del quinto día, la nota máxima será de 50 puntos. Más allá de cuatro trabajos atrasados, queda a discreción del maestro aceptar o no el trabajo atrasado.
- Cursos de Honores y AP por nueve semanas - Los estudiantes pueden entregar dos tareas tarde con diez puntos deducidos por cada día hasta dos días. Al tercer día, la

nota máxima será de 50 puntos. Más allá de dos trabajos atrasados, queda a discreción del profesor aceptar o no el trabajo atrasado.

Una vez que se haya administrado la evaluación sumativa y se haya proporcionado retroalimentación a los estudiantes, el trabajo formativo de esa unidad de estudio ya no será aceptado por el profesor.

Maquillaje Escolar

Se espera que los alumnos recuperen las tareas o evaluaciones después de una ausencia. El distrito no impondrá una penalización de grado para el trabajo de recuperación. Los estudiantes recibirán la instrucción perdida, y se podrán dar tareas alternativas para determinar su dominio de los objetivos de aprendizaje.

- Los alumnos dispondrán de un tiempo igual a los días de ausencia de clase más un día para completar todas las tareas perdidas.
- En circunstancias atenuantes, como enfermedades de larga duración o emergencias familiares, los profesores podrán conceder a los alumnos más de un día por cada día perdido para recuperar las tareas.
- Un alumno suspendido de sus clases regulares deberá solicitar trabajos de recuperación cuando regrese a la escuela. Al alumno se le dará el número de días de ausencia para recuperar las tareas a menos que exista una circunstancia atenuante.
- A las ausencias relacionadas con la escuela se les da la misma cantidad de tiempo para completar el trabajo de recuperación que a las ausencias no relacionadas con la escuela. Los alumnos que falten a clase debido a actividades patrocinadas por la escuela deben hablar con sus profesores antes de la ausencia prevista.
- No se debe exigir a un alumno que haga un examen o una prueba el día de su regreso a la escuela. El alumno debe tener la oportunidad de completar el contenido, repasar el examen y hacer preguntas aclaratorias al profesor antes de hacer un examen.
- Los exámenes o pruebas de recuperación deben administrarse antes/después de las clases o durante las horas de tutoría para evitar que el alumno pierda más tiempo de clase; sin embargo, los alumnos que no puedan asistir a las tutorías deben tener la oportunidad de recuperar este trabajo durante la jornada escolar normal.
- La administración del campus podrá conceder excepciones en circunstancias atenuantes.

Correcciones/Rehacer el trabajo EIA(LOCAL)

Sanger ISD permite a los estudiantes la oportunidad de hacer correcciones en las tareas o volver a hacer exámenes, evaluaciones o proyectos que reflejen el dominio del curso TEKS/SE en los que el estudiante no ha alcanzado el dominio del 70%. Las correcciones en las tareas o en los exámenes, evaluaciones o proyectos deben completarse dentro de los diez días posteriores a la recepción de una calificación. Con el fin de apoyar el dominio, los maestros deben proporcionar intervenciones apropiadas antes/después de la escuela o durante los tiempos de tutoría. Se requiere que los estudiantes reciban intervención antes de volver a hacer cualquier prueba o evaluación. La repetición de los cuestionarios y las evaluaciones puede ser similar a la original, o puede ser una versión alternativa de la original, incluida una prueba o evaluación oral.

Las correcciones/repeticiones de tareas, cuestionarios, evaluaciones o proyectos no se aplican al trabajo que estuvo sujeto a una penalización debido a deshonestidad académica, simulaciones de STAAR o trabajo entregado tarde. La nueva calificación para las correcciones/repeticiones reflejará el dominio del estudiante y se calificará a partir de 100. La

calificación más alta reportada para las correcciones/rehacer será del 70%. Los estudiantes deben completar la intervención y las correcciones/rehacer antes del final de cada período de calificación del informe de progreso. Si el 50% de todos los estudiantes en una sola evaluación no demuestran dominio, el maestro está obligado a volver a enseñar y volver a evaluar durante el tiempo de clase. Los estudiantes con tres o más ceros en las tareas sobre el material evaluado pueden ser excluidos del cálculo.

Boletines de calificaciones/Informes de progreso y conferencias

Al final de cada período de calificaciones, las calificaciones del estudiante están disponibles a través del portal para padres en línea para informar a los padres sobre el progreso del estudiante en el curso. Además, se emitirán informes de progreso provisionales para todos los estudiantes después de la tercera y sexta semana de cada período de calificación. Las boletas de calificaciones electrónicas y los informes de progreso provisionales están diseñados para que los padres puedan acceder a las calificaciones de sus estudiantes y al mismo tiempo apoyar los esfuerzos del distrito para reducir la impresión. Los padres pueden solicitar una copia impresa de las boletas de calificaciones y los informes de progreso para enviarlos a casa con el estudiante.

Los maestros iniciarán el contacto con los padres dentro de los tres (3) días a partir del momento en que los informes de progreso provisionales estén disponibles para los estudiantes cuyo promedio sea inferior a 70. Los maestros también iniciarán el contacto con los padres al final de cada período de calificación para los estudiantes cuyo promedio sea inferior a 70. Toda comunicación debe ser documentada y mantenida por el maestro.

Las preguntas sobre los cálculos de calificación deben discutirse primero con el maestro; Si la pregunta no se resuelve, el estudiante o los padres pueden solicitar una conferencia con el director.

Al reportar y registrar cualquier calificación reprobatoria por debajo de 50 para el período de calificación en la boleta de calificaciones, los maestros deben proporcionar evidencia de las acciones tomadas para remediar al estudiante. Esto debe incluir el contacto con los padres, la reenseñanza, las tutorías, etc. Se debe proporcionar evidencia al administrador de la escuela antes de que se publiquen las calificaciones.

Se requiere que los maestros actualicen las calificaciones antes del jueves de cada semana.

CorreAcademic Dishonestyctions/Re-do Work EIA(LOCAL)

Los estudiantes que se encuentren involucrados en deshonestidad académica estarán sujetos a sanciones disciplinarias y penalizaciones de calificaciones en tareas o exámenes. La determinación de que un estudiante ha incurrido en deshonestidad académica se basará en el juicio del maestro del aula u otros empleados profesionales supervisores, teniendo en cuenta los materiales escritos, la observación o la información de los estudiantes. Se espera que los maestros de aula se comuniquen con los padres del estudiante cuando se descubra deshonestidad académica. Los administradores comunicarán las consecuencias disciplinarias.

La deshonestidad académica incluye, pero no se limita a:

- Copiar el trabajo para la tarea, prueba o cualquier otra asignación, ya sea verbalmente, por escrito o electrónicamente.
- Permitir que otro estudiante copie tu trabajo para los deberes, exámenes o cualquier otra tarea, ya sea verbalmente, por escrito o por medios electrónicos.
- Presentar el trabajo en colaboración como trabajo individual.
- Falsificar datos, información o Fuentes. Utilizar ayuda o información no autorizada durante la realización de una tarea o evaluación. Esto puede incluir claves de

respuestas de libros de texto, guías de estudio como Sparknotes, hojas de trucos, teléfonos móviles u otras fuentes físicas o en línea.
- Preguntar o compartir preguntas y/o respuestas de pruebas y exámenes.
- Presentar el mismo trabajo para más de una tarea sin el permiso expreso de tu(s) profesor(es).
- Alterar correcciones o puntuaciones con la intención de cambiar tu calificación.
- Abandonar una pantalla de evaluación en línea, como Canvas, durante la evaluación por cualquier motivo sin el permiso del profesor.
- Utilizar respuestas o redacciones generadas a través de programas de inteligencia
- artificial (IA) como ChatGPT.

Consecuencias por cursos:

Primera Infracción

- Si se determina que el 20% o más de una tarea ha sido generada por inteligencia artificial o plagiada, se rehará la tarea.
- La deshonestidad académica, sin incluir el uso de IA o el plagio, dará lugar a una calificación de cero para la tarea, junto con la reevaluación de una calificación máxima de 50
- Un día de Escuela Sabatina
- Notificar al patrocinador de la Sociedad Nacional de Honor, a los entrenadores/patrocinadores extracurriculares si corresponde

Segundo Infracción

- Una calificación de cero para la tarea sin posibilidad de reevaluación
- Un día de suspensión en la escuela
- Notificar al patrocinador de la Sociedad Nacional de Honor, entrenadores/patrocinadores extracurriculares si corresponde

Tercera Infracción

- Una calificación de cero para la tarea sin posibilidad de reevaluación
- Tres días de suspensión en la escuela
- Notificar al patrocinador de la Sociedad Nacional de Honor, a los entrenadores/patrocinadores extracurriculares si corresponde

Evaluación de calificaciones/créditos de países extranjeros o escuelas no acreditadas

No aceptamos créditos de programas no acreditados. Los estudiantes que provienen de escuelas no acreditadas pueden optar por demostrar su dominio a través de créditos por examen. Se aceptarán transcripciones extranjeras provenientes de una escuela acreditada, y la calificación alfabética se convertirá en una calificación numérica. En el caso de transcripciones extranjeras con acreditación no confirmada, se evaluará la transcripción; Es posible que los estudiantes deban demostrar dominio a través de créditos por examen.

Registro de Transcripciones de Escuelas No-SISD

Un estudiante que se transfiera al Distrito recibirá las calificaciones que se obtuvieron en cursos en otras escuelas acreditadas. Los créditos de cursos de nivel superior obtenidos recibirán puntos de calificación de acuerdo con la lista de cursos de nivel superior ofrecidos en el Distrito y la escala de calificaciones utilizada para los créditos obtenidos en el Distrito. Los estudiantes no recibirán puntos de calificación ponderados por cursos que no estén disponibles en SISD, con la excepción de los cursos del Bachillerato Internacional. Las calificaciones con letras se convertirán de la siguiente manera:

Calificación en Letra	Calificación Numerica
A+	98
A	95
A-	93
B+	88
B	85
B-	83
C+	78
C	77
C-	76
D+	73
D	72
D-	71
F	69

Si un estudiante se transfiere de un distrito fuera del estado con una calificación aprobatoria de 69 o menos, el Distrito le otorgará al estudiante una calificación de 70.

HIGH SCHOOL GRADING GUIDELINES

Cómputo de calificaciones para secundaria (9º a 12º curso)

Porcentaje de peso - Bachilleratode Cálculos para Bachillerato (Grados 9-12)

Calificaciones sumativas - 60% (asignaturas troncales) 50% (optativas)

Al menos 3 calificaciones registradas por período de calificación

Una calificación sumativa debe ser de una unidad o combinación de unidades para el período de calificación de nueve semanas. Otras calificaciones sumativas pueden provenir de exámenes, proyectos, trabajos trimestrales y tareas similares.

Calificaciones formativas - 40% (asignaturas troncales) 50% (optativas)

Al menos 9 calificaciones registradas por período de calificación para cursos de nivel y de honores

Al menos 6 calificaciones registradas por período de calificación para los cursos AP

Ejemplos - Trabajo en clase, pruebas, deberes, cuadernos, diarios, notas y tareas similares.

- No se registrarán calificaciones para tareas provisionales/de referencia.
- Al calcular la media de nueve semanas, ninguna tarea/evaluación podrá suponer más del 20% de la media total, independientemente de la categoría de la nota. No obstante, debe tenerse en cuenta que algunos proyectos importantes pueden incluir más de una tarea. Las medias calculadas que figuran en los informes de progreso o en los boletines de notas no pueden superar el 100%.

Cálculo de las calificaciones semestrales

Los exámenes/proyectos semestrales se administran en todos los cursos de crédito de la escuela secundaria al final de los semestres de otoño y primavera. Todos los exámenes/proyectos semestrales serán de naturaleza integral y deberán medir el dominio de las habilidades o el contenido del curso. Cualquier proyecto administrado como final debe tener un componente escrito que cuente como el 25% de la calificación del proyecto y se administrará en la fecha asignada para el examen semestral. Cualquier excepción a esta política para la administración de los exámenes semestrales debe hacerse a nivel de departamento con la aprobación del director.

Calificación del semestre de otoño: promedio del primer período de calificación (45%), promedio del segundo período de calificación (45%), examen semestral (10%) = 100% Calificación del semestre de primavera: promedio del tercer período de calificación (45%), promedio del cuarto período de calificación (45%), examen semestral (10%) = 100% Los horarios de los exámenes/proyectos semestrales serán publicados por la escuela secundaria.

El campus no administra exámenes/proyectos semestrales antes del cronograma publicado. Semestre perdido, exámenes/proyectos, se anotarán como «0» y deberán recuperarse según el calendario publicado en el calendario de exámenes semestrales.

Elegibilidad UIL

A los efectos de determinar la elegibilidad UIL:

- Las calificaciones se publicarán antes de la fecha límite oficial de calificaciones (Consulte el calendario de elegibilidad académica de TEA/UIL).
- A un estudiante que le faltan tareas debido a una ausencia al final de un período de calificación se le debe dar un incompleto.
- Los estudiantes tienen cinco días (escolares) después de la fecha límite de publicación de calificaciones para completar las tareas incompletas.
- De acuerdo con TEC 74.30, los cursos que cumplen con las directrices de TEA para los cursos de nivel avanzado en las áreas de RLA, matemáticas, ciencias, estudios sociales, economía, o idiomas distintos del inglés han sido designados como cursos que pueden estar exentos de «No Pass, No Play» requisitos para Sanger ISD. Para obtener una lista completa de los cursos, por favor póngase en contacto con su consejero del campus.

Plazos de comunicación y revisión del material curricular

Los trabajos/evaluaciones de los estudiantes que reciban una calificación numérica se ingresarán en el libro de calificaciones dentro de los cinco (5) días escolares posteriores a su entrega al maestro, y se dará retroalimentación. Esto también incluye el maquillaje o el trabajo faltante que se envía.

- En el caso de los proyectos/trabajos de investigación y/o ensayos, los estudiantes tendrán la oportunidad de volver a enviar la tarea después de recibir la calificación/retroalimentación si la calificación es inferior al 70%. Esta segunda entrega está limitada a una calificación máxima de 70. Los proyectos/trabajos de investigación y/o ensayos deberán ser calificados y devueltos dentro del mismo período de calificación en que se completan y se entregan al profesor. Las expectativas para las asignaciones a largo plazo incluyen:
    - o Las tareas se supervisan activamente con comentarios oportunos que hacen un seguimiento del trabajo/progreso del alumno hacia el dominio. Las correcciones importantes se abordan antes de que se obtenga una calificación final.
- o Se espera que los profesores proporcionen una comunicación clara y coherente a los estudiantes en relación con los plazos y el progreso académico en cualquier tarea a largo plazo. Los estudiantes que opten por volver a presentar proyectos/trabajos de investigación y/o ensayos tienen cinco días a partir de los proyectos/trabajos de investigación y/o ensayos originales calificados y devueltos.
- Después de que el tercer grado de "0" o "Tarea faltante" [M] es asignado a un estudiante en un período de calificación, el maestro debe comunicarse con los padres. Si el problema persiste, se requiere una conferencia de estudiantes, maestros y padres.

Promoción, retención y concesión de créditos - Grados 9-12

(Cursos en los cuales no se administra un STAAR EOC, incluyendo cursos tomados en el grado 8 para crédito de escuela secundaria)

Se exigirá el dominio de al menos el 70 por ciento de los objetivos en las tareas formativas y sumativas.

El avance de grado para los estudiantes en los grados 9 - 12 se obtendrá por créditos de curso.

a. Si un estudiante obtiene una calificación de 70 o más en un curso de un semestre, se otorgará 0.5 crédito por el curso.

b. Si un alumno obtiene una calificación de 70 o superior en los dos semestres de un curso de año completo, se le concederá 1,0 crédito por el curso.

año completo, se concederá 1,0 crédito por el curso.

c. Si un estudiante obtiene una calificación reprobatoria durante el semestre de otoño o primavera en un curso de año completo, y el promedio final del año es mayor o igual a 70, se otorgará 1.0 crédito por el curso. Esto se aplica a los cursos de la Escuela Secundaria Sanger de los semestres de otoño y primavera del mismo año académico.

d. Si un estudiante obtiene una calificación de 70 o más en un semestre de un curso de año completo, pero no en el otro semestre, se le otorgará 1.0 crédito por el curso año completo, pero no el otro semestre, sólo se otorgarán los créditos del semestre anterior.

e. Se otorgarán créditos por un semestre reprobado cuando se repita y el alumno obtenga una calificación de 70 o superior. Ambas calificaciones se registrarán en el expediente académico y se tendrán en cuenta en el GPA. All high school students are classified as members of a particular class as of the first day of each school year. However, students who have not been promoted to a higher grade due to a lack of credits may be eligible for reclassification at the end of the first semester. In order to be considered for reclassification at the end of the first semester, the student must have an approved graduation plan. Students will be promoted based on total credits; however, only state credits will apply toward graduation. Minimum grade classification requirements for grade levels include:

Freshman	(09)	0 - 5 ½ credits
Sophomore	(10)	6 - 12 ½ credits
Junior	(11)	13 - 18 ½ credits
Senior	(12)	19 + credits
Graduate w/ Endórseme		26 credits

Calificaciones de la Escuela de Verano

Un estudiante que repruebe el semestre regular y asista a la escuela de verano durante ese semestre recibirá una calificación aprobatoria para ese curso si domina el plan de estudios. Esa calificación se incluirá en el cálculo del promedio del estudiante.

- Los estudiantes pueden tomar cursos aprobados para la aceleración. Los estudiantes deben consultar con su consejero para aprobar los cursos. En esas situaciones, la calificación numérica que el estudiante reciba en la escuela de verano se tendrá en cuenta en el GPA.

Cursos de doble crédito

Los estudiantes de Sanger High School pueden obtener créditos para graduarse de la escuela secundaria completando un curso de nivel universitario aprobado en cualquier colegio o universidad acreditada bajo las siguientes disposiciones:

1. Los estudiantes interesados en tomar un curso para crédito doble deben obtener un formulario de Acuerdo de Crédito Doble del consejero del estudiante. Este formulario será firmado por una persona designada por la escuela (consejero o administrador), el padre / tutor y el estudiante.

2. Además del formulario de Acuerdo de Crédito Dual completado, el estudiante debe completar la Solicitud de Admisión de la universidad y proporcionar a la universidad una transcripción oficial de la escuela secundaria y las puntuaciones SAT o ACT. Si los resultados del SAT o ACT no eximen al estudiante de un examen de ingreso a la universidad, entonces el estudiante debe pasar la prueba de colocación TSIA2. Por favor, busque las fechas y horarios de las pruebas en Sanger High School y o busque en las universidades locales las fechas, horarios y costos de las pruebas de colocación.

3. El crédito por completar satisfactoriamente un curso(s) universitario(s) de un semestre se obtiene en incrementos de ½ crédito de acuerdo con el acuerdo cruzado entre la escuela secundaria y la universidad. Las calificaciones numéricas de la universidad que se consideran «aprobatorias» para créditos universitarios se convertirán a una calificación numérica de 70 de la escuela secundaria y se otorgarán créditos de la escuela secundaria. Cualquier calificación por debajo de la calificación de 70 convertida por la escuela secundaria no dará lugar a la concesión de créditos para ningún curso equivalente de la escuela secundaria.
4. Los estudiantes NO ganan crédito de la escuela secundaria para las clases concurrentes de la universidad. Se requiere que los estudiantes muestren prueba de inscripción en el curso para una liberación para una clase concurrente. Las calificaciones para la inscripción concurrente no se publican en la transcripción, ni se les proporciona un período de clase durante el día escolar para completar el trabajo del curso.
5. Los estudiantes inscritos en cursos de Crédito Dual seguirán la política de calificaciones dentro del programa de estudios creado por su instructor bajo la dirección de la entidad de educación superior cooperante (por ejemplo, el programa de estudios de NCTC).

Baja de los cursos de doble crédito

En caso de que un estudiante se retire de un curso de Doble Crédito, el campus aceptará la calificación de retiro y colocará al estudiante en un curso de escuela secundaria (AP) comparable. Se debe completar un formulario de entrega y enviarlo al coordinador de crédito doble.

Cambios de nivel

Los cambios de nivel de curso se pueden solicitar durante la siguiente ventana (6ª a 9ª semana del primer período de calificación) o al final del semestre de otoño para cada curso que ofrezca un nivel diferente del mismo curso y nuevamente se pueden considerar antes del comienzo del segundo semestre. Para ser considerado para una transferencia de un curso de Honores o AP, el estudiante debe haber hecho un esfuerzo sincero para tener éxito asistiendo a tutorías, completando su trabajo y conferenciando con su maestro. El padre debe consultar con el maestro antes de que se considere un cambio de nivel de curso. La disponibilidad de espacio en el curso receptor será una consideración para un cambio de nivel de curso. Los cursos de nivel no se sobren cargarán durante los cambios de nivel.

Estudiantes aprobados para un cambio de nivel a un curso no ponderado (p. ej., de honores a on-level): El profesor del curso ponderado entregará todas las tareas calificadas al profesor no ponderado. La calificación de cada tarea no debe ser inferior a 50.

Estudiantes aprobados para un cambio de nivel a un curso no ponderado (p. ej., Honores a nivel superior): El maestro del curso ponderado entregará la calificación para ese período de calificación. La nota presentada no debe ser inferior a 50. La elegibilidad para el UIL se determinará utilizando el grado de nueve semanas antes del cambio de nivel. (es decir, el promedio de nueve semanas antes de la calificación presentada al período de calificación).

Estudiantes aprobados para un cambio de nivel a un curso ponderado (por ejemplo, en el nivel a Honores): El profesor del nuevo curso ponderado insertará el promedio de calificaciones registrado por el profesor anterior en todas las tareas abiertas realizadas en el nuevo curso antes de la fecha de transferencia. Solo se permitirá subir de nivel hasta el primer informe de progreso.

Las solicitudes de nivel de doble crédito también deben hacerse a través del coordinador de doble crédito (junto con la presentación de un formulario oficial del NCTC). Una vez que se cambia un curso de doble crédito, a los estudiantes se les dará la opción de ser colocados en el curso AP o de nivel regular (según la disponibilidad).

Los cambios de horario pueden afectar significativamente el cálculo del promedio de nueve semanas. Para los estudiantes con discapacidades, los cursos de educación especial son determinados por el Comité de Admisiones, Revisión y Salida (ARD, por sus siglas en inglés).

Los cambios de horario serán considerados durante la primera semana de cada semestre por las siguientes razones:

A. Un estudiante reprueba un curso requerido, haciendo necesario un ajuste de horario para graduarse.
B. Se han obtenido créditos adicionales, por lo que es necesario un ajuste de horario.

C. El estudiante no tiene el prerrequisito(s) o no tiene los cursos necesarios para graduarse.

D. El cambio es necesario como resultado de que un estudiante ha sido seleccionado o asignado administrativamente a o sacado de un programa; es decir, intervención, banda, atletismo, otras clases que requieren la aprobación del instructor.

E. El cambio es necesario para permitir que un estudiante se gradúe en el año en particular.

F. El tamaño de las clases debe ser equilibrado.

G. Se cancelan cursos.

Cálculo del rango de clase EIC(LOCAL)

El Distrito aplicará el mismo método de cálculo de rango de clase y las mismas reglas para los honores de graduación locales para todos los estudiantes en una clase que se gradúa, independientemente del año escolar en el que un estudiante obtuvo por primera vez crédito de escuela secundaria.

Las clasificaciones de clase se calculan en una escala de 100 y se calculan el 1 de septiembre, el 30 de enero y el 30 de junio.

El Distrito incluirá en el cálculo del rango de clase las calificaciones semestrales obtenidas en los cursos de crédito de escuela secundaria tomados en los grados 9-12 solo en cada una de las siguientes categorías de cursos:

- Cuatro cursos de inglés;
- Cuatro cursos de matemáticas;
- Cuatro cursos de ciencias;
- Cuatro cursos de estudios sociales y
- Cursos de idiomas distintos del inglés.
- comentario ligado

El cálculo del rango de clase no incluirá las calificaciones semestrales de un curso que se vuelva a tomar después de que se haya obtenido una calificación aprobatoria, y la nueva calificación no se registrará en el transcrito.

El cálculo incluirá las calificaciones reprobatorias hasta que una calificación reprobatoria sea reemplazada por una calificación aprobatoria. Graduación, rango de clase y designaciones de honor (grados 9-12)

RANGO MÁS ALTO GRADUADO	El distrito reconocerá en la ceremonia de graduación a un con las mejores calificaciones y un saludador. El Valedictorian/Salutatorian representa a cada clase como los estudiantes cuyo GPA ponderado comprende a los dos mejores estudiantes de la clase que se gradúa. Para ser elegible para el reconocimiento como Valedictorian/Salutatorian, un estudiante debe haber estado inscrito continuamente en la escuela secundaria del Distrito durante cuatro semestres inmediatamente

	anteriores a la graduación y haber completado el programa de graduación distinguido.
Graduada Temprana	Para ser elegible para graduarse en tres años, un estudiante debe completar todos los cursos y pruebas de nivel de salida requeridas de otros estudiantes en su clase de primer año. Un estudiante que desee graduarse temprano deberá completar una solicitud y enviarla al consejero al menos seis semanas antes del final del segundo año del estudiante. Los primeros graduados no serán considerados para los honores de valedictorian o salutatorian. Los primeros graduados se incluirán en el cálculo del diez por ciento superior y se incluirán en la lista de graduados de honor cuando corresponda. Los estudiantes que se gradúen en tres años serán elegibles para participar en las ceremonias de graduación.
Graduada en Verano	Los estudiantes que se gradúen durante el verano (antes del 1 de agosto) se clasificarán con la clase que se graduó durante la primavera anterior. Los graduados que tengan deficiencia de créditos no serán elegibles para participar en las ceremonias de graduación de primavera y no serán considerados para las becas locales otorgadas durante la primavera.
Graduado de Mitad de Año	Un estudiante que se gradúe al final del semestre de otoño será clasificado entre los estudiantes que se graduarán durante la próxima primavera. Los estudiantes que se gradúen a mitad de año serán clasificados al final del año. Los graduados de mitad de año serán elegibles para participar en las ceremonias de graduación de primavera y serán considerados para las becas locales otorgadas durante la primavera, siempre que completen un formulario de solicitud de beca local Un estudiante que se gradúe después del final del año escolar será clasificado cuando se cumplan todos los requisitos. A estos estudiantes no se les permitirá desplazar a los estudiantes de rango que se graduaron al final del año escolar.

Sistema de calificaciones ponderadas

El Distrito clasificará los cursos ponderados como Avanzados, Honores de Nivel 2 y Regulares de Nivel 1 de acuerdo con las disposiciones de esta política y según lo designado en las publicaciones apropiadas del Distrito. Los cursos AP elegibles, los cursos de doble crédito y los cursos OnRamps se clasificarán y ponderarán como cursos avanzados. Los cursos elegibles designados localmente como honores se clasificarán y ponderarán como cursos de honores de

nivel 2. Todos los demás cursos elegibles se clasificarán y ponderarán como cursos regulares de nivel 1.

MIDDLE SCHOOL GRADING GUIDELINES

Cálculos de calificaciones para la escuela secundaria (Grades 7-8)

Porcentaje de peso - 7th & 8th Grade

Calificaciones sumativas - 50% Al menos 3 calificaciones registradas por período de calificación Una calificación sumativa debe ser de una unidad o combinación de unidades para el período de calificación de nueve semanas. Otras calificaciones sumativas pueden provenir de exámenes, proyectos, trabajos finales y tareas similares.

Grados formativos - 50%

Al menos 9 calificaciones registradas por período de calificación para cursos de nivel y honores

Ejemplos: trabajo en clase, cuestionarios, tareas, cuadernos, diarios, notas y tareas similares No se registrarán calificaciones para las tareas provisionales/de referencia.

Al calcular un promedio de nueve semanas, ninguna calificación de una sola tarea/evaluación puede contar como más del 20% del promedio total, independientemente de la categoría de calificación.

Cabe señalar, sin embargo, que algunos proyectos importantes pueden incluir más de una asignación. Los promedios calculados informados en los Informes de Progreso o Boletines de Calificaciones no pueden exceder el 100%. Semestre Exámenes - Grades 7 & 8

Los exámenes/proyectos semestrales se administran en todos los cursos de crédito de la escuela intermedia al final de los semestres de otoño y primavera. Todos los exámenes/proyectos semestrales serán de naturaleza integral y deberán medir el dominio de las habilidades o el contenido del curso. Cualquier proyecto administrado como final debe tener un componente escrito que cuente como el 25% de la calificación del proyecto y se administrará en la fecha asignada para el examen semestral. Cualquier excepción a esta política para la administración de los exámenes semestrales debe hacerse a nivel de departamento con la aprobación del director.

Calificación del semestre de otoño: promedio del primer período de calificación (45%), promedio del segundo período de calificación (45%), examen semestral (10%) = 100%

Calificación del semestre de primavera: promedio del tercer período de calificación (45%), promedio del cuarto período de calificación (45%), examen semestral (10%) = 100%

Los horarios de los exámenes/proyectos semestrales serán publicados por la escuela intermedia. El campus no administra exámenes/proyectos semestrales antes del cronograma publicado. Los exámenes/proyectos semestrales perdidos se registrarán como un "0" y deberán recuperarse de acuerdo con el cronograma publicado en el cronograma de exámenes semestrales.

Cronogramas de comunicación y revisión de materiales curriculares

- Los trabajos/evaluaciones de los estudiantes que reciban una calificación numérica se ingresarán en el libro de calificaciones dentro de los cinco (5) días escolares posteriores a su entrega al maestro, y se dará retroalimentación. Esto también incluye el maquillaje o el trabajo faltante que se envía.
- En el caso de los proyectos/trabajos de investigación y/o ensayos, los estudiantes tendrán la oportunidad de volver a enviar la tarea después de recibir la calificación/retroalimentación si la calificación es inferior al 70%. Esta segunda entrega está limitada a una calificación máxima de 70. Los proyectos/trabajos de investigación y/o ensayos deberán ser calificados y devueltos dentro del mismo período de calificación en que se completan y se entregan al profesor. Las expectativas para las asignaciones a largo plazo incluyen:

    - Las tareas se supervisan activamente con comentarios oportunos que rastrean el trabajo/progreso de un estudiante hacia el dominio. Las correcciones importantes se abordan antes de obtener una calificación final.
    - Se espera que los maestros proporcionen una comunicación clara y consistente a los estudiantes con respecto a los plazos y el progreso académico en cualquier tarea a largo plazo.

    Los estudiantes que opten por volver a presentar proyectos/trabajos de investigación y/o ensayos tienen cinco días a partir de los proyectos/trabajos de investigación y/o ensayos originales calificados y devueltos.

Después de que el tercer grado de "0" o "Tarea faltante" [M] es asignado a un estudiante en un período de calificación, el maestro debe comunicarse con los padres. Si el problema persiste, se requiere una conferencia de estudiantes, maestros y padres.

Promoción, retención y concesión de crédito - Grades 6-8

En los grados 6-8, la promoción al siguiente nivel de grado se basará en lo siguiente: un promedio general de 70 en una escala de 100 basada en el nivel del curso, los estándares de nivel de grado (TEKS) para todas las materias, y una calificación de 70 o más en artes del lenguaje, matemáticas y en ciencias o estudios sociales. [EIE(LOCAL)]

Un estudiante debe aprobar ambos semestres o alcanzar una calificación promedio de al menos 70 cuando promedie dos semestres para que se le otorgue crédito por un curso de crédito de escuela secundaria.

Elegibilidad para la UIL

A los efectos de determinar la Elegibilidad para el UIL:

Las calificaciones se publicarán antes de la fecha límite oficial de calificación (consulte el Calendario de elegibilidad académica de TEA/UIL).

Un estudiante que falta a tareas debido a una ausencia al final de un período de calificaciones debe recibir una calificación de incompleto.

• Los estudiantes tienen cinco días (escolares) después de la fecha límite de publicación de calificaciones para completar las tareas incompletas.

- De acuerdo con TEC 74.30, los cursos que cumplen con las pautas de la TEA para cursos de nivel avanzado en las áreas de RLA, matemáticas, ciencias, estudios sociales, economía o
- languages other than English have been designated as courses that may be exempt from “No Pass, No Play” requirements for Sanger ISD. *For a complete list of courses, please contact your campus counselor.*

Cambios de nivel del cursos

- Los cambios de nivel de curso se pueden solicitar durante la siguiente ventana (6ª a 9ª semana del primer período de calificación) o al final del semestre de otoño para cada curso que ofrezca un nivel diferente del mismo curso y nuevamente se pueden considerar antes del comienzo del segundo semestre. Para ser considerado para una transferencia de un curso de Honores o AP, el estudiante debe haber hecho un esfuerzo sincero para tener éxito asistiendo a tutorías, completando su trabajo y conferenciando con su maestro. El padre debe consultar con el maestro antes de que se considere un cambio de nivel de curso. La disponibilidad de espacio en el curso receptor será una consideración para un cambio de nivel de curso. El curso de nivel no se sobre cargarán durante los cambios de nivel. Estudiantes aprobados para un cambio de nivel a un curso no ponderado (p. ej., de honores a on-level): El profesor del curso ponderado entregará todas las tareas calificadas al profesor no ponderado. La calificación de cada tarea no debe ser inferior a 50.

- Estudiantes aprobados para un cambio de nivel a un curso no ponderado (p. ej., Honores a nivel superior): El maestro del curso ponderado entregará la calificación para ese período de calificación. La nota presentada no debe ser inferior a 50. La elegibilidad para el UIL se determinará utilizando el grado de nueve semanas antes del cambio de nivel. (es decir, el promedio de nueve semanas antes de la calificación presentada al período de calificación). Estudiantes aprobados para un cambio de nivel a un curso ponderado (por ejemplo, en el nivel a Honores): El profesor del nuevo curso ponderado insertará el promedio de calificaciones registrado por el profesor anterior en todas las tareas abiertas realizadas en el nuevo curso antes de la fecha de transferencia. Solo se permitirá una subida de nivel hasta el primer informe de progreso.

- Las solicitudes de nivel de doble crédito también deben hacerse a través del coordinador de doble crédito (junto con la presentación de un formulario oficial del NCTC). Una vez que se cambia un curso de doble crédito, a los estudiantes se les dará la opción de ser colocados en el curso AP o de nivel regular (según la disponibilidad).

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Grade 6 GRADING GUIDELINES

Cálculos de calificaciones para Grado 6

Porcentaje de peso - 6th Grade

Calificaciones Sumativas - 50%

Al menos 3 calificaciones registradas por periodo de calificaciones

Una calificación sumativa debe ser de una unidad o combinación de unidades para el período de calificación de nueve semanas. Otras calificaciones sumativas pueden provenir de exámenes, proyectos, trabajos finales y tareas similares.

Grados formativos - 50%

- Al menos 9 calificaciones registradas por período de calificación para cursos de nivel y honores
    - Ejemplos: trabajo en clase, cuestionarios, tareas, cuadernos, diarios, notas y tareas similares No se registrarán calificaciones para las tareas provisionales/de referencia.

Al calcular un promedio de nueve semanas, ninguna calificación de una sola tarea/evaluación puede contar como más del 20% del promedio total, independientemente de la categoría de calificación. Cabe señalar, sin embargo, que algunos proyectos importantes pueden incluir más de una asignación. Los promedios calculados informados en los Informes de Progreso o Boletines de Calificaciones no pueden exceder el 100%.

Cronogramas de comunicación y revisión de materiales curriculares Los trabajos/evaluaciones de los estudiantes que reciban una calificación numérica se ingresarán en el libro de calificaciones dentro de los cinco (5) días escolares posteriores a su entrega al maestro, y se dará retroalimentación. Esto también incluye el maquillaje o el trabajo faltante que se envía.

- Los trabajos/evaluaciones de los estudiantes que reciban una calificación numérica se ingresarán en el libro de calificaciones dentro de los cinco (5) días escolares posteriores a su entrega al maestro, y se dará retroalimentación. Esto también incluye el maquillaje o el trabajo faltante que se envía.
- En el caso de los proyectos/trabajos de investigación y/o ensayos, los estudiantes tendrán la oportunidad de volver a enviar la tarea después de recibir la calificación/retroalimentación si la calificación es inferior al 70%. Esta segunda entrega está limitada a una calificación máxima de 70. Los proyectos/trabajos de investigación y/o ensayos deberán ser calificados y devueltos dentro del mismo período de calificación en que se completan y se entregan al profesor. Las expectativas para las asignaciones a largo plazo incluyen:
    - Las tareas se supervisan activamente con comentarios oportunos que rastrean el trabajo/progreso de un estudiante hacia el dominio. Las correcciones importantes se abordan antes de obtener una calificación final. Se espera que los maestros proporcionen una comunicación clara y consistente a los estudiantes con respecto a los plazos y el progreso académico en cualquier tarea a largo plazo.

- Students who choose to resubmit projects/research papers and/or essays have five days from the original graded and returned projects/research papers and/or essays.

- After the third grade of “0” or “Missing Assignment” [M] is assigned to a student in a grading period, the teacher must contact the parent. If the problem persists, a student-teacher-parent conference is required.

Promoción, retención y concesión de crédito - Grados 6-8

En los grados 6-8, la promoción al siguiente nivel de grado se basará en lo siguiente: un promedio general de 70 en una escala de 100 basada en el nivel del curso, los estándares de nivel de grado (TEKS) para todas las materias, y una calificación de 70 o más en artes del lenguaje, matemáticas y en ciencias o estudios sociales. [EIE(LOCAL)]

Un estudiante debe aprobar ambos semestres o alcanzar una calificación promedio de al menos 70 cuando promedie dos semestres para que se le otorgue crédito por un curso de crédito de escuela secundaria.

Cambios de nivel del curso

Los cambios de nivel de curso se pueden solicitar durante la siguiente ventana (6ª a 9ª semana del primer período de calificación) o al final del semestre de otoño para cada curso que ofrezca un nivel diferente del mismo curso y nuevamente se pueden considerar antes del comienzo del segundo semestre. Para ser considerado para una transferencia de un curso de Honores o AP, el estudiante debe haber hecho un esfuerzo sincero para tener éxito asistiendo a tutorías, completando su trabajo y conferenciando con su maestro. El padre debe consultar con el maestro antes de que se considere un cambio de nivel de curso. La disponibilidad de espacio en el curso receptor será una consideración para un cambio de nivel de curso. Los cursos de nivel no se sobrecargarán durante los cambios de nivel.

- Estudiantes aprobados para un cambio de nivel a un curso no ponderado (p. ej., de honores a on-level): El profesor del curso ponderado entregará todas las tareas calificadas al profesor no ponderado. La calificación de Cada tarea no debe ser inferior a 50.

- Estudiantes aprobados para un cambio de nivel a un curso no ponderado (p. ej., Honores a nivel superior): El maestro del curso ponderado entregará la calificación para ese período de calificación. La nota presentada no debe ser inferior a 50. La elegibilidad para el UIL se determinará utilizando el grado de nueve semanas antes del cambio de nivel. (es decir, el promedio de nueve semanas antes de la calificación presentada al período de calificación.)

- Estudiantes aprobados para un cambio de nivel a un curso ponderado (por ejemplo, en el nivel a Honores): El profesor del nuevo curso ponderado insertará el promedio de calificaciones registrado por el profesor anterior en todas las tareas abiertas realizadas en el nuevo curso antes de la fecha de transferencia. Solo se permitirá subir de nivel hasta el primer informe de progreso.

PAUTAS DE CALIFICACIONES PARA LA ESCUELA PRIMARIA

Cálculos de calificaciones para Grados de Pre-K-5th

Pre-Kindergarten

Los estudiantes de Pre-Kindergarten recibirán una boleta de calificaciones en cada período de calificaciones que refleja su dominio de las Pautas de Pre-Kindergarten.

La siguiente rúbrica se utiliza para indicar el progreso de un estudiante en todas las áreas reportadas:

3 = Domina los estándares de nivel de grado

2 = Acercándose a los estándares de nivel de grado

1 = Progreso insuficiente en los estándares del nivel de grado

Kindergarten y Primero

Los estudiantes de kínder y 1er grado recibirán una boleta de calificaciones basada en estándares que se basa en el progreso de los estudiantes en varias medidas de desempeño administradas durante el período de calificaciones.

Las calificaciones de la boleta de calificaciones basadas en estándares brindan una oportunidad para que los estudiantes demuestren crecimiento y desarrollo en el TEKS.

La siguiente rúbrica se utiliza para indicar el progreso de un estudiante en todas las áreas reportadas:

3 = Domina los estándares de nivel de grado

2 = Acercándose a los estándares de nivel de grado

1 = Progreso insuficiente en los estándares del nivel de grado

Grado 2

El distrito proporcionará calificaciones en los boletines de calificaciones como puntajes numéricos en áreas de contenido central, así como calificaciones con letras para especiales como música, educación física, etc. Las calificaciones de letras para los Especiales son las siguientes:

E - Excelente

S- Satisfactoria

N- Necesita Mejorar

U - Insatisfactorio

Se deben dar al menos 9 calificaciones en lectura, artes del lenguaje y matemáticas durante cada período de calificación. También se deben realizar al menos 3 evaluaciones sumativas. Estos podrían incluir evaluaciones de la unidad de matemáticas y lectura, evaluaciones de fundamentos, proyectos/presentaciones y/o actividades de la junta de opciones.

** Las pruebas de ortografía no deben utilizarse como una calificación formativa o sumativa. La ortografía se incorpora a las evaluaciones de la Unidad de Fundaciones.

Se deben otorgar al menos 6 calificaciones en ciencias y estudios sociales durante cada período de calificación.

Todas las calificaciones tienen el mismo peso al determinar el promedio para el período de calificación.

Grados 3-5

Porcentaje de peso - 3rd-5th Grade

Grados sumativas - 20%

Al menos 3 calificaciones registradas por período de calificación

Una calificación sumativa debe ser de un examen unitario. Otras calificaciones sumativas pueden provenir de tareas escritas, proyectos, presentaciones, actividades de la junta de opciones o tareas similares.

Grados formativos - 80%

Al menos 9 calificaciones registradas por período de calificación

Ejemplos: trabajos de clase, cuestionarios, cuadernos, diarios, boletos de salida y tareas similares.

El distrito proporcionará calificaciones en los boletines de calificaciones como puntajes numéricos en áreas de contenido central, así como calificaciones con letras para especiales como música, educación física, etc.

. Las calificaciones de letras para los Especiales son las siguientes:

E - Excelente

S- Satisfactoria

N- Necesita Mejorar

U - Insatisfactorio

Se deben dar al menos 9 calificaciones en lectura, artes del lenguaje y matemáticas durante cada período de calificación. Esto debe incluir al menos tres evaluaciones sumativas. Estas evaluaciones sumativas deben provenir de lo siguiente: al menos una evaluación sumativa, una tarea escrita, un proyecto/presentación o un tablero de opciones.

** Las pruebas de ortografía no deben utilizarse como una calificación formativa o sumativa. La ortografía se incorpora en las evaluaciones de la Unidad de Fundaciones en 3er grado.

Se deben otorgar al menos 6 calificaciones en ciencias y estudios sociales durante cada período de calificación.

**Las calificaciones de la evaluación de la unidad distrital se utilizarán como calificaciones de la evaluación sumativa. Los estudiantes tienen la oportunidad de hacer correcciones en estas evaluaciones para una calificación de hasta el 70%.

Informes de calificación de primaria y promedio del período de calificación

Informes de progreso para calificaciones basada en estándares (Grados K & 1)

Los maestros proporcionarán a los estudiantes un informe de progreso en la semana 4 del período de calificación. Este informe de progreso se publicará en papel y proporcionará a los padres información actualizada sobre el progreso de sus hijos en los estándares (TEKS) cubiertos durante ese período de tiempo. Se les pide a los padres que firmen y devuelvan el informe al maestro del niño una vez recibido. El informe de progreso se basará en la misma escala de calificación que la boleta de calificaciones. Los maestros proporcionarán comentarios adicionales sobre las formas en que los padres pueden ayudar en las áreas en las que el estudiante tiene dificultades.

Publicar calificaciónes (Grados 2-5)

Se requiere que los maestros publiquen todas las calificaciones en el sistema electrónico del distrito y se aseguren de que las calificaciones se actualicen y publiquen semanalmente. El sistema se utiliza para registrar calificaciones, promedios de calificaciones y generar boletines de calificaciones.

Transferir calificación para estudiantes de primaria

Los estudiantes que son nuevos en el distrito o que se inscriben después del inicio de un período de calificaciones recibirán calificaciones dependiendo de la hora a la que lleguen. Si un estudiante llega con la mitad del período de calificaciones restante, la calificación de la boleta de calificaciones consistirá en una combinación de la calificación de la escuela anterior y las calificaciones obtenidas en SISD. Si los estudiantes provienen de un distrito que usa un sistema de calificaciones diferente al SISD, las calificaciones anteriores del estudiante serán evaluadas por el administrador de la escuela para determinar la correlación entre los dos sistemas de calificaciones.

Retencion y Promoción

Los padres o tutores pueden elegir que un estudiante repetir preescolar

- inscribirse en kindergarten si el niño se habría inscrito en kindergarten en el año escolar anterior y aún no se ha inscrito en primer grado, y
- para los grados primero a tercero, repetir el grado en el que el estudiante estaba inscrito en el año escolar anterior.

La elección por parte de los padres debe hacerse por escrito al distrito. Si el distrito no está de acuerdo con la elección de los padres, debe convocar una reunión del comité de retención. Si un padre no se reúne con el comité, es posible que el estudiante no sea retenido según la elección de los padres.

Appendix E: Pautas para los pasajeros de autobús

El objetivo de las pautas para pasajeros de autobús es ayudar a proporcionar información que ayude a garantizar una experiencia segura y agradable para nuestros niños que viajan en el autobús.

El distrito escolar necesita su ayuda y cooperación. Es importante que cada estudiante comprenda las normas descritas en este manual y que sus padres o tutores le animen a seguir las normas y reglamentos. Por favor, lea y discuta este manual con su(s) hijo(s).

Es posible que haya video vigilancia en funcionamiento en el autobús de su hijo para ayudar a mantener un entorno seguro y ordenado en el autobús. La ley federal prohíbe que el distrito escolar divulgue el video a cualquier miembro del público, excepto a los funcionarios encargados de hacer cumplir la ley (Ley de Derechos Educativos y Privacidad de la Familia).

Todas las políticas y reglas del campus y el transporte de Sanger ISD se pueden hacer cumplir dentro de los 300 pies de cualquier parada de autobús o campus de Sanger ISD.

Elegibilidad del pasajero

1. Todos los pasajeros deberán estar registrados en la oficina del Centro de Transporte.
2. Proporcionamos transporte en autobuses escolares hacia y desde la escuela para aquellos niños que viven a más de dos millas de la escuela a la que asisten o de rutas peligrosas que determinará la Junta.

3. La Junta, después de determinar la elegibilidad para los servicios de transporte, permitirá que un padre designe una instalación de cuidado infantil o la residencia de un abuelo del niño en lugar de la residencia del niño como el lugar habitual para los fines de obtener transporte bajo el sistema para y de la escuela del niño. Cualquiera de los lugares designados debe ser una parada aprobada y una ruta aprobada.

4. Todos los estudiantes que utilicen el transporte del Distrito deberán abordar los autobuses en las paradas autorizadas. Las paradas de autobús autorizadas serán designadas anualmente por el Superintendente o su designado. Los conductores de autobuses subirán y bajarán pasajeros únicamente en las paradas autorizadas.

5. Los pasajeros visitantes no son elegibles para viajar en el autobús debido a la distribución y

la capacidad de los asientos**.**

ARTICULOS PROHIBIDOS

A los estudiantes no se les permite traer animales u objetos dañinos en el autobús (es decir, armas, drogas, alcohol, tabaco, fuegos artificiales, luces láser, inflamables, etc.). Los instrumentos de banda o los proyectos de clase están permitidos SOLO si se pueden sostener en el regazo de los estudiantes y no se extienden por encima del nivel de la barbilla.

CÓDIGO DE EDUCACIÓN 370126 INTERRUPCIÓN DEL TRANSPORTE:

Salvo lo dispuesto en la Sección 37.125, una persona comete un delito si intencionalmente interrumpe, impide o interfiere con el transporte legal de niños hacia o desde la escuela o una actividad patrocinada por una escuela en un vehículo propiedad u operado por un condado o distrito escolar independiente. Un delito bajo esta sección es un delito menor de Clase C.

ACCIDENTES O EMERGENCIAS

Siga las instrucciones del conductor. Si tiene que salir del autobús, permanezca en grupo.

Los siguientes procedimientos se utilizarán en una situación de emergencia.

Los estudiantes permanecerán sentados y esperarán las instrucciones del conductor. Deje el autobús en una sola fila lo más rápido posible.

- La evacuación comenzará con el asiento más cercano a la puerta.
- Una vez fuera del autobús, siga completamente las instrucciones del conductor.

Los estudiantes no pueden abandonar la escena del accidente hasta que el oficial de policía despeje el área.

VIAJES EXTRAESCOLARES

1. Las reglas de los pasajeros de autobús se aplican a todos los eventos patrocinados por la escuela.
2. La disciplina será responsabilidad del director del edificio y del patrocinador del viaje.
3. El autobús debe regresar limpio al regresar del viaje.
4. Los estudiantes que se van con un padre o tutor deben firmar el formulario de autorización de Sanger ISD.
5. Antes de abandonar un concurso, el alumno debe ponerse en contacto con su respectivo entrenador/patrocinador.
6. Un padre o tutor debe firmar la salida del estudiante antes de abandonar el concurso.

PROCEDIMIENTOS PARA ESPERAR EL AUTOBUS

1. Llegue a su parada de autobús cinco minutos antes de la hora.
2. Se requiere que los estudiantes esperen un mínimo de 20 pies desde el borde de la carretera en un grupo ordenado y permanezcan allí hasta que el autobús se haya detenido por completo antes de cargarlo.
3. Los estudiantes deben alejarse del costado del autobús después de salir del autobús.
4. Los estudiantes no deben apresurarse en el autobús.
5. Los estudiantes no deben recibir el correo del buzón de la carretera hasta que el autobús haya salido.
6. Aléjate del autobús hasta que se detenga por completo.
7. Los padres/tutores deben instruir a sus hijos sobre los procedimientos a seguir si se pierde el autobús.

CARGAR EL AUTOBUS

1. Está prohibido pelear, empujar, golpear o pelear en el autobús y en las paradas de autobús designadas.
2. El estudiante debe evitar que todas las partes del cuerpo y objetos personales entren en contacto con otro estudiante.
3. Cuando el autobús se acerque, forme una fila (de menor a mayor) y prepárese para cargar inmediatamente.
4. Use pasamanos y escalones.
5. Ve directamente a tu asiento y siéntate. El autobús no se moverá hasta que todos los estudiantes estén sentados correctamente.

ASIENTOS EN EL AUTOBUS

1. A todos los estudiantes se les asignará un asiento específico en el autobús.
2. A los estudiantes se les asignarán asientos de adelante hacia atrás, y a los estudiantes más pequeños se les sentará más cerca del conductor.
3. El conductor utilizará la asignación de asientos como una forma de gestión de los estudiantes.
4. A petición de los padres, se les puede pedir a los hermanos que se sienten juntos. (Los estudiantes mayores avanzarán).

NORMAS Y REGULACIONES DE SEGURIDAD EN EL AUTOBUS

1. Permanezca sentado en todo momento.
2. Siéntese en los asientos asignados a discreción del conductor.
3. Nada puede extenderse por las ventanas en ningún momento.
4. No se puede entrar ni salir de las puertas de emergencia, excepto para fines de emergencia.
5. No se permitirá ningún tipo de arma, explosivo, fuegos artificiales, objetos punzantes o punzantes.
6. No se permitirá ningún tipo de bebida alcohólica, droga controlada o sustancia. No se permitirán productos de tabaco. Los estudiantes DEBEN seguir las instrucciones del conductor y/o ayudante en todo momento.
7. Se prohíben las palabrotas, las obscenidades, el acoso y las peleas.
8. Los estudiantes no deben salir en paradas no autorizadas a menos que un administrador de la escuela otorgue la aprobación.
9. No se pueden lanzar objetos desde las ventanillas del autobús.
10. Los conductores no están obligados a esperar a los estudiantes en la parada de autobús ni a tocar la bocina mientras los estudiantes salen de sus residencias. Los estudiantes deben estar en la parada antes de que llegue el autobús.
11. Los estudiantes y el personal de SISD son las únicas personas autorizadas para abordar los autobuses. Los padres e invitados deben recibir autorización de los administradores para abordar.
12. No se permite ningún tipo de animal, ave o mascota en el autobús.
13. Está prohibido pelear.

14. Los estudiantes no pueden comer, beber ni tirar basura mientras están en el autobús.
15. A los estudiantes se les pueden negar los privilegios del autobús y se les puede exigir que paguen por cualquier daño a cualquier parte del autobús, incluidos los asientos.
16. Los estudiantes pueden usar teléfonos celulares en el autobús. El dispositivo DEBE MANTENERSE EN SILENCIO, O se deben usar auriculares o audífonos. El transporte NO se hace responsable de la pérdida, robo o daño de los auriculares, auriculares o dispositivos. NO SE PUEDEN TOMAR FOTOS NI VIDEOS en el autobús en ningún momento.

DISCIPLINA

Procedimientos de Disciplina en los Autobuses: ***VIAJAR EN UN AUTOBÚS ESCOLAR QUE SIRVE A ESTE DISTRITO ES UN PRIVILEGIO***. El conductor es reconocido como la autoridad en el autobús y tiene control sobre las operaciones diarias. La cooperación de todos los pasajeros es necesaria para la seguridad y comodidad de todos.

1. El Director de Transporte y el Director/Subdirector de cada escuela serán responsables de hacer cumplir la disciplina en todos los autobuses. Todo el personal de transporte está autorizado a garantizar que se sigan las pautas de gestión disciplinaria del departamento y del distrito.

2. El Director de Transporte y el Director/Subdirector investigarán una violación y se comunicarán con los padres por teléfono, correo o Informe de Violación de Autobús si su hijo está involucrado en un comportamiento inapropiado. Si las consecuencias dictan una suspensión, el padre/tutor será notificado por teléfono o correo electrónico de las fechas de suspensión.

3. La mala conducta será reportada por el conductor al Director de Transporte y al Director/Subdirector utilizando un Informe de Infracción de Autobuses. Se enviarán copias de los Informes de Infracción de Autobús a los padres, al director del edificio y se archivarán en la Oficina del Departamento de Transporte.

1ª Infraccion: El estudiante puede estar sujeto a medidas disciplinarias, y se enviará un aviso por escrito a los padres. El aviso informará a los padres que, si se comete una segunda ofensa, el estudiante será excluido de viajar en el autobús por un mínimo de 5 días escolares. En caso de problemas graves de conducta, un estudiante puede ser suspendido del autobús inmediatamente por el número de días que el director de transporte y el director determinen apropiado**.**

2ª **Infracción**: Se enviará un aviso al padre informando que el niño está excluido de viajar en el autobús durante 5 días. El estudiante puede estar sujeto a otras medidas disciplinarias.

3ª Infracción: El estudiante será excluido de viajar en el autobús por un período de 10 días escolares. El estudiante estará sujeto a otras medidas disciplinarias.

4ª Infracción: El estudiante será excluido del autobús por el resto del semestre. El estudiante estará sujeto a otras medidas disciplinarias. Antes de que el estudiante sea readmitido en el autobús en el próximo semestre, el padre debe comunicarse con el director y dar garantías concretas de que el comportamiento del estudiante se ajustará a las reglas y regulaciones.

EXCEPCIÓN: SI LA CONDUCTA DE UN ESTUDIANTE PONE EN GRAVE PELIGRO LA SEGURIDAD DE LOS OTROS ESTUDIANTES Y/O DEL CONDUCTOR O SE INVOLUCRA EN CUALQUIER ACTIVIDAD ILEGAL, SE PONDRÁ EN VIGOR INMEDIATAMENTE UNA SUSPENSIÓN.

El conductor del autobús, el Director de Transporte y los administradores de la escuela son responsables de las partes de la disciplina progresiva destinadas a corregir el comportamiento inapropiado de los estudiantes que ocurren en los autobuses. La progresión de la disciplina es la siguiente:

Asesoramiento verbal: Los conductores monitorean constantemente el comportamiento de sus pasajeros y, como tal, brindan regularmente orientación oral y recordatorios sobre el comportamiento apropiado y las reglas aplicables. Este asesoramiento puede ir acompañado de consecuencias adicionales en el autobús, como la asignación temporal de asientos. Cuando las infracciones menores no se corrigen, o se producen infracciones notables, el conductor dará seguimiento a la consejería verbal con documentación en el expediente disciplinario de transporte del estudiante. Se hará constar la fecha y la disciplina.

Referencia por escrito: Cuando ocurra una mala conducta significativa o el asesoramiento verbal documentado continuo no haya sido efectivo, el conductor puede iniciar una referencia por escrito. Se le dirá al estudiante que se está presentando una referencia por escrito al Director de Transporte. Al recibir una referencia por escrito, el Director de Transporte obtendrá la retroalimentación necesaria del conductor del autobús. Luego, el Director de Transporte notificará al Director o Subdirector, quien investigará la infracción. El proceso de Investigación está sujeto a lo siguiente:

- Pieza de referencia actual
- Comunicación con el conductor del autobús
- Comunicación del Director de Transporte
- Estudiantes involucrados en la infracción y su papel en la infracción.
- Un estudiante que fue testigo de la infracción.

- Historial previo de referencias de autobuses que haya sido reportado
- Historial disciplinario previo

Suspensión del Privilegio del Autobús: Después de que el padre/tutor haya sido notificado de una Remisión Disciplinaria y la posibilidad de la suspensión del autobús, cualquier aviso disciplinario posterior por escrito puede resultar en la suspensión del privilegio del autobús. Una vez que el Director de Transporte y/o el Director o Subdirector hayan investigado la remisión y hayan determinado que la suspensión está justificada, se notificará al padre/tutor que la suspensión comenzará el siguiente día escolar. La primera suspensión será de un mínimo de cinco días. El estudiante puede estar sujeto a otras medidas disciplinarias.

Proceso de apelación: El estudiante o padre de un estudiante que ha sido suspendido de recibir el derecho de transporte puede apelar una decisión presentando una solicitud formal por escrito al administrador respectivo.

Appendix F: PLAN DE MANEJO DE LA DISCIPLINA DE LA ESCUELA SECUNDARIA SANGER

El Código de Conducta Estudiantil de Sanger ISD contiene los requisitos del distrito escolar para la conducta y el comportamiento de los estudiantes mientras están en la escuela o bajo la jurisdicción de la escuela. El Código de Conducta también explica los tipos de medidas disciplinarias que los funcionarios escolares pueden tomar en respuesta a violaciones de las reglas de conducta de los estudiantes y los pasos involucrados en la adopción de medidas disciplinarias.

El plan de gestión de la disciplina de SHS se basa en un sistema de puntos. Cuando un estudiante acumula 30 puntos, se llevará a cabo una conferencia de padres con la administración. Cuando un estudiante acumula 50 o más puntos, se llevará a cabo una conferencia disciplinaria para determinar la ubicación disciplinaria.

En las secciones anteriores se ofrece una explicación del sistema:

Cuadro de consecuencias escalonadas		
Comportamientos de nivel I	**Puntos**	**Consecuencias**
Correr por los pasillos Negarse a entregar el trabajo Tiempo excesivo fuera de clase (No faltar) Arrojar artículos que no tienen el potencial de causar daño físico Insultos/Maldiciones Tardanzas excesivas Demostración pública de afecto No seguir las instrucciones Referencia de autobús No usar la identificación de estudiante	2 – Primera Infraccion 3 – Segundo Infraccion 5 - Cada uno después de la 3ª infracción	Conferencia de estudiantes Conferencia de padres Detención Escuela Viernes/Sábado

Comportamientos de nivel II	**Puntos**	**Consecuencias**
Insultos raciales	3-5	Viernes/Sábado Escuela
Payasadas (no agresivas)	5	Servicio Comunitario asignados por la escuela
Faltar a clase	2-10	
Abandonar el aula sin permiso	3-5	ISS
Demostración excesiva de afecto en público	5-10	
Deshonestidad académica	5-10	
Mal comportamiento durante el simulacro de seguridad	5-10	ISS
No respetar la propiedad ajena	2-5	ISS
No asistir a la hora de la tribu	5-10	ISS
	5-10	

Comportamientos de nivel III	Puntos	Consecuencias
Maldecir al personal Usar calumnias raciales hacia el estudiante/personal Insubordinación con el personal Arrojar artículos con el potencial de causar daño físico Falsa alarma que no resulta en una respuesta de emergencia. Bromas que conducen a la agresión Robo de propiedad Permitir el acceso no autorizado al edificio Lucha contra la intimidación/acoso Vandalismo/destrucción de la propiedad escolar Salir del edificio sin permiso Posesión o distribución de cigarrillos electrónicos, vaporizadores, tabaco o alcohol en parte o en su totalidad. *Comportamientos persistentes de nivel II*	3-5 3-5 5 5 5 10 15 15 30 15-30 10-30 15-50 15-50	ISS OSS DAEP Hearing

Comportamientos de nivel IV	Puntos	Consecuencias
Contacto físico agresivo con el personal Posesión o bajo la influencia de alcohol, sustancias controladas o drogas ilegales, vape, vape contrabando Posesión de un arma en el campus Agresión Actos lascivos Infracciones sexuales Entrada/allanamiento ilegal Posesión de fuegos artificiales Comportamientos persistentes de nivel III	50	DAEP Audiencia

**La tabla anterior no cubre todos los comportamientos/infracciones posibles. Está destinado a ser utilizado como guía. Las consecuencias que se apliquen serán la decisión final de la Administración. Se realizarán cambios adicionales a medida que se identifiquen comportamientos/infracciones. **

Procedimientos del Código de Vestimenta		
Infraccion	**Punto**	**Consecuencias**
Primera Infraccion	1	A los estudiantes se les brindó la oportunidad de cambiar. Los estudiantes son colocados en ISS hasta que se haya producido el cambio de ropa. Llamada telefónica hecha por el personal de recepción a los padres. Situación documentada.
Segundo Infraccion	2	Estudiante asignado a la detención. A los estudiantes se les brindó la oportunidad de cambiar. Los estudiantes son colocados en ISS hasta que se haya producido el cambio de ropa. Llamada Telefonica realizada por el administrador. Situación documentada.
Tercera Infraccion	2	ISS asignado por el estudiante. Llamada telefónica realizada por el administrador. Situación documentada.
Cuarta Infraccion +	2	A los estudiantes se les asigna la disciplina según corresponda según el Código de Conducta Estudiantil de SISD.

Es común que un estudiante corrija su violación del código de vestimenta después de que los miembros del personal se dirijan a él (por ejemplo, un estudiante se desenrolla los pantalones cortos después de que se le haya marcado el código de vestimenta por violación de los pantalones cortos). Si un miembro del personal tiene un código de vestimenta para un estudiante, debe cambiarse de ropa independientemente de la capacidad de "arreglar" la infracción de vestimenta actual.

Confiscación de tecnología		
Infraccion	**Puntos**	**Consecuencias**
Mal uso de la tecnología como se define en el Código de Conducta Estudiantil de SISD.	5-10	1. Pagar la tasa tecnológica de 15 dólares 2. Servicio comunitario asignado por la escuela (no menos de 5 horas) 3. Detención 4. Escuela Sabatina 5. ISS (posible servicio comunitario en el campus)

Queda a discreción del administrador qué consecuencia se utiliza. Los factores que influyen en la decisión incluirán la gravedad de la ofensa y el número de ofensas.

Sistema de Retrasos		
Infraccion	**Punto**	**Consecuencias**

Primera y Segundo Infraccion	2	Advertencia documentada y en el aula.
Tercera Infraccion	3	Administración de la detención asignada. Llamada Telefonica a casa.
Cuarta Infraccion +	5	Escuela Sabitina ISS

** La asistencia es el factor más importante que un estudiante puede controlar y que afectará su éxito académico. A las remisiones tardías más allá de 4 ofensas se le asignarán consecuencias a discreción de la administración. Los recuentos de tardanzas se restablecen en el Semestre. **

Una tardanza se define como no estar en la habitación haciendo un esfuerzo por estar en el lugar designado con fines de instrucción.

La asistencia es el factor más importante que un estudiante puede controlar y que afectará su éxito académico. A las remisiones tardías después de 6 ofensas se le asignarán consecuencias a discreción de la administración. Los recuentos de tardanzas se restablecen en el Semestre.

No-Negociables		
Infraccion	**Puntos**	**Consecuencias**
El uso de cualquier dispositivo que tenga la capacidad de grabar audio o imágenes (incluidos, entre otros, teléfonos celulares, tabletas, computadoras, etc.) en el vestuario o en el baño.	10-30	1ª infracción: 1 día ISS 2ª infracción: 3 días ISS 3ª infracción: Eliminación del acceso a la tecnología en el campus, consideración de colocación en DAEP
Insultar al Personal	5-10	1ª infracción: 1 día ISS 2ª ofensa: 3 días ISS 3ª ofensa +: Consideración de colocación en DAEP
Faltar a clase	5	1ª falta: 1 día ISS 2ª infracción: 3 días ISS 3ª falta +: ISS/Sábado Escuela/DAEP opciones consideradas
Negarse a Completar el Trabajo de clase	5	1ª ofensa: 3 Días de Detención en el Almuerzo 2ª ofensa: 1 Día de ISS 3ª ofensa: +: Días adicionales de ISS/OSS/DAEP Audiencia será considerada.

Uso del teléfono celular durante la clase **Los teléfonos celulares deben estar apagados y dentro de la mochila (no un bolsillo lateral) mientras el estudiante está en el campus.**	5	1ª infracción: Política de confiscación de tecnología. 2ª ofensa: 1 Día de ISS 3º ofensa: 3 días de ISS 4ª ofensa +: ISS adicional/OSS/DAEP Audiencia considerada.
Posesión de un arma u objeto con la intención de usarlo como arma.	15	DAEP Audiencia ** Cualquier estudiante que se encuentre en posesión de cualquier artículo prohibido está sujeto a un protocolo de búsqueda aleatoria por el resto del año escolar.**
Posesión de vape, cigarrillo electrónico, tabaco o alcohol en parte o en su totalidad	10 - 1st 20 – cada uno	1ª infracción: DAEP 30 días (obligatorio) 2ª infracción: DAEP 45 días (ordenado por el estado) 3ª infracción: DAEP 60 días (obligatorio por ley) 4ª infracción: DAEP resto del año académico **La citación ante el sistema judicial local se presentará después de cada infracción. ** **Cualquier estudiante que se encuentre en posesión de cualquier artículo prohibido está sujeto a un protocolo de búsqueda aleatoria por el resto del año escolar.**
Amenazar con pelear/Alentar una pelea.	10	1ª infracción: 1 día de ISS 2da ofensa: 3 Días de ISS 3 ª ofensa +: ISS / OSS / DAEP audiencia será considerada.
Pelea (Combate Mutuo) ***La defensa propia se define como: "una persona está justificada en el uso de la fuerza contra otra cuando y en la medida en que el actor cree razonablemente que la fuerza es inmediatamente necesaria para proteger al actor contra el uso o intento de uso de la fuerza ilegal por parte del otro". Por lo tanto, la defensa propia incluye todo lo siguiente:* *1. The student did not contribute to the creation of the situation*	15-50	1ª infracción: 3 días ISS 2ª infracción: Asignación a DAEP

2. The student made every good faith effort to remove themselves from the situation and found no other option. *3. The student only utilized enough force to create an opportunity to leave the situation.*		

La lista de elementos no negociables está sujeta a cambios dependiendo de las necesidades de manejo del comportamiento en el campus.
Los estudiantes pueden reducir o eliminar puntos de acuerdo con el siguiente cronograma:

CRITERIOS PARA LA REDUCCIÓN DE PUNTOS	NÚMERO DE PUNTOS REDUCIDOS
Nueve semanas sin referidos	8 puntos

Los estudiantes están sujetos a todas las políticas/acciones de gestión disciplinaria que se indican en el Manual del Estudiante de SISD y el Código de Conducta Estudiantil de SISD. El sistema de puntos es adicional a esas políticas y acciones y se implementa para evitar conductas inapropiadas.

Expectativas de Comportamientos

	Pasillo	Cafeteria	Banos	Autobuses
Sea Responsable	• Camine por la derecha • Manténgalo limpio • Sea oportuno	• Limpia después de ti mismo • 6 estudiantes por mesa • Mantenga las voces a un volumen aceptable	• Use el baño más cercano • Ocúpate de los asuntos y sal • Llegue a tiempo al baño y salga	• Volumen silencioso • Mantener limpio el autobús • Bájese en su parada
Sea Respetoso	• Voces de nivel 2 • Mantén las manos y los pies para ti mismo	• Sé amable e inclusivo con todos en tu mesa • Espera tu turno en la fila • Lenguaje apropiado	• Tratar a las instalaciones con respeto • Denunciar actividades inapropiadas • Dar privacidad a las personas	• Usar un lenguaje apropiado • Respetar el espacio personal • Escuchar al conductor del autobús
Estar Seguro	• Llegue a su destino de forma rápida y eficiente • Hall Pass	• Empuje las sillas • Limpie los derrames • Use los artículos correctamente	• Lávese las manos Los teléfonos celulares/iPad permanecen en la mochila • Mantenga el agua en el fregadero	• Permanezca sentado y mirando hacia adelante • Mantenga los pasillos despejados

Estas son las conductas esperadas que vamos a enseñar a nuestros alumnos durante el curso escolar. Estos comportamientos, cuando se exhiben adecuadamente, apoyarán un ambiente de aprendizaje saludable.

Tribal Card = Responsible - Respect - Safe	
Nombre de Estudiante: _____ Demostró el camino indio. Apreciamos sus esfuerzos para hacer de nuestro campus el mejor lugar para estar. Presenciado por: _____	

Las tarjetas tribales apoyarán el sistema de gestión del comportamiento al proporcionar una oportunidad de recompensa por lograr los comportamientos deseados. Se animará a los maestros a recompensar a los estudiantes con estas tarjetas cuando los estudiantes exhiban comportamientos deseados. Cuando un estudiante recibe una tarjeta, debe llevarla a la oficina principal (durante el período de aprobación, antes o después de la escuela) para obtener una recompensa y reconocimiento. Maestros, por favor asegúrense de poner su nombre en el reverso de la tarjeta porque también serán recompensados con un pequeño premio cuando un estudiante devuelva una tarjeta. Su nombre se incluirá en un sorteo al final de cada nueve semanas para un almuerzo pagado.

Apéndice G: Plan de Manejo de la Disciplina de la Escuela Intermedia Sanger

Misión: "Permitir que los maestros enseñen y que los estudiantes aprendan".
Visión: Una asociación entre los estudiantes, el personal y los padres que apoye a los estudiantes para que logren el máximo tiempo tanto en entornos académicos como sociales.

En la Escuela Intermedia Sanger, creemos que el entorno educativo más efectivo es aquel que apoya interacciones saludables y apropiadas entre estudiantes y maestros, maestros con estudiantes y estudiantes con estudiantes. Nuestro objetivo es maximizar la cantidad de tiempo que los estudiantes pueden practicar comportamientos positivos tanto en un entorno académico como social. Sin embargo, cuando las conductas impiden las funciones básicas de la escuela, tenemos la responsabilidad de enseñar conductas y respuestas sociales apropiadas.

El siguiente documento debe servir de guía para la asociación esperada entre todas las partes interesadas. De ninguna manera puede abarcar la totalidad de todos los escenarios que pueden ser presentados por la acción de los estudiantes. Las secciones presentadas serán las siguientes: 1) Conductas y Consecuencias, 2) Sistema de Puntos de Manejo de Conducta de la Escuela Intermedia Sanger, 3) PBIS.

Comportamientos y consecuencias

El personal de la Escuela Intermedia Sanger hará todo lo posible de buena fe para establecer sistemas y apoyos que maximicen el tiempo de los estudiantes en el salón de clases. Sin embargo, cuando el comportamiento del estudiante resulta en una incapacidad para que el aula o el entorno educativo funcionen correctamente, se asignarán consecuencias para ayudar al estudiante a aprender nuevos comportamientos.

No negociables	
El uso de cualquier dispositivo que tenga la capacidad de grabar audio o visual (incluidos, entre otros, teléfonos celulares, tabletas, computadoras, etc.) en el vestuario o el baño.	1ª ofensa: 3 días ISS 2ª ofensa +: Eliminación del acceso a la tecnología en el campus, consideración de la colocación de DAEP.
Uso de teléfonos celulares, relojes inteligentes u otros dispositivos de telecomunicaciones durante la clase/pasillos/o mientras se está en el campus **Los teléfonos celulares, relojes inteligentes u otros dispositivos de telecomunicaciones deben estar apagados y	1ª infracción: Política de confiscación de tecnología. 2ª ofensa: 1 día de ISS 3ª infracción: 3 días de ISS 4ª ofensa +: Audiencia adicional de ISS/OSS/DAEP considerada.

dentro de la mochila (no en un bolsillo lateral) mientras el estudiante está en el campus.**	
Maldecir o faltarle el respeto a un miembro del personal	1ª ofensa: 3 días de ISS 2ª ofensa +: Se consideran opciones adicionales de ISS/OSS/DAEP. Se considerarán ofensas adicionales.
Saltarse la clase	1ª ofensa: 1 día ISS 2ª ofensa: 3 días ISS 3ª ofensa +: Opciones ISS/OSS/DAEP consideradas.
Negarse a completar el trabajo en el aula.	1ª ofensa: 3 días de detención durante el almuerzo 2ª ofensa: 1 Escuela Sabatina 3ª ofensa: 1 día de ISS 4ª ofensa +: Se considerarán días adicionales de audiencia ISS/OSS/DAEP.
Tenencia de tabaco en parte o en su totalidad.	1ª ofensa: 3 días ISS 2ª ofensa +: Se consideran opciones adicionales de ISS/OSS/DAEP. Se considerarán ofensas adicionales. ** Cualquier estudiante que se encuentre en posesión de cualquier artículo prohibido está sujeto a un protocolo de búsqueda aleatoria por el resto del año escolar.**
Posesión de un arma u objeto con la intención de usarlo como arma.	Audiencia de DAEP ** Cualquier estudiante que se encuentre en posesión de cualquier artículo prohibido está sujeto a un protocolo de búsqueda aleatoria por el resto del año escolar.**
Posesión, uso, venta o entrega de un cigarrillo electrónico	Audiencia obligatoria del DAEP 1ª infracción: 30 días con revisión de 15 días 2ª infracción: 45 días con revisión de 30 días 3ª infracción: 60 días con revisión de 45 días Ofensa 4+: Colocación por el resto del año escolar Citación por todos los delitos

Amenazar con pelear/Alentar una pelea.	1ª ofensa: 1 día de ISS 2ª ofensa: 3 días de ISS 3ª ofensa +: Se considerará la audiencia de ISS/OSS/DAEP.
Lucha (Combate mutuo) ** La defensa propia se define como "una persona está justificada en el uso de la fuerza contra otra cuando y en la medida en que el actor cree razonablemente que la fuerza es inmediatamente necesaria para proteger al actor contra el uso o intento de uso de la fuerza ilegal por parte del otro". Por lo tanto, la autodefensa significa: 1. El estudiante no contribuyó a la creación de la situación. 2. El estudiante hizo todo lo posible de buena fe para eliminar de la situación y no encontraron otra opción. 3. El estudiante solo utilizó la fuerza suficiente para crear un oportunidad de salir de la situación. **	1ª ofensa: 3 días ISS 2ª ofensa: Audiencia DAEP

** La lista de elementos no negociables está sujeta a cambios según las necesidades de manejo del comportamiento en el campus.**

Procedimientos del código de vestimenta	
1ª ofensa	El estudiante tuvo la oportunidad de cambiar. Estudiante colocado en ISS hasta que se haya producido el cambio de ropa. Llamada telefónica hecha por el personal de recepción a los padres. Situación documentada.
2ª ofensa	Estudiante al que se le asignó una detención. El estudiante tuvo la oportunidad de cambiar. Estudiante colocado en ISS hasta que se haya producido el cambio de ropa. Llamada telefónica realizada por el administrador. Situación documentada.
3ª ofensa	ISS asignado por el estudiante. Llamada telefónica realizada por el administrador. Situación documentada.
4ª ofensa +	Al estudiante se le asignó la disciplina según corresponda según el Código de Conducta Estudiantil de SISD.

** Es común que un estudiante corrija su violación del código de vestimenta después de que los miembros del personal se dirijan a él (por ejemplo, un estudiante se desenrolla los pantalones cortos después de que se le haya marcado el código de vestimenta por violación de los pantalones cortos). Si un miembro del personal tiene un código de vestimenta para un estudiante, debe cambiarse de ropa independientemente de la capacidad de "arreglar" la infracción de vestimenta actual. En el caso de que la administración proporcione una muda de ropa, las prendas de vestir que se consideren

una violación serán confiscadas hasta que se devuelva la ropa proporcionada por la escuela. Se requerirá que los padres recojan los artículos. A los estudiantes no se les permitirá volver a cambiarse a artículos al final del día escolar.**

Confiscación de tecnología	
A los padres se les proporcionarán las siguientes opciones:	1. Pagar la tarifa de tecnología ($15). 2. Servicio comunitario asignado a la escuela (5 horas). [Ejemplos proporcionados en el formulario. 3. Detención (3 Asignaciones) 4. Escuela de los Sábados (1 Día) 5. ISS (1 día)

Las opciones de los padres para las consecuencias se modificarán según el número y la gravedad de los eventos.

Sistema de tardanzas	
1ª y 2ª Ofensa	Advertencia documentada y en el aula.
3ª Ofensa	Profesor asignado a la detención. Llamada telefónica a casa.
4ª Ofensa +	Detención administrativa Escuela de los sábados ISS
Barridos tardíos: En los momentos determinados por la administración, se hará un anuncio para que los maestros envíen a todos los estudiantes en los pasillos después de la campana tardía a la oficina principal. Los estudiantes que estén fuera del aula sin permiso recibirán las siguientes consecuencias:	1ª Ofensa: 1 Asignación Escolar de Sábado 2ª Ofensa: 1 Día de ISS 3ª Infracción: 3 días de ISS 4ª Ofensa+: Se Considera una Audiencia Adicional de ISS/OSS/DAEP **No se aplica a los estudiantes que reciben un pase de su maestro.**

** La asistencia es el factor más importante que un estudiante puede controlar y que afectará su éxito académico. A las remisiones tardías más allá de 4 ofensas se les

asignarán consecuencias a discreción de la administración. Los recuentos de tardanzas se restablecen en el semestre.**

Gráfico de consecuencias escalonadas	
Comportamientos de nivel I	Consecuencias disponibles
Corriendo por los pasillos Negarse a entregar el trabajo Tiempo excesivo fuera de clase (No saltarse) Arrojar objetos que no tienen el potencial de causar daño físico Insultos Tardanzas excesivas Demostración pública de afecto	Conferencia de Estudiantes Conferencia de Padres Detención Tiempo de Asistencia Conductual (B.A.T) Escuela de los sábados Servicio Comunitario Asignado a la Escuela
Comportamientos de Nivel II	Consecuencias disponibles
Juego brusco (no agresivo) Saltarse la clase Mal uso de la tecnología Deshonestidad académica Mal comportamiento durante el simulacro de seguridad *Comportamientos persistentes de nivel I*	Tiempo de Asistencia Conductual (B.A.T) Escuela de los sábados Servicio Comunitario Asignado a la Escuela ISS
Comportamientos de nivel III	Consecuencias disponibles
Maldecir/faltarle el respeto al personal Insubordinación con el personal Insultos raciales con el personal o los estudiantes Excesiva demostración pública de afecto Salir del aula sin permiso Arrojar objetos con el potencial de causar daño físico Bromas que conducen a la agresión Robo de propiedad Amenaza de pelea/alentar una pelea Peleando Intimidación/Acoso Vandalismo/Destrucción de Propiedad Escolar Salir de un edificio sin permiso Falsa alarma que no da lugar a una respuesta de emergencia. *Comportamientos persistentes de nivel II*	ISS OSS Audiencia de DAEP
Comportamientos de nivel IV	Consecuencias disponibles
Contacto físico agresivo con el personal Posesión o bajo la influencia de alcohol, sustancias controladas o drogas ilegales Posesión o distribución de cigarrillos electrónicos, vapeadores o tabaco en parte o en su totalidad.	Audiencia de DAEP

Posesión de un arma en el campus Asalto Actos lascivos Infracciones sexuales Falsa alarma que resulta en una respuesta de emergencia *Comportamientos persistentes de nivel III*	

La tabla anterior no cubre todos los comportamientos/infracciones posibles. Está destinado a ser utilizado como guía. Las consecuencias que se apliquen serán la decisión final del Director y/o Subdirector. Se realizarán cambios adicionales a medida que se identifiquen comportamientos/infracciones.

Sistema de puntos de gestión de comportamiento de SMS

El Código de Conducta Estudiantil de Sanger ISD contiene los requisitos del distrito escolar para la conducta y el comportamiento de los estudiantes mientras están en la escuela o bajo la jurisdicción de la escuela. El Código de Conducta también explica los tipos de medidas disciplinarias que los funcionarios escolares pueden tomar en respuesta a violaciones de las reglas de conducta de los estudiantes y los pasos involucrados en la adopción de medidas disciplinarias.

El plan de gestión de la disciplina SMS se basa en un sistema de puntos. Cuando un estudiante acumula 25 puntos, se llevará a cabo una conferencia de padres con la administración. Cuando un estudiante acumula 50 o más puntos, se llevará a cabo una conferencia disciplinaria para determinar la ubicación disciplinaria.

En un esfuerzo por crear un ambiente de aprendizaje más positivo y efectivo consistente con nuestro sistema de intervención y apoyo de comportamiento positivo (PBIS, por sus siglas en inglés) de nuestro campus, también se deducirán puntos en reconocimiento de mejoras en el comportamiento.

A continuación se muestra una explicación del sistema:

OFENSA	PUNTOS POR OFENSA
Tardío	1 (6+ ofensas)
Código de vestimenta	1 (1ª ofensa); 2 (2ª ofensa); 2 (cada ofensa adicional)
Uso del dispositivo de grabación en vestuario o vestuario	10-30
Uso de teléfono celular/reloj inteligente en el campus	5
Comportamiento menor en el salón de clases/comedor	2 (1ª infracción); 3 (2ª infracción);

	5 (cada ofensa adicional)
No seguir las instrucciones/completar el trabajo escolar	2
No asistir al tiempo asignado a la tribu	2
Falta de asistencia a la detención de 1 hora	3
No asistir a la escuela de los sábados	5
Referencia de autobús	1 (1ª ofensa); 3 (cada ofensa adicional)
PDA	2
PDA excesivo	PDA excesivo
Deshonestidad académica/Trampa/Plagio	3
Acoso/Insultos	3-5
Conducta física inapropiada	5-10
Falta de respeto/insubordinación	5
Mal uso de la tecnología	5-10
Falta de respeto a la propiedad de los demás	5-10
Faltar a clase (dentro o fuera del campus)	5
Blasfemias/Lenguaje vulgar/Incluyendo insultos raciales	3 (1ª ofensa); 5 (cada ofensa adicional)
Peleas/Juegos bruscos	3-5
Posesión/Uso de Tabaco o Vapeo	10 (1ª infracción); 20 (cada ofensa adicional)
Bullying	10-50
Peleas (involucra a 2 o más)	15-50
Amenzaz de pelea	10
Robo	10-30
Posesión/Uso de Alcohol/Drogas	50
Vandalismo	15-50
Entrada ilegal/allanamiento de morada	15-50
Posesión/Uso de Fuegos Artificiales	50

Asalto	50
Posesión/Uso de Armas	50
IIncendio provocado	50

Los estudiantes pueden reducir o eliminar puntos de acuerdo con el siguiente cronograma:

CRITERIOS PARA LA REDUCCIÓN DE PUNTOS	NÚMERO DE PUNTOS REDUCIDOS
Nueve semanas sin referidos	8 puntos

Los estudiantes están sujetos a todas las políticas/acciones de gestión disciplinaria que se indican en el Manual del Estudiante de SISD y el Código de Conducta Estudiantil de SISD. El sistema de puntos es adicional a esas políticas y acciones y está en su lugar para evitar conductas inapropiadas.

PBIS

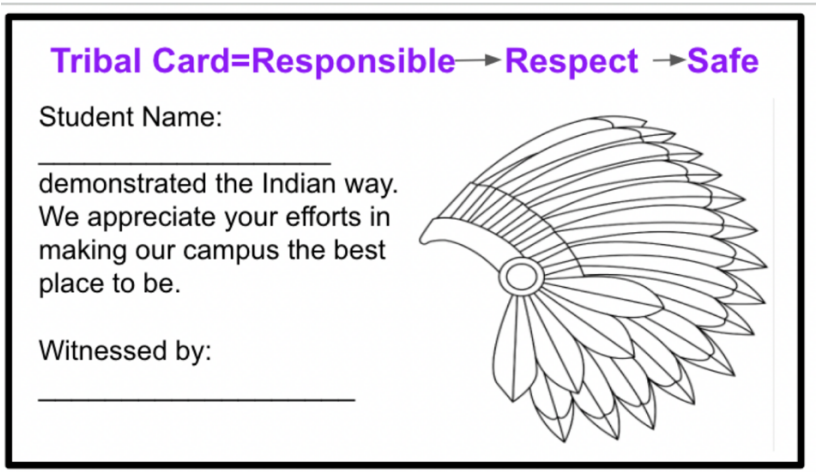
Las intervenciones y apoyos conductuales positivos (PBIS, por sus siglas en inglés) son un enfoque de sistemas escolares destinado a establecer una cultura estudiantil positiva y los apoyos conductuales individualizados necesarios para crear un entorno de aprendizaje seguro y eficaz para todos los estudiantes. Los estudiantes que cumplan con estas expectativas recibirán una tarjeta tribal por exhibir un comportamiento ejemplar.

Estas son las conductas esperadas que vamos a enseñar a nuestros alumnos durante el curso escolar. Estos comportamientos, cuando se exhiben adecuadamente, apoyarán un ambiente de aprendizaje saludable.

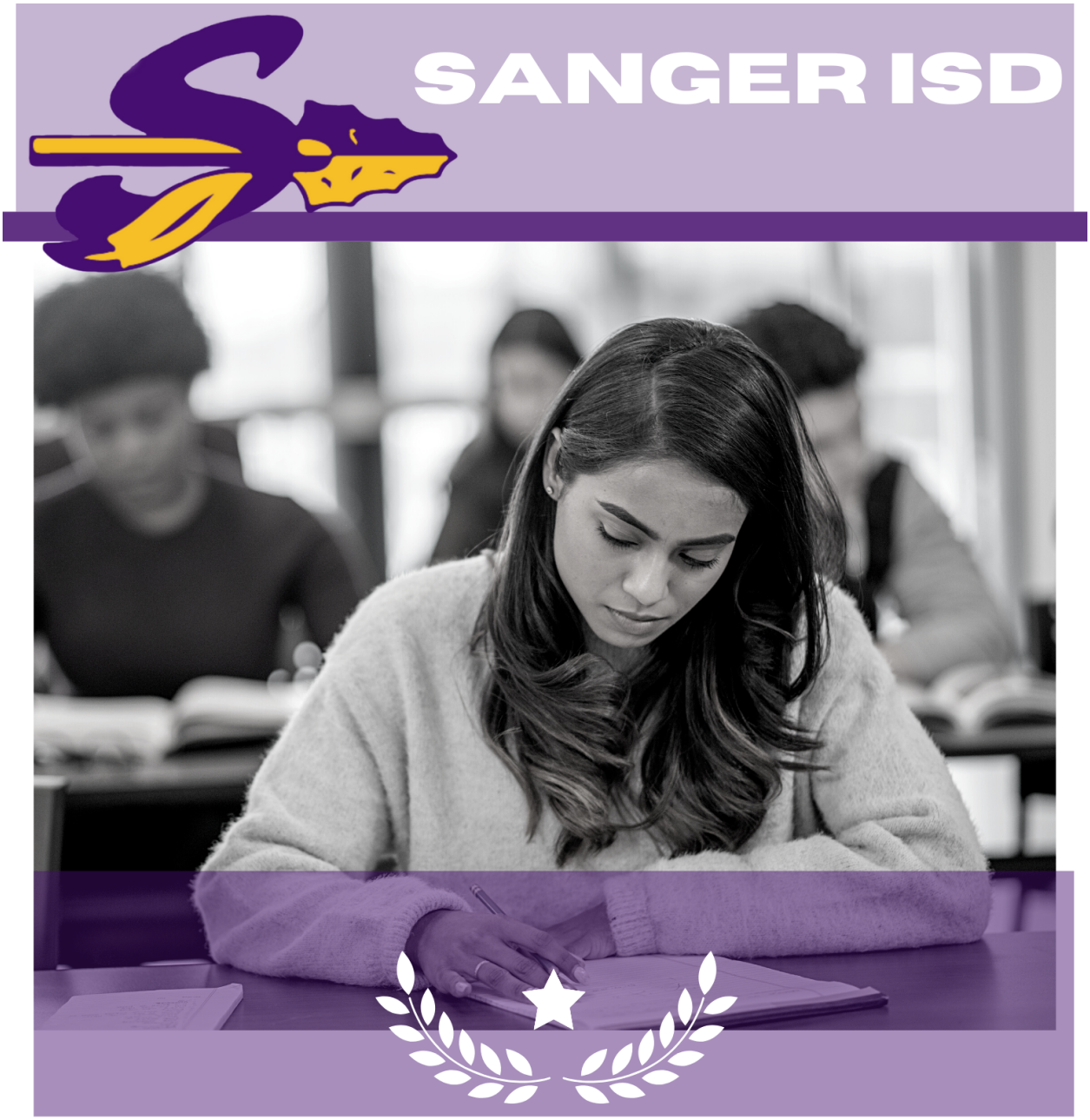
Behavior Expectations

	Hallway	Cafeteria	Restroom	Buses
Be Responsible	• Walk on the right side • Keep it clean • Be timely	• Clean up after yourself • 6 students to a table • Keep voices at acceptable volume	• Use the nearest restroom • Take care of business & exit • Be timely to and from restroom	• Quiet voice • Keep bus clean • Get off at your stop
Be Respectful	• Level 2 voices • Keep hands and feet to self	• Be kind and inclusive to all at your table • Wait your turn in line • Appropriate language	• Treat facilities with respect • Report inappropriate activity • Give people privacy	• Use appropriate language • Respect personal space • Listen to bus driver
Be Safe	• Get to where you are going quickly and efficiently • Hall pass	• Push in chairs • Clean up spills • Use items properly	• Wash hands • Cell phones/ ipads remain in backpack • Keep water in sink	• Keep it clean • Stay Seated & face forward • Keep aisles clear

Las tarjetas tribales apoyarán el sistema de gestión del comportamiento al proporcionar una oportunidad de recompensa por lograr los comportamientos deseados. Se alentará a los maestros a recompensar a los estudiantes con estas tarjetas cuando el estudiante exhiba un comportamiento deseado. Las tarjetas tribales se canjearán por recompensas descritas en el sistema PBIS.



Apéndice H: Manual DAEP



Estimados Padre/s:

Su hijo ha recibido una colocación en el Programa de Educación Alternativa Disciplinaria (DAEP) del Distrito Escolar Independiente de Sanger. Mientras su estudiante sea colocado en nuestro programa, le aseguro que haremos todo lo posible para ayudar a su estudiante a mejorar tanto el comportamiento como el académicamente mientras esté con nosotros.

Atendemos a estudiantes de todos los orígenes y etnias y damos la bienvenida a todos los estudiantes a nuestra escuela. Creemos que cada estudiante merece dignidad y respeto. Entendemos que los estudiantes cometen errores y nuestro objetivo es ayudarlos a tomar mejores decisiones. Creemos firmemente en un enfoque positivo y proactivo para ayudar a los estudiantes mientras los hacemos responsables de sus acciones.

Todos los estudiantes permanecerán en los mismos cursos en los que estaban matriculados en su campus de origen. Todos nuestros profesores están altamente cualificados en el área básica en la que enseñan. Nuestros maestros brindan instrucción alineada con lo que reciben en su campus de origen en los cursos básicos de Matemáticas, Artes del Lenguaje en Inglés, Estudios Sociales y Ciencias. La mayoría de los cursos de los estudiantes se completan en línea, ya sea a través de nuestro programa Edgenuity o Canvas. Para cursos distintos a los enumerados anteriormente, su hijo recibirá trabajo de su campus de origen que será complementado por el personal de DAEP. Se espera que los estudiantes trabajen lo mejor que puedan en cada curso diariamente.

Nuestro DAEP tiene la suerte de contar con el Jefe Mike, empleado del Departamento de Policía de Sanger ISD. El Jefe nos ayuda a mantener un ambiente seguro para todos los estudiantes y es un excelente recurso para nosotros. Se pone a disposición de nuestros estudiantes y es excelente para establecer relaciones con ellos.

Nuestro personal está aquí para ayudarlo a usted y a su hijo. Fomentamos la comunicación mientras su estudiante está con nosotros y esperamos que el tiempo de su estudiante con nosotros sea productivo y empoderado. Llámenos o envíenos un correo electrónico si tiene alguna pregunta o inquietud. Esperamos trabajar con usted y su hijo!

Atentamente,

Anthony Love

Linda Tutt High School Principal

Programa Disciplinario de Educación Alternativa (DAEP)

Plan de Gestión Académica y Disciplinaria

El propósito del Programa de Educación Alternativa Disciplinaria (DAEP, por sus siglas en inglés) del Distrito Escolar Independiente de Sanger es proporcionar un entorno académico estructurado y de apoyo en el que los estudiantes aborden los comportamientos específicos que causaron su expulsión del campus de origen. Linda Tutt High School es el campus que brindará servicios de DAEP para su estudiante.

Mision del DAEP:

A través de asociaciones colaborativas y de apoyo con el campus de origen de un estudiante, el personal de Linda Tutt High School proporcionará:

- Instrucción académica de alta calidad
- Un entorno de aprendizaje seguro y de apoyo
- Un modelo de disciplina restaurativa para construir relaciones con los estudiantes
- Oportunidades para que los estudiantes adquieran y desarrollen un mayor sentido de autoestima y valor del aprendizaje permanente
- Prácticas terapéuticas basadas en la evidencia que promuevan un cambio de comportamiento positivo con el fin de fortalecer las relaciones sociales, responsabilidad y éxito académico para el estudiante mientras está en el campus de DAEP, y cuando regresa a su campus de origen

Orientación requerida: Las orientaciones se llevarán a cabo los martes y jueves de cada semana a las 8:30 a.m. en el campus de DAEP (excepto los días festivos escolares). Un padre/tutor DEBE asistir con el estudiante, incluso si el estudiante ha sido asignado a LTHS DAEP en un momento anterior dentro del año escolar.

Programa de V.I.P: El programa V.I.P. de Linda Tutt High School está diseñado para reducir la reincidencia en un entorno DAEP. El programa V.I.P. atiende a los estudiantes que han asistido previamente a un entorno alternativo y les brinda un mayor nivel de apoyo para garantizar que el personal satisfaga sus necesidades educativas y socioemocionales. Los servicios incluyen un mentor asignado (personal de LTHS, campus local o miembro de la comunidad), instrucción individualizada si es necesario y asesoramiento extenso junto con servicios comunitarios extendidos y presentaciones que abordan las necesidades sociales y emocionales. Los estudiantes harán un seguimiento de sus éxitos académicos y de comportamiento y deben abogar por sí mismos para salir del programa especial y regresar a un salón de clases regular de DAEP. Este programa dura al menos dos semanas al comienzo de la tarea de un estudiante en LTHS.

Estos estudiantes V.I.P. tendrán un amplio asesoramiento sobre cómo reconocer y capitalizar sus fortalezas únicas a través del programa "Clifton Strengths for Students". El programa Clifton Strengths for Students ayuda a los estudiantes a ver cómo sus talentos únicos pueden aportar claridad a su vida como estudiantes y ayudarlos a prosperar académicamente, socialmente y en su futura carrera. Los estudiantes aprenderán sus cinco temas principales con informes personalizados, información específica de los estudiantes y más. Estos cinco informes temáticos principales se compartirán con los padres y tutores, lo que permite al estudiante discutir sus fortalezas con los miembros de la familia para conversaciones significativas y con propósito en el hogar sobre futuros planes académicos y mejora del comportamiento.

Según el sitio web de CliftonStrengths, los beneficios de CliftonStrengths para estudiantes incluyen:

- Una mejor comprensión de tus talentos innatos y de cómo puedes tener éxito conectando esos temas con tu vida como estudiante.
- Mayor confianza y empoderamiento gracias a una conciencia más profunda de lo que haces mejor de forma natural como estudiante
- Mejor experiencia como estudiante gracias a la aplicación práctica de tus puntos fuertes en tus rutinas diarias
- Éxito a pesar de tus debilidades, con conceptos y estrategias que te ayudan a gestionar -no a solucionar- lo que no se te da mejor, para que puedas centrarte en sacar el máximo partido a tus temas CliftonStrengths más fuertes

DISTRITO ESCOLAR INDEPENDIENTE DE SANGER
EXPECTATIVAS Y DIRECTRICES DEL DAEP

ASOSTEMCIA:

Los estudiantes de DAEP tienen prohibido estar en CUALQUIER propiedad de escuela pública mientras están asignados a un campus de DAEP.

Durante el tiempo que un estudiante está asignado al campus de DAEP, se le prohíbe estar en cualquier SISD u otra propiedad del distrito escolar público que no sea el campus de Linda Tutt High School, de día o de noche, los 7 días de la semana, las 24 horas del día. Esto incluye cualquier participación o asistencia a actividades extracurriculares, en la ciudad o fuera de ella. (Código de Educación de Texas 37.006(g), 37.010(e).) Hay algunas excepciones a esta orden que incluyen visitas a corto plazo en el lugar, como estar con uno de los padres para recoger a otros estudiantes hermanos de otro campus de SISD.

Los estudiantes asistirán todos los días escolares en DAEP a menos que se lo impida una ausencia excusable. Los padres deben llamar a los LTHS para reportar cada ausencia, así como enviar una nota firmada cuando su hijo regrese a la escuela. Las notas firmadas por los padres deben entregarse dentro de

los tres días escolares (72 horas) posteriores a la ausencia. Si no lo hace, el estudiante será considerado ausente. Los estudiantes que se ausentan pueden presentar una solicitud ante el Tribunal de Justicia de Paz de su campus de origen. Se espera que los estudiantes lleguen a la escuela a tiempo y estén listos para participar activamente en el aprendizaje. Las llegadas tardías se documentarán y también se pueden usar para presentar el ausentismo escolar. La ley estatal considera que los estudiantes faltan a clase por faltar a cualquier día o a un día escolar parcial, incluidas las tutorías obligatorias.

Tardías:

Todos los estudiantes deben llegar antes de las 7:40 a.m. Los estudiantes deben llegar temprano para realizar la búsqueda diaria y estar sentados antes de las 7:50 a.m.

- ● Los estudiantes que lleguen al edificio DAEP después de las 8:00 a.m. serán considerados tarde.
- ● Si un estudiante llega a la escuela después de las 8:00 a.m., se requiere que el padre/tutor acompañe al estudiante al edificio en la entrada principal y firme la entrada del estudiante indicando la razón por la que llegó tarde. Si los padres no acompañan al alumno al edificio después de las 8:00 a.m., no se permitirá que el alumno entre al edificio y se le contará como ausente por el día.
- Tres (3) llegadas tarde equivalen a una (1) ausencia injustificada.

Llegada y salida del campus:

Llegada: Cuando los estudiantes llegan a la escuela, no pueden salir del campus sin el permiso del padre/tutor hasta el final del día escolar. Los estudiantes que lleguen a las 7:35 am no pueden caminar a la tienda ni a ningún otro lugar antes del check-in en DAEP. Los padres no pueden dar permiso a un estudiante para salir del campus y regresar sin recoger al estudiante.

Los estudiantes deben estar en la fila para el check-in antes de las 7:30 am. La escuela comienza a las 7:40 am y termina a las 3:55 pm para los estudiantes de primaria, secundaria y preparatoria. Los estudiantes no pueden ingresar al edificio antes de las 7:30 am antes del inicio de su día académico. Se espera que todos los estudiantes estén sentados y listos para la instrucción académica a su llegada al campus de DAEP.

Se espera que todos los estudiantes ingresen al edificio inmediatamente después de su llegada, sin merodear en el estacionamiento o en cualquier otra área dentro o fuera del campus de DAEP. Si se ve a un estudiante merodeando en el estacionamiento, en el automóvil de otro estudiante o se le ve saliendo del campus con otros estudiantes, se tomarán medidas disciplinarias y se llamará a los padres.

Salida: Los estudiantes que necesiten salir temprano del campus por enfermedad, citas médicas, comparecencias ante el tribunal u otras citas aprobadas, deben ser firmados por un padre o tutor en la oficina principal de LTHS. Se debe mostrar una licencia de conducir válida al personal antes de firmar la salida de un estudiante designado. Los estudiantes no pueden salir del campus con un adulto u otra persona designada sin una nota presentada que indique la hora, la fecha y el motivo de la salida

anticipada. La nota también debe incluir quién recogerá al estudiante, un número de teléfono donde se pueda contactar al padre/tutor y la firma del padre/tutor.

A discreción del director de la escuela, un estudiante que debe firmar una cita puede tener que recuperar el tiempo para salir del campus. Como norma general, cuando se presente una nota médica u otra documentación profesional por un día parcial de ausencia, el estudiante no tendrá que recuperar ese día. En caso de que un estudiante se vaya habitualmente durante su tiempo asignado en DAEP, los administradores del campus de origen del estudiante y los administradores de LTHS podrían determinar que se ha perdido demasiado tiempo, y la estadía de un estudiante puede extenderse por la cantidad de tiempo equivalente a su ausencia de la escuela.

SUPERVISIÓN DE LOS ESTUDIANTES:

Los estudiantes serán monitoreados en todo momento mientras estén en DAEP. Cuando sea necesario que los estudiantes se muevan por el edificio, los miembros del personal estarán en su puerta para supervisar a los estudiantes hasta su destino. **Además, los estudiantes serán monitoreados por cámaras de video en todas las áreas interiores y exteriores del edificio, con la excepción de los baños.**

Duracion de la estancia: La colocación en el DAEP es determinada por el administrador del campus de origen para 30, 45, 60 y hasta 180 días escolares de asistencia. La duración de la colocación se basa en la gravedad de la ofensa, la edad del estudiante, la frecuencia de la mala conducta, la actitud del estudiante y los requisitos legales y las recomendaciones del distrito.

Nuestro objetivo es que los estudiantes regresen a su campus de origen mejor académica y conductualmente.

Comportamiento: Se espera que los estudiantes aprendan y muestren un comportamiento apropiado en todo momento. Los miembros del personal de DAEP utilizan una variedad de estrategias de manejo de disciplinas y técnicas de intervención para enseñar el comportamiento y la responsabilidad adecuados. Se requiere que los estudiantes cumplan con el Código de Conducta Estudiantil de SISD y el Plan de Gestión Académica y Disciplinaria de DAEP en todo momento mientras estén asignados al DAEP. Es posible que se llame a los padres por mala conducta que resulte en una remisión a la oficina.

La disciplina de los estudiantes que resulta en la interrupción del entorno educativo puede resultar en consecuencias escolares (detención, descenso de nivel, conferencia de padres, etc.), además de una presentación ante nuestro sistema judicial local. Las interrupciones en el aula y/o el comportamiento violento se tratarán de manera rápida y adecuada. Los malos comportamientos graves o persistentes resultarán en una conferencia con el estudiante, el padre/tutor, el administrador de la escuela de origen y otro personal apropiado. Además de la conferencia, se pueden implementar otras medidas disciplinarias, como la suspensión de la escuela y/o un tiempo adicional de colocación en DAEP.

Reporte de Comportamiento: Los maestros de DAEP completarán una "Hoja de puntos" diaria para realizar un seguimiento del comportamiento. Estos informes se basan en la observación del

comportamiento de los estudiantes por parte de los maestros a lo largo del día. Los comportamientos observables incluyen, pero no se limitan a: preparación para la clase, tiempo dedicado a la tarea, finalización del trabajo, participación en actividades/asesoramiento de habilidades sociales, respuesta a solicitud/corrección del maestro, interacción con otros estudiantes, etc. Estas hojas de puntos se envían a casa para que los padres las revisen y firmen, y deben devolverse al día siguiente a la escuela.

Estudiantes de educación especial: El personal de DAEP y los maestros de educación especial de la escuela se asegurarán de que se implementen todas las disposiciones del IEP y BIP del estudiante. Las clases de recursos y el apoyo a la inclusión se proporcionan en el campus de DAEP.

Estudiantes de 504: El personal de DAEP y el consejero se asegurarán de que se implementen todas las disposiciones del Plan de Adaptación del estudiante.

Medicacion: SISD no permite que los estudiantes posean medicamentos de ningún tipo, incluyendo aspirina, Tylenol, suplementos herbales y vitaminas. Todos los medicamentos deben almacenarse en la oficina designada, con excepción de los inhaladores recetados para el tratamiento del asma. Los inhaladores recetados pueden ser llevados por los estudiantes con asma bajo las siguientes disposiciones:

1. Autorización por escrito del padre o tutor
2. Declaración escrita del médico del estudiante o proveedor de atención médica con licencia que indique que el estudiante tiene asma y es capaz de auto administrarse el medicamento recetado en la dosis prescrita.

Todos los inhaladores deben tener la etiqueta de la receta en el medicamento. La falta de almacenamiento de medicamentos en la clínica o de no seguir el procedimiento de inhalación mencionado anteriormente puede dar lugar a medidas disciplinarias graves.

Todos los medicamentos deben almacenarse en la clínica de la escuela en el envase original claramente etiquetado con el nombre del estudiante. Todos los medicamentos recetados y de venta libre que se tomen durante el día escolar deben ir acompañados del Formulario de Medicamentos de SISD firmado por los padres. Cualquier medicamento recetado que se administre durante 10 días debe tener la firma de un médico.

Acoso sexual: El acoso sexual se define como CUALQUIER comportamiento/exposición sexual NO DESEADO, ya sea visual, verbal o física hacia otra persona, independientemente del género de los estudiantes. Esto incluye, pero no se limita a: gestos sexuales, "bromas", conversaciones inapropiadas y contacto físico inapropiado como agarrar o empujar. ALL allegations of sexual harassment will be investigated by the administration and may result in school discipline/criminal charges.

Clase de habilidades sociales: Junto con los requisitos académicos, los estudiantes de DAEP deben participar en programas de capacitación sobre el manejo del comportamiento y los procedimientos de seguridad que se enfocan en estrategias de manejo del comportamiento positivo y proactivo. Esta capacitación debe tener como objetivo la prevención y la intervención que incluya tanto la instrucción en habilidades sociales como las habilidades de resolución de problemas que abordan la diversidad, la violencia en el noviazgo, el manejo de la ira y la resolución de conflictos para enseñar a los estudiantes

cómo interactuar con los maestros, la familia, los compañeros, las figuras de autoridad y el público en general, así como la capacitación anual sobre los procedimientos establecidos para denunciar el abuso, la negligencia o la explotación de los estudiantes. TAC §103.1201 (i) SISD utiliza actualmente el programa informático Ripple Effects para abordar estos requisitos.

Dependiendo de la razón de la colocación de un estudiante en DAEP, es posible que se requieran cursos adicionales como parte de su disciplina. Ejemplos de cursos certificados en línea que pueden ser requeridos incluyen: uso de drogas o alcohol y delitos de tabaco / cigarrillos electrónicos. Estos cursos tienen certificados otorgados al final del estudio, y deberán devolverse al campus de origen del estudiante.

Consejería: Además de la clase de habilidades sociales, los estudiantes participarán en sesiones de consejería en formato grupal o individual. Los estudiantes tendrán la oportunidad de reunirse con el consejero escolar antes, durante o después de la escuela, si el horario lo permite. Sin embargo, pedimos a los estudiantes que soliciten todas las reuniones con anticipación cuando sea posible. Los padres pueden comunicar sus inquietudes o solicitudes de asesoramiento a nuestro consejero escolar y programar una reunión si es necesario. Además, los consejeros del campus de origen de un estudiante visitarán al estudiante en DAEP una vez cada 2 semanas. Esto asegurará que el estudiante tenga conexión con su campus de origen durante su estadía en DAEP, y tendrá un mentor en su campus de origen para cuando regrese a un horario escolar normal.

DECLARACIÓN DEL DAEP SOBRE EL SUICIDIO, LAS AUTOLESIONES NO SUICIDAS Y EL DAÑO A OTROS:

El suicidio es la tercera causa principal de muerte entre los jóvenes de 10 a 19 años en los Estados Unidos. La seguridad de nuestros estudiantes es de suma importancia para nosotros en DAEP. **Por esta razón, todos los informes o revelaciones de un estudiante que se lesiona a sí mismo (cortarse, hablar de suicidio, etc.) o lesionar a otro estudiante (amenazas) se tomarán en serio. Se llevará a cabo una evaluación de riesgos de la situación cuando se divulgue dicha información**. Dependiendo de los resultados de la evaluación de riesgos, hay varios resultados posibles:

1) Consejería individual y notificación a los padres

2) Notificación a los padres y entrega a los padres con recursos y acuerdo para monitorear

3) En casos de daño inminente, transporte a un centro de salud mental local

4) Un informe a la policía del distrito y a la policía local

Todo el personal del campus está capacitado para identificar y denunciar las autolesiones y el comportamiento amenazante. Todos los educadores también son informantes obligatorios a CPS si se sospecha de abuso o negligencia infantil. Nuestro objetivo principal es la seguridad de su hijo mientras está con nosotros. Gracias por su comprensión en estos asuntos.

Académicos: Se espera que los estudiantes completen todas las tareas que se les asignen cada día escolar. Todas las tareas son asignadas por el campus de origen del estudiante y vienen en una variedad de formatos. La mayoría de las lecciones se asignarán a través de las plataformas de aprendizaje en línea de

Edgenuity o Canvas. En caso de que un estudiante necesite una tarea en papel, estas lecciones se enviarán desde su campus de origen y se devolverán cuando el estudiante las haya completado mientras estaba en DAEP. Todos nuestros profesores pueden trabajar con los estudiantes a medida que completan sus lecciones cada día. Los maestros de DAEP complementarán este trabajo con actividades de extensión cuando todas las lecciones se completen en su campus de origen. No hay oportunidad de tiempo de inactividad en DAEP, y un estudiante debe participar en algún tipo de actividad de aprendizaje.

Teléfonos celulares: Si bien no está prohibido por el Código de Conducta Estudiantil de SISD, mientras asiste a DAEP, todos los teléfonos celulares de los estudiantes se entregarán al personal en el momento del registro matutino y deben apagarse. En caso de emergencia, los estudiantes tendrán permiso para usar un teléfono de la escuela para comunicarse con los padres. Los padres pueden llamar a la oficina (940-458-5701) para dejar un mensaje para su hijo. Los teléfonos serán devueltos al estudiante al final del día escolar.

Electronic Devices: Students are not allowed to bring iPads, MP3's or other electronic devices to DAEP. These items will be taken up and returned to a parent/guardian the first time brought. Any subsequent time items are brought without permission, the items will be kept until the end of the student's placement and released only to the parent/guardian.

Se seguirá el protocolo establecido por el Código de Conducta Estudiantil de SISD en la devolución de dispositivos electrónicos confiscados y se impondrán multas.

Si los estudiantes tienen MacBooks o iPads emitidos por SISD, el campus local recogerá estos dispositivos en el momento de la audiencia disciplinaria. A los estudiantes no se les permite tener dispositivos emitidos por el distrito en la escuela o en el hogar mientras estén asignados a DAEP.

Joyas: No se pueden usar ni traer joyas a DAEP. Si se trae, se tomará y se devolverá a un padre/tutor la primera vez que se traiga. Cualquier vez que se traigan artículos sin permiso, los artículos se guardarán hasta el final de la colocación del estudiante y se entregarán solo al padre / tutor. Esto incluye pendientes, collares, pulseras y relojes. *Los estudiantes no pueden usar tiritas para cubrir ningún piercing, esto incluye los piercings recién obtenidos.*

Dinero: Mientras asisten a DAEP, se recomienda a los estudiantes que no lleven dinero que no sea el necesario para el desayuno, el almuerzo o el transporte público. Los estudiantes nunca deben traer más de $2.50 a DAEP. Como cortesía a los padres, los funcionarios de DAEP informarán a los padres si su hijo está en posesión de cantidades excesivas de dinero y el dinero será recogido y devuelto al final del día escolar.

Procedimiento de registro: Todos los estudiantes serán registrados a su llegada para el día escolar. A los estudiantes se les pedirá que:

- Quitarse los zapatos y los calcetines
- Sacar los bolsillos (si no salen, el alumno pasará las manos por ellos para comprobar que están vacíos

- Meterse la camisa, abrocharse el cinturón
- Todos los alumnos serán revisados con un detector de metales manual
- Poner los móviles/llaves/cartera en una carpeta de bolsillo

UN ADMINISTRADOR DEL CAMPUS O UN MIEMBRO DEL PERSONAL PODRÁ REALIZAR REGISTROS MÁS EXHAUSTIVOS EN CUALQUIER MOMENTO SEGÚN SU CRITERIO.

Almuerzos: Mientras asisten a DAEP, los estudiantes pueden comprar un almuerzo caliente o traer una bolsa de almuerzo. Los estudiantes que compren un almuerzo caliente o leche, pueden usar su cuenta de almuerzo en el campus o pagar semanalmente los lunes a nuestro personal de la cafetería de LTHS. El programa DAEP participa en el programa federal de almuerzos gratuitos o reducidos. Los estudiantes que traigan su almuerzo deben seguir estas pautas:

- Los almuerzos se registrarán durante el consulte de la mañana.
- Use solo envases desechables y recipientes con el nombre de un estudiante en el exterior.
- La leche o el agua embotellada se pueden comprar o traer de casa. Las botellas de agua se colocarán cuando haya terminado el desayuno o el almuerzo. Las bebidas deben estar selladas y no pueden estar abiertas**.**
- Si un estudiante está en hojas de puntos de nivel Plata u Oro, puede traer bebidas que no sean leche o agua, como refrescos, bebidas deportivas o bebidas energéticas**. Las bebidas deben estar selladas y no pueden estar abiertas.**
- Los dulces no están permitidos en ningún momento.
- Es posible que los estudiantes no reciban comida a DAEP.

Útiles: Mientras estén en DAEP los estudiantes necesitan los siguientes útiles escolares:

1 paquete de lápices #2 (al menos 10)

1 recipiente de toallitas desinfectantes

1 cuaderno de espiral 1 caja de pañuelos

Reglas No Negociables

- Mantenga todo su cuerpo y todos los objetos en su posesión para sí mismo.
- Siga TODAS las directrices del personal la primera vez que se las den.
- Permanezca en su asiento hasta que un miembro del personal le dé la orden de moverse.
- Levante la mano en silencio para llamar la atención de un miembro del personal.
- Coloca la Hoja de Puntos Diaria en la mesa del profesor cuando entres en clase por la mañana.
- No se puede hablar en las aulas, pasillos y cafetería a menos que el personal indique lo contrario.
- Todos los temas de conversación deben seguir siendo apropiados para la escuela en todo momento.
- Usted no puede discutir por qué se le asigna al campus DAEP con otros estudiantes.
- TODO comportamiento sexualmente inapropiado resultará en una acción disciplinaria.

- Los alumnos no deben preguntar por los puntos acumulados a lo largo del día. Los profesores informarán a los alumnos de los totales según sea necesario a lo largo del día, o al final del día antes de la salida.

Procedimientos de Pasillo:

- Camine en silencio, en una sola fila en el lado derecho del pasillo. Los estudiantes deben permanecer a 2 pies de distancia mientras caminan por los pasillos.
- No hablar con nadie de otra clase.
- No haga gestos hacia nadie en el pasillo o en otra clase.
- Mantén los ojos y la cabeza mirando hacia adelante.
- Siga todas las instrucciones del maestro en el pasillo al entrar y salir.
    -

Procedimientos en los pasillos: Pausa en el baño:

- Camina tranquilamente por el pasillo.
- Los estudiantes deben permanecer a 2 pies de distancia mientras caminan por los pasillos. Ingrese al baño de uno en uno según las indicaciones del personal de DAEP.
- Salga del baño dentro de un período de tiempo razonable.
- Si por alguna razón pierde el descanso ofrecido para ir al baño, los estudiantes no podrán ir al baño sin que se les descuenten puntos de sus hojas darías.

Procedimientos al final del día:

- Los estudiantes deben permanecer en el código de vestimenta hasta que salgan del campus.
- Cuando se llame su nombre para la salida, los estudiantes recogerán su hoja diaria de puntos y luego recogerán su teléfono celular / billetera / llaves del maestro despedido.
- La expulsión del último período está en orden de nivel de comportamiento: Oro, Plata, Verde, Naranja y Rojo.
- Los estudiantes no pueden irse hasta que el maestro los despida.

Consequencias: Las consecuencias por comportamiento inapropiado pueden incluir una o más de las siguientes:

- Caída en el nivel de privilegio del estudiante DAEP –
- Asignación de ISS
- Conferencia de Padres Pérdida de días de revisión
- Colocación adicional de DAEP
- Expulsión a JJAEP (Colocación de Educación Alternativa de Justicia Juvenil)

LTHS DAEP Material escolar

Los estudiantes serán responsables de cuidar todos los materiales emitidos por el personal de DAEP. Si los materiales se pierden, dañan o destruyen, se le cobrará al estudiante una tarifa para cubrir el costo de reemplazo.

LTHS Issued Laptops:

- Los estudiantes NO pueden ir a ningún sitio social o no educativo en DAEP.
- Los estudiantes NO pueden enviar mensajes de texto a nadie durante el día escolar utilizando grupos de chat en línea o formularios de Google.
- Se pueden dar consecuencias disciplinarias como detención, caída en el nivel, pérdida de uso de la tecnología en la escuela y una colocación adicional por tomar fotografías sin permiso, o visitar sitios/aplicaciones de redes sociales inapropiados u otras violaciones de la tecnología.
- Se puede buscar contenido en las computadoras portátiles en cualquier momento a discreción del administrador.

TRANSPORTACION:

SISD NO PROPORCIONA SERVICIO DE TRANSPORTE EN AUTOBÚS A DAEP.

Vehículos de estudiantes: Todos los vehículos de estudiantes conducidos y estacionados en DAEP deben estar registrados en la oficina principal (la inscripción es gratuita). El estudiante debe tener una licencia de conducir válida, registro y comprobante de seguro antes de utilizar el estacionamiento. Esto debe hacerse durante el proceso de orientación del estudiante. Todos los estudiantes de DAEP deben estacionarse en el estacionamiento del extremo norte directamente detrás del edificio de DAEP**.** ***Los estudiantes deben abandonar el campus de LTHS inmediatamente después de su salida, ya que merodear en el campus prohibirá que el resto de los estudiantes sean despedidos y podría resultar en la eliminación de puntos al día siguiente. Los estudiantes de DAEP no pueden viajar juntos en un vehículo.***

DAEP Código de Vestimenta

Vestimenta apropiada para los estudiantes: Debido a las consideraciones de gestión estudiantil en el Programa de Educación Alternativa Disciplinaria (DAEP), que incluyen, entre otras, preocupaciones de seguridad y posible ocultación de contrabando, los siguientes requisitos de vestimenta se aplican a cualquier estudiante colocado en DAEP. NO se harán excepciones al código de vestimenta a menos que el Administrador lo autorice. **Camisa azul marino con cuello (oxford o polo), de manga larga o corta, sin marcas. Las sudaderas de cuello redondo están permitidas durante los meses más fríos. NO SE PERMITIRÁN SUDADERAS CON CAPUCHA.**

- Camisa para estar completamente metida por dentro en todo momento.
- Se puede usar una camiseta de manga larga blanca, azul marino o negra lisa debajo de la camisa con cuello si eres una persona de naturaleza fría (no se permite escribir ni dibujar en las camisetas)
- Los jeans azules deben ser usados por todos.
- Los pantalones deben ajustarse adecuadamente y no hundirse
- No se permiten "low-riders", abrazadores de caderas o joggers
- No hay telas desgastadas, sin agujeros, rasgaduras, manchas de lejía, logotipos, etc.

- No se permiten pantalones tipo "cargo" o pantalones con bolsillos grandes
- Si se usa un cinturón, el cinturón debe ser: grosor normal, solo marrón o negro
- No hay hebillas de cinturón grandes u ornamentadas, tachuelas en el cinturón, etc.
- No hay logotipos inapropiados en la hebilla o el cinturón
- Zapatos: zapatos de tenis con cordones SOLAMENTE.
- Calcetines: Deben ser apropiados para la escuela
- Todos los tatuajes DEBEN estar cubiertos, sin excepciones Sin vello facial Cabello para cumplir con la política de aseo personal de Sanger I.S.D
- No se permiten accesorios para el cabello "de moda" (lazos, extensiones de colores, etc.)
- Cabello que no cubra los ojos del estudiante
- No usar joyas en ningún momento: los piercings no se pueden cubrir con curitas
- No se permite ropa de gran tamaño; El personal de SISD determinará si la ropa es de gran tamaño Sin parafernalia de pandillas; El personal de SISD determinará la idoneidad de la vestimenta
- No se permiten bolsos, carteras o mochilas en el aula de DAEP.
- No se permiten pantalones cortos debajo de los pantalones o cualquier otra capa de ropa, con la excepción de una camiseta blanca, azul marino o negra.

LTHS DAEP Plan de Gestion Disciplinaria

Se requiere que todos los estudiantes trabajen de campana en campana en cada clase. Esto eliminará muchos de los problemas de disciplina que trajeron a los estudiantes al DAEP. Si un estudiante completa las tareas del día, cada maestro ofrecerá ejercicios de enriquecimiento y preparación para STAAR diseñados específicamente para el estudiante individual.

Niveles de privilegio de los estudiantes:

Los niveles de privilegio de los estudiantes están determinados por sus hojas de puntos diarias. Cada día, los puntos se ganan al: Llegar a tiempo, traer la hoja de puntos del día anterior firmada por el padre/tutor, estar en el código de vestimenta, completar el trabajo, permanecer en silencio en el salón de clases, pasillos y áreas comunes, levantar la mano si tiene una pregunta o necesita levantarse de su asiento por cualquier motivo, y seguir otras reglas y expectativas comunicadas del campus. Los estudiantes tienen la capacidad de ganar un total máximo de 30 puntos en un día, y para ser considerado como un día "exitoso", un estudiante debe ganar un mínimo de 20 puntos. Si un estudiante es expulsado de campus temprano con una ausencia justificada, o los estudiantes que tienen la salida anticipada incorporada en su horario, tendrán un sistema de puntos ajustado individualmente.

Los estudiantes se moverán entre los diferentes niveles de privilegio con su desempeño diario y completando con éxito sus días consecutivamente. Si un estudiante tiene un día fallido debido a su comportamiento, comenzará de nuevo desde el principio del sistema de puntos.

Niveles:

- Nivel Verde- Nivel de Entrada: Debe completar al menos 5 días consecutivos exitosos para llegar al Nivel Plata.
- Nivel Plata: debe completar al menos 10 días consecutivos con éxito para llegar al Nivel Oro.
- Nivel Oro - Nivel Más Alto Nivel Naranja - Nivel Disciplinario; Si se otorga, el nivel obligatorio de un día y los estudiantes deben obtener suficientes puntos durante el día para ganar su camino al Nivel Verde.
- Nivel Rojo - Nivel disciplinario; Si se le otorga, es obligatorio dos días antes de obtener su entrada al Nivel Verde.

Descripciones de los niveles de privilegio de los estudiantes - Niveles de éxito		
Verde	Plata	Oro
1. Almuerzo- Si se trae de casa, los estudiantes pueden tener: sándwiches, fruta, agua o leche. 2. Dos descansos programados para ir al baño sin puntos deducidos 3. Durante el tiempo de educación física, los estudiantes de Nivel Verde solo pueden caminar por la pista para su actividad.	1. Almuerzo: si se trae de casa, los estudiantes pueden traer lo que quieran para el almuerzo, incluido un refresco. Los artículos no se pueden calentar en un microondas. 2. Tres descansos programados para ir al baño sin deducir puntos. 3. Participación en juegos y actividades de educación física en lugar de solo caminar por la pista. 4. Participación en los Viernes de Cine si están aprobando todas sus clases y tienen cero ausencias injustificadas.	1. Almuerzo: si se trae de casa, el estudiante puede traer lo que quiera para el almuerzo; 2. El estudiante puede almorzar en la cafetería / hablar / jugar juegos cuando termine (mesa de billar) con otros estudiantes de Nivel Oro 3. Cuatro descansos programados para ir al baño sin deducir puntos. 4. Participación en juegos y actividades de educación física en lugar de solo caminar por la pista. 5. Participación en los Viernes de Cine si están aprobando todas sus clases y tienen cero ausencias injustificadas.
Nivel de entrada: Al menos 5 días consecutivos exitosos para llegar a Plata	Al menos 10 días consecutivos exitosos para llegar a Oro	Nivel mas alto

<table>
<tr><th colspan="2">Alumno no aprobado/Niveles disciplinarios</th></tr>
<tr><th>Naranja</th><th>Rojo</th></tr>
<tr><td>Colocación obligatoria de un día</td><td>Prácticas obligatorias de dos días</td></tr>
<tr><td>Los estudiantes se colocan automáticamente en el nivel naranja por las siguientes razones:
1. No obtuvieron al menos 20 puntos en sus hojas de puntos diarias
2. Salir del aula sin permiso
3. Lenguaje inapropiado: DAEP tiene tolerancia cero para el lenguaje inapropiado utilizado en cualquier lugar del campus.
4. Uso inapropiado de la computadora
5. Juego físico - discreción administrativa
6. Romper las Reglas del Código de Conducta del Estudiante - discreción administrativa</td><td>Los estudiantes se colocan automáticamente en el nivel naranja por las siguientes razones:
1. Romper las reglas del Código de Conducta Estudiantil - discreción administrativa
2. Salir de la escuela sin permiso, antes, durante o en el momento de la salida
3. Amenazas hechas al personal u otros estudiantes *Todas las amenazas se toman en serio (jugar o no) Peleas</td></tr>
<tr><td colspan="2">Consecuencias</td></tr>
<tr><td>1. El estudiante debe volver a escribir las Reglas DAEP de LTHS antes de completar cualquier otro trabajo escolar del día.
2. No se usa la computadora, todo el trabajo escolar es un libro de texto o una hoja de trabajo basada en el día.
3. Educación Física - El estudiante debe completar un paquete de salud o solo caminar por la pista. Llamada telefónica a casa para los padres
•
*La negativa a completar cualquiera de los criterios asignados anteriormente da como resultado días adicionales asignados a este nivel.
* Los estudiantes que tengan más de 5 días naranjas durante su tiempo asignado en DAEP deberán asistir a una reunión de padres OBLIGATORIA.
* 10 o más días naranjas podrían resultar en días DAEP adicionales (eliminación de días de revisión si han sido asignados y).</td><td>1. DAEP ISS El estudiante debe volver a escribir las Reglas de LTHS DAEP antes de completar cualquier otro trabajo escolar del día.
2. No se usa la computadora, todo el trabajo escolar es un libro de texto o una hoja de trabajo basada en el día.
3. NO PE - El estudiante debe completar un paquete de salud en su lugar.
4. El paquete de salud debe completarse antes de que el estudiante pueda regresar a la educación física externa.
5. Llamada telefónica a casa para los padres.
6. Posible participación de la Policía del SISD.
7. Remoción o cualquier día de revisión si lo asigna el distrito de origen.
8. Determinación adicional de la asignación de DAEP.

*La negativa a completar cualquiera de los criterios asignados anteriormente da como resultado días adicionales asignados a este nivel.
* Los estudiantes que tienen más de 5 días rojos durante su tiempo asignado en DAEP deberán asistir a una reunión de padres OBLIGATORIA.</td></tr>
</table>

REGRESO AL CAMPUS DE ORIGEN DESPUÉS DE COMPLETAR CON ÉXITO SU ASIGNACIÓN DAEP

Para que un estudiante se prepare para salir del programa DAEP en LTHS, el estudiante deberá:

- Demostrar buena asistencia. Todas las ausencias deben ser justificadas y tener una nota de los padres o del médico en los archivos de LTHS. Cualquier tardanza será revisada con las pautas de asistencia del campus local y del distrito.
- Mantener un comportamiento disciplinario apropiado.
- Finalización satisfactoria de los cursos.
- Los estudiantes deben completar un proyecto de reflexión que se compartirá con su escuela de origen y sus padres.
- Una lista de los estudiantes que van a ser revisados o despedidos de DAEP se enviará al campus de origen diez días antes del regreso del estudiante al campus. LTHS y el campus de origen programarán una reunión de transición del estudiante con los padres antes de que el estudiante regrese al campus de origen. Esta reunión será en línea o por teléfono y uno de los padres debe estar presente.
- Las actas de la "Reunión de Transición" se proporcionarán al administrador del campus de origen del estudiante junto con la tarea de reflexión del estudiante.
- Se requerirá que los padres acompañen a su estudiante a su regreso al campus de origen. Los padres y el estudiante deben:
    - Diríjase a la oficina de registro del campus.
    - Proporcionar al personal de la oficina del campus el formulario de retiro del estudiante que muestre la finalización del programa DAEP.
    - Reúnase con el administrador de la escuela de origen para firmar las actas de la reunión de transición de su estudiante.

Sanger Independent School District

Department: Curriculum and Instruction Date: July 15, 2024

AGENDA SECTION: Action

SUBJECT: 2024-2025 Sanger ISD Student Code of Conduct

Background Information

The Student Code of Conduct (“Code”) is the district's response to the requirements of Chapter 37 of the Texas Education Code. The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

Recommendation

District administration recommends the Board approve the Sanger ISD Student Code of Conduct for the 2024-2025 school year.

Suggested Motion

I make the motion to approve the Sanger ISD Student Code of Conduct for the 2024-2025 school year.

Respectfully submitted,

Dr. Tommy Hunter
Superintendent

Sanger Independent School District
Student Code of Conduct
2024–2025
School Year



Please contact your student's campus or the district administrative office at (940) 458-7438 for a printed copy of this document.

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Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the district office at (940) 458-7438 or your student's campus.

My child and I have been offered the option to receive a paper copy of or to electronically access at www.sangerisd.net the Sanger ISD Code of Conduct for the *2024-2025* school year.

I accept responsibility for accessing the Code of Conduct by visiting the web address listed above.

I understand that if I wish to receive a paper copy of the Code of Conduct, I must request a copy from the campus administrator.

I understand that the Code of Conduct contains information that my child and I may need during the school year. I also understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code of Conduct. If I have any questions regarding this Code of Conduct, I will direct those questions to the principal at my student's campus.

Purpose

The Student Code of Conduct ("Code of Conduct"), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Code of Conduct has been adopted by the Sanger ISD board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal's office. Additionally, the Code of Conduct shall be available at the campus behavior coordinator's office and posted on the district's website at www.sangerisd.net. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Code of Conduct is adopted by the district's board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the district's authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal or any other campus administrator selected by the principal. The CBC is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at www.sangerisd.net.

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal or CBC and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

The board utilizes police officers, school resource officers (SROs), school marshals, *and/or* security personnel to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

The law enforcement duties of district police officers are:

- Creating and maintaining a safe, secure and orderly learning environment for students, teachers, and staff.
- Establishing a trusting channel of communication with the students, parents, and teachers.
- Serve as a positive role model.
- Serve as a resource.
- Serve as an educator.

"Parent" Defined

Throughout the Code of Conduct and related discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code of Conduct.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in

an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, SRO, or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 23 for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 16, **DAEP Placement** on page 17, **Placement and/or Expulsion for Certain Offenses** on page 25, and **Expulsion** on page 28, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed on page 15.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 25.)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 25.)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 25.)
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 25. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cell phone, or other electronic device in violation of district and campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page 17 and **Expulsion** on page 28 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for "paraphernalia.")
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. (See **glossary** for "abuse.")
- Abuse over-the-counter drugs. (See **glossary** for "abuse.")
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. (See **glossary** for "under the influence.")
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.

- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 16.
- Placement in a DAEP, as specified in **DAEP** on page 17.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 25.
- Expulsion, as specified in **Expulsion** on page 28.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.

- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code.

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the CBC's office, or the central administration office or through Policy Online® at the following address: www.sangerisd.net.

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL).

Removal from the School Bus

A bus driver may refer a student to the principal's office or the CBC's office to maintain effective discipline on the bus. The principal or CBC must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the CBC may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the CBC's office as a discipline management technique. The CBC shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the CBC or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the CBC or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's consent.

A student who has been formally removed by a teacher for any other conduct may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **glossary**) that the student engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The CBC **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
    - Engages in conduct punishable as a felony.
    - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
    - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in **Expulsion** on page 28.) (See **glossary** for "under the influence", "controlled substance," and "dangerous drug.")
    - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
    - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
    - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
    - Sells, gives, or delivers to another person or possesses or uses an e-cigarette.
    - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
    - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 28.)

- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:

1. The student receives deferred prosecution (see **glossary**),
2. A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
3. The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the CBC.

Conference

When a student is removed from class for a DAEP offense, the CBC or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the CBC or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,

5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The CBC shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the CBC or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code of Conduct.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the CBC's office, the central administration office, or through Policy Online® at the following address: www.sangerisd.net.

Appeals shall begin at:

Level One: with the lowest level administrator who has the authority to remedy the alleged problem.

Level Two: a conference with the Superintendent or designee to appeal the Level on decision.

Level Three: the student or parent may appeal the decision to the Board of Trustees.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's IEP or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the CBC or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication (see **glossary**), or deferred prosecution will be initiated, or
2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the CBC may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the CBC or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or CBC makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see **glossary**) of the Penal Code. The student must have:

- Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 17.)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
    - Aggravated assault.
    - Sexual assault.
    - Aggravated sexual assault.
    - Murder.
    - Capital murder.
    - Criminal attempt to commit murder or capital murder.
    - Aggravated robbery.
- Breach of computer security. (See **glossary**.)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for "under the influence.")
- Selling, giving, or delivering another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Penal Code 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Manslaughter.
- Criminally negligent homicide.
- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony controlled substance or dangerous drug offenses, not including THC.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the

student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

Note*:* Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
    - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.) *Note*: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
    - A location-restricted knife, as defined by state law. (See **glossary**.)

- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
  - Aggravated assault, sexual assault, or aggravated sexual assault.
  - Arson. (See **glossary**.)
  - Murder, capital murder, or criminal attempt to commit murder or capital murder.
  - Indecency with a child.
  - Aggravated kidnapping.
  - Aggravated robbery.
  - Manslaughter.
  - Criminally negligent homicide.
  - Continuous sexual abuse of a young child or disabled individual.
  - Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

If a student is believed to have committed an expellable offense, the CBC or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,

2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The hearing shall be conducted by the board of trustees and the decision to expel shall be made by the board.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Superintendent or designee shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the CBC or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or open enrollment charter school until the expulsion period is completed

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
    a. 65 years of age or older, or
    b. A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
    a. Any vegetation, fence, or structure on open-space land; or
    b. Any building, habitation, or vehicle:
        (1) Knowing that it is within the limits of an incorporated city or town,
        (2) Knowing that it is insured against damage or destruction,
        (3) Knowing that it is subject to a mortgage or other security interest,
        (4) Knowing that it is located on property belonging to another,
        (5) Knowing that it has located within it property belonging to another, or
        (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
    a. Recklessly damaging or destroying a building belonging to another, or
    b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes

school district property or information or commits a breach of any other computer, computer network, or computer system.

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

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

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Education Code 37.0832 as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
    a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
    b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
    c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
    d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
    e. Making a telephone call and intentionally failing to hang up or disengage the connection;
    f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
    g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;

h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or

i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

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

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated. **Hit list** is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Telecommunications or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice: An explosive weapon;
    a. A machine gun;
    b. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the in-fluence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Appendix A: Bus Rider Guidelines

The Goal of Bus Rider guidelines is to help provide information that will help ensure a safe and enjoyable experience for our children who ride the bus.

The school district is in need of your help and cooperation. It is important that every student understand the standards outlined in this handbook and be encouraged by his or her parents or guardians to follow the rules and regulations. Please read and discuss this handbook with your child(ren).

Video surveillance may be in operation on your child's bus to help maintain a safe and orderly bus environment. Federal law prohibits the school district from releasing the video to any member of the public except to law enforcement officials (Family Educational Rights and Privacy Act).

All Sanger ISD Campus and Transportation policies and rules are enforceable within 300 feet of any Sanger ISD bus stop or campus.

RIDER ELIGIBILTY

1. All riders shall be registered with the Transportation Center office.
2. We provide transportation on school buses to and from school for those children who live more than two miles away from the school they attend or hazardous routes to be determined by the Board.
3. The Board, after determining eligibility for transportation services, shall allow a parent to designate a child- care facility or the residence of a grandparent of the child instead of the child's residence as the regular location for purposes of obtaining transportation under the system to and from the child's school. Either designated location must be an approved stop on and an approved route.
4. All students who use District transportation shall board buses at authorized stops. Authorized bus stops shall be designated annually by the Superintendent or designee. Bus drivers shall load and unload passengers at authorized stops only.
5. Visiting riders are not eligible to ride the bus due to seating charts and capacity.

PROHIBITED ITEMS

Students are not allowed to bring animals or harmful objects on the bus (i.e., weapons, drugs, alcohol, tobacco, fireworks, laser lights, flammables, etc.). Band instruments or class projects are allowed ONLY if they can be held in students' laps and not extended above chin level.

Education Code 370126 Disruption of Transportation: Except as provided by Section 37.125, a person commits an offense if the person intentionally disrupts, prevents, or interferes with the lawful transportation of children to or from school or an activity sponsored by a school on a vehicle owned or operated by a county or independent school district. An offense under this section is a Class C misdemeanor.

ACCIDENTS OR EMERGENCIES

1. Follow the driver's directions.
2. If you must leave the bus, stay in a group.
3. The following procedures will be used in an emergency situation.

    - Students will stay seated and wait for the driver's instructions.
    - Leave the bus in a single file as quickly as possible.
    - Evacuation will start with the seat closest to the door.
    - Once outside the bus, follow the driver's direction completely.
    - Students may not leave the scene of the accident until the police officer clears the area.

EXTRACURRICULAR TRIPS

1. Bus rider rules apply to all school-sponsored events.
2. Discipline will be the responsibility of the building principal and the trip sponsor.
3. The bus must return clean when returning from the trip.
4. Students leaving with a parent or guardian must sign out on the Sanger ISD release form.
5. Before leaving a contest, the student must make contact with their respective coach/sponsor .
6. A parent or guardian must sign the student out prior to leaving the contest.

PROCEDURES FOR WAITING FOR THE BUS

1. Be at your bus stop five minutes before time.
2. Students are required to wait a minimum of 20 feet from the edge of the roadway in an orderly group and remain there until the bus has come to a complete stop before loading.
3. Students shall move well away from the side of the bus after leaving the bus.
4. Students are not to rush the bus.
5. Students are not to get the mail from the roadside mailbox until the bus has departed.
6. Stand clear of the bus until it comes to a complete stop.
7. Parents/guardians should instruct their children on what procedures to follow if the bus is missed.

LOADING THE BUS

1. Scuffling, shoving, hitting, or fighting is prohibited on the bus and at designated bus stops. Student must keep all body parts and personal objects from contacting another student.
2. When the bus approaches, form a line (smallest to largest) and be prepared to load immediately.
3. Use handrails and steps.
4. Go directly to your seat and sit down. The bus will not move until all students are properly seated.

SEATING ON THE BUS

1. All students shall be assigned a specific seat on the bus.
2. Students will be assigned seating from front to back, with the younger students seated closest to the driver.
3. The driver will use seating assignments as a form of student management.
4. Upon parent request, siblings may be asked to sit together. (Older students will move forward).

BUS SAFETY RULES AND REGULATIONS

1. Remain seated at all times.
2. Sit in assigned seats at the driver's discretion.
3. Nothing may be extended out the windows at any time.
4. Emergency doors may not be entered or exited except for emergency purposes.
5. No type of weapon, explosive, fireworks, sharp or pointed articles will be permitted.
6. No type of alcoholic beverage, controlled drug, or substance will be permitted. No tobacco products will be permitted.
7. Students MUST follow the driver's and or aide's instructions at all times.
8. Cursing, obscenities, harassment, and scuffling are forbidden.
9. Students must not depart at unauthorized stops unless a school administrator grants approval.
10. No objects may be thrown from the bus windows.
11. Drivers are not required to wait for students at the bus stop or to sound the horn while students come out of their residences. Students must be at the stop before the bus arrives.
12. SISD students and staff are the only persons authorized to board the busses. Parents and guests must receive authorization from administrators to board.
13. No type of animal, bird, or pet is permitted on the bus.
14. Fighting is forbidden.
15. Students may not eat, drink, or litter while on the bus.
16. Students may be denied bus privileges and required to pay for any damage to any part of the bus, including seats.
17. Students may use cell phones on the bus. The device MUST BE KEPT ON SILENT, OR earbuds or headphones MUST be used. Transportation is NOT responsible for lost, stolen, or damaged earbuds, headphones, or devices. NO PHOTOS OR VIDEOS may be taken on the bus at any time.

DISCIPLINE

Bus Discipline Procedures: ***RIDING A SCHOOL BUS THAT SERVES THIS DISTRICT IS A PRIVILEGE.*** The driver is recognized as the authority on the bus and has control over daily operations. Cooperation of every rider is necessary for the safety and comfort of all.

1. The Transportation Director and Principal/ Asst. Principal of each campus shall be responsible for enforcing discipline on all buses. All transportation personnel are authorized to ensure that department and district discipline management guidelines are followed.

2. The Transportation Director and Principal/Asst. Principal will investigate a violation and contact parents by phone, mail, or Bus Violation Report if their child is involved in inappropriate behavior. If consequences dictate a suspension, the parent/guardian will be notified by phone or email delivery of the suspension dates.

3. Misconduct will be reported by the driver to the Transportation Director and Principal/Asst. Principal using a Bus Violation Report. Copies of the Bus Violation Reports will be sent to the parent, building principal and placed on file at the Transportation Department Office.

1st Offense: The student may be subject to disciplinary action, and written notice will be sent to the parent. The notice will inform the parent that if a second offense is committed, the student will be excluded from riding the bus for a minimum of 5 school days. **For severe behavior problems, a student may be suspended from the bus immediately for the number of days determined appropriate by the transportation director and principal.**

2nd Offense: A notice will be sent to the parent advising that the child is excluded from riding the bus for 5 days. The student may be subject to other disciplinary action.

3rd Offense: The student will be excluded from riding the bus for a period of 10 school days. The student will be subject to other disciplinary action.

4th Offense: The student will be excluded from the bus for the remainder of the semester. The student will be subject to other disciplinary action. Prior to the student being re-admitted to the bus in the next semester, the parent must contact the principal and give concrete assurance that the student's behavior will conform to rules and regulations.

EXCEPTION: IF A STUDENT'S CONDUCT SERIOUSLY JEOPARDIZES THE SAFETY OF THE OTHER STUDENTS AND/OR THE DRIVER OR ENGAGES IN ANY ILLEGAL ACTIVITY, A SUSPENSION WILL BE IMMEDIATELY PLACED INTO EFFECT.

DISCIPLINE REFERRAL PROCESS

The bus driver, Director of Transportation, and campus administrators are each responsible for portions of progressive discipline aimed at correcting inappropriate student behavior occurring on buses. The progression of discipline is as follows:

Verbal Counseling: Drivers constantly monitor the behavior of their passengers and, as such, regularly provide oral guidance and reminders of appropriate behavior and applicable rules. This counseling may be accompanied by additional on-bus consequences such as temporary seat assignments. Where minor infractions are not corrected, or notable infractions occur, the driver will follow up the verbal counseling with documentation on the student's transportation discipline record. The date and discipline shall be recorded.

Written Referral: Where significant misconduct occurs or continued documented verbal counseling has not been effective, the driver may initiate a written referral. The student will be told that a written referral is being submitted to the Director of Transportation. Upon receipt of a written referral, the Director of Transportation will obtain the necessary feedback from the driver of the bus. The Director of Transportation will then notify the Principal or Assistant Principal, who will investigate the violation. The investigation process is subject to include:

- Current referral piece
- Bus Driver communication
- Transportation Director Communication
- Students involved in the infraction and their role in the infraction.
- A student who witnessed the infraction
- Prior bus referral history that has been reported
- Prior disciplinary history

Suspension of Bus Privilege: After the parent/guardian has been notified of a Discipline Referral and the possibility of bus suspension, any subsequent written discipline notices may result in the suspension of bus privilege. Once the Transportation Director and/or Principal or Assistant Principal has investigated the referral and determined that suspension is warranted, the parent/guardian will be notified that the suspension will start the next school day. The first suspension will be a minimum of five days. The student may be subject to other disciplinary action.

Appeal Process: The student or parent of a student who has been suspended from receiving transportation entitlement may appeal a decision by submitting a formal written request to the respective administrator.

Appendix B: Sanger High School Discipline Management Plan

The Sanger ISD Student Code of Conduct contains the school district's requirements for student conduct and behavior while at school or under the school's jurisdiction. The Code of Conduct also explains the kinds of disciplinary action school officials can take in response to violations of the rules for student conduct and the steps involved in taking disciplinary action.

The SHS discipline management plan is based on a point system. When a student accumulates 30 points a parent conference will be held with the administration. When a student accumulates 50 or more points a disciplinary conference will be held to determine disciplinary placement.

An explanation of the system is listed in the preceding sections:

Tiered Consequences Chart		
Tier I Behaviors	**Points**	**Consequence**
Running in hallways Refusal to turn in work Excessive time out of class (Not Skipping) Throwing of items that do not have the potential of causing physical harm Name calling/Cursing Excessive tardies Public Display of Affection Failure to follow directions Bus Referral Failure to wear Student ID	2 - 1st offense 3 - 2nd offense 5 - Each after 3rd offense	Student Conference Parent Conference Detention Friday/Saturday School

Tier II Behaviors	**Points**	**Consequence**
Racial Slurs	3-5	Friday/Saturday School
Horseplay (non-aggressive)		School Assigned Community Service
Skipping Class	5	ISS
Leaving classroom without permission	2-10	
Excessive Public Display of Affection	3-5	
Academic Dishonesty	5-10	
Misbehavior during safety drill	5-10	
Failure to Respect the Property of Others	5-10	ISS
Failure to attend Tribe Time	2-5	ISS
Failure to attend Detention	5-10	ISS
Failure to attend Saturday School	5-10	

Tier III Behaviors	Points	Consequence
Cursing toward Staff	3-5	ISS
Using Racial Slander toward Student/Staff	3-5	OSS
Insubordination with staff	5	DAEP Hearing
Throwing items with the potential of causing physical harm	5	
False alarm not resulting in an emergency response.	5	
Horseplay leading to aggression	10	
Theft of Property	15	
Allowing unauthorized access into the building	15	
Fighting	30	
Bullying/Harassment	15-30	
Vandalism/Destruction of School Property	10-30	
Leaving building without permission	15-50	
Possession or distribution of e-cig, vape, tobacco, or alcohol in part or in whole.	15-50	
Persistent Tier II Behaviors		

Tier IV Behaviors	Points	Consequence
Aggressive physical contact with staff	50	DAEP Hearing
Possession or under the influence of alcohol, controlled substance, or illegal drug, vape, vape contraband		
Possession of a weapon on campus		
Assault		
Lewd Acts		
Sexual Infractions		
Unlawful Entry/Trespassing		
Possession of Fireworks		
Persistent Tier III behaviors		

The chart above does not cover every possible behavior/infraction. It is meant to be used as a guide. The consequences applied will be the final decision of the Administration. Additional changes will be made as behaviors/infractions are identified.

Dress Code Procedures		
Offense	**Points**	**Consequence**
1st offense	1	Students provided an opportunity to change. Students are placed in ISS until the change of clothes has occurred. Phone call made by front office staff to parent. Situation documented.
2nd offense	2	Student assigned detention. Students provided an opportunity to change. Students are placed in ISS until the change of clothes has occurred. Phone call made by administrator. Situation documented.
3rd offense	2	Student assigned ISS. Phone call made by administrator. Situation documented.
4th offense +	2	Students are assigned discipline as appropriate by the SISD Student Code of Conduct.

It is common for a student to fix their dress code violation after being addressed by staff members (ex: a student unrolls shorts after being dress coded for shorts violation.) If a student is dress coded by a staff member, they must change clothing regardless of the ability to "fix" the current clothing infraction.

Technology Confiscation		
Offense	**Points**	**Consequence**
Misuse of technology as defined in the SISD Student Code of Conduct.	5-10	1. Pay Technology Fee of $15 2. School assigned community service (no less than 5 hours) 3. Detention 4. Saturday School 5. ISS (possible campus community service)

It is at the discretion of the administrator which consequence is utilized.
Factors influencing the decision will include the severity of the offense and number of offenses.

Tardy System		
Offense	**Points**	**Consequence**
1st & 2nd Offense	2	Documented and classroom warning.
3rd Offense	3	Administration assigned detention. Phone call home.
4th Offense +	5	Saturday School ISS

Attendance is the greatest single factor a student can control that will impact their academic success. Tardy referrals past 4 offenses will be assigned consequences at the discretion of administration. Tardy counts reset at semester.

A tardy is defined as not being in the room making an effort to be in the designated location for instructional purposes.

Attendance is the greatest single factor a student can control that will impact their academic success. Tardy referrals past 6 offenses will be assigned consequences at the discretion of administration. Tardy counts reset at semester.

Non-Negotiables		
Offense	**Points**	**Consequence**
The use of any device that has the capability to record audio or visual (including but not limited to cell phones, tablets, computers, etc.) in the locker room or bathroom.	10-30	1st offense: 1 days ISS 2nd offense: 3 days ISS 3rd offense: Removal of technology access on campus, consideration of DAEP placement
Cursing toward staff	5-10	1st offense: 1 day ISS 2nd offense: 3 days ISS 3rd offense +: Consideration of DAEP placement
Skipping Class	5	1st offense: 1 day ISS 2nd offense: 3 days ISS 3rd offense +: ISS/Saturday School/DAEP options considered
Refusal to complete classroom work.	5	1st offense: 3 Days Lunch Detention 2nd offense: 1 Day of ISS 3rd offense: +: Additional days of ISS/OSS/DAEP Hearing will be considered.
Cell Phone use during class	5	1st offense: Technology confiscation policy.

Cell Phones must be turned off and inside the backpack (not a side pocket) while the student is on campus.		2nd offense: 1 Day of ISS 3rd offense: 3 Days of ISS 4th offense +: Additional ISS/OSS/DAEP Hearing considered.
Possession of a weapon or object with the intent to use as a weapon.	15	DAEP Hearing ** Any student found to be in possession of any prohibited item is subject to random search protocol for the remainder of the school year.**
Possession of vape, e-cig, tobacco, or alcohol in part or whole	10 - 1st 20 - Each. After	1st offense: DAEP 30 days (state mandated) 2nd offense: DAEP 45 days (state mandated) 3rd offense : DAEP 60 days (state mandated) 4th offense: DAEP remainder of academic year **Citation with the local court system will be filed after each infraction.** **Any student found to be in possession of any prohibited item is subject to random search protocol for the remainder of the school year.**
Threatening to Fight/Encouraging a fight.	10	1st offense: 1 Day of ISS 2nd offense: 3 Days of ISS 3rd offense +: ISS/OSS/ DAEP hearing will be considered.
Fighting (Mutual Combat) ***Self-Defense is defined as, "a person is justified in using force against another when and to the degree that actor reasonably believes the force is immediately necessary to protect the actor against the other's use or attempted use of unlawful force." Therefore, self-defense includes all of the following:* *1. The student did not contribute to the creation of the situation* *2. The student made every good faith effort to remove themselves from the situation and found no other option.* *3. The student only utilized enough force to create an opportunity to leave the situation.*	15-50	1st offense: 3 days ISS 2nd offense: DAEP Placement

The list of non-negotiables is subject to change depending on the behavioral management needs on campus.
Students can reduce or eliminate points according to the following schedule:

CRITERIA FOR POINT REDUCTION	NUMBER OF POINTS REDUCED
Nine weeks referral free	8 points

Students are subject to all of the disciplinary management policies/actions noted in the SISD Student Handbook and SISD Student Code of Conduct. The point system is in addition to those policies and actions and is in place to prevent inappropriate conduct.

Behavior Expectations

	Hallway	Cafeteria	Restroom	Buses
Be Responsible	• Walk on the right • Keep it Clean • Be Timely	• Clean up after yourself • 6 students to a table • Keep voices at acceptable volume	• Use the nearest restroom • Take care of business and exit • Be timely to and from restroom	• Quiet Volume • Keep bus clean • Get off at your stop
Be Respectful	• Level 2 Voices • Keep hands and feet to self	• Be kind and inclusive to all at your table • Wait your turn in line • Appropriate language	• Treat facilities with respect • Report inappropriate activity • Give people privacy	• Use appropriate language • Respect personal space • Listen to bus driver
Be Safe	• Get to where you are going quickly and efficiently • Hall Pass	• Push in chairs • Clean up spills • Use items properly	• Wash hands • Cell phones/ipads remain in backpack • Keep water in sink	• Keep it clean • Stay seated and face forward • Keep aisles clear

These are the expected behaviors we are going to teach our students during the school year. These behaviors, when exhibited appropriately, will support a healthy learning environment.

Tribal Card = Responsible - Respect - Safe	
Student Name: _____ Demonstrated the Indian Way. We appreciate your efforts in making our campus the best place to be. Witnessed by: _____	

Tribal cards will support the behavior management system by providing a reward opportunity for achieving desired behaviors. Teachers will be encouraged to reward students with these cards when the students exhibit desired behaviors.

When a student receives a card, they are to bring the card to the front office (during passing period, before or after school) for a reward and recognition. Teachers, please make sure you put your name on the back of the card because you will be rewarded with a small prize as well when a student returns a card. Your name will be put in for a drawing at the end of each nine weeks for a paid lunch.

Appendix C: Sanger Middle School Discipline Management Plan

Mission: "Allow teachers to teach and students to learn."
Vision: A partnership between students, staff, and parents that supports students in achieving maximum time in both academic and social settings.

At Sanger Middle School, we believe that the most effective educational environment is one which supports healthy and appropriate student to teacher, teacher to student, and student to student interactions. Our goal is to maximize the amount of time students can practice positive behaviors in both an academic and social setting. However, when behaviors impede the basic functions of school, we have the responsibility to teach appropriate behaviors and social responses.

The following document is to serve as a guide to the partnership expected between all stakeholders. It in no way can encompass the totality of all scenarios that can be presented by student action. The sections presented will be as follows: 1) Behaviors and Consequences, 2) Sanger Middle School Behavior Management Point System, 3) PBIS.

Behaviors and Consequences

Sanger Middle School staff will make every good faith effort to establish systems and supports that will maximize student time in the classroom. However, when student behavior results in an inability for the classroom or educational environment to function properly, consequences will be assigned to aid the student in learning new behaviors.

Non-Negotiables	
The use of any device that has the capability to record audio or visual (including but not limited to cell phones, tablets, computers, etc.) in the locker room or bathroom.	1st offense: 3 Days ISS 2nd offense +: Removal of technology access on campus, consideration of DAEP placement.
Cell Phone, smart watch, or other telecommunication device use during class/hallways/or while on campus **Cell Phones, Smart Watches, or other telecommunication device must be turned off and inside the backpack (not a side pocket) while the student is on campus.**	1st offense: Technology confiscation policy. 2nd offense: 1 Day of ISS 3rd offense: 3 Days of ISS 4th offense +: Additional ISS/OSS/DAEP Hearing considered.
Cursing/disrespecting staff member	1st offense: 3 Days of ISS 2nd offense +: Additional ISS/OSS/ DAEP options considered.

	Additional offenses will be considered.
Skipping Class	1st offense: 1 Day ISS 2nd offense: 3 Days ISS 3rd offense +: ISS/OSS/DAEP options considered.
Refusal to complete classroom work.	1st offense: 3 Days Lunch Detention 2nd offense: 1 Saturday School 3rd offense: 1 Day of ISS 4th offense +: Additional days of ISS/OSS/DAEP Hearing will be considered.
Possession of tobacco in part or whole.	1st offense: 3 Days ISS 2nd offense +: Additional ISS/OSS/ DAEP options considered. Additional offenses will be considered. ** Any student found to be in possession of any prohibited item is subject to random search protocol for the remainder of the school year.**
Possession of a weapon or object with the intent to use as a weapon.	DAEP Hearing ** Any student found to be in possession of any prohibited item is subject to random search protocol for the remainder of the school year.**
Possession, using, selling, or delivering an e-cigarette	Mandatory DAEP Hearing 1st offense: 30 days w/15 day review 2nd offense: 45 days w/30 day review 3rd offense: 60 days w/45 day review 4+ offense: Placement for remainder of school year Citation for all offenses
Threatening to Fight/Encouraging a fight.	1st offense: 1 Day of ISS 2nd offense: 3 Days of ISS 3rd offense +: ISS/OSS/ DAEP hearing will be considered.

Fighting (Mutual Combat) **Self-Defense is defined as, “a person is justified in using force against another when and to the degree the actor reasonably believes the force is immediately necessary to protect the actor against the other's use or attempted use of unlawful force.” Therefore, self-defense means: 1. The student did not contribute to creating the situation. 2. The student made every good faith effort to remove themselves from the situation and found no other option. 3. The student only utilized enough force to create an opportunity to leave the situation. **	1st offense: 3 Days ISS 2nd offense: DAEP Hearing

** The list of non-negotiables is subject to change depending on the behavioral management needs on campus.**

Dress Code Procedures	
1st offense	Student provided opportunity to change. Student placed in ISS until the change of clothes has occurred. Phone call made by front office staff to parent. Situation documented.
2nd offense	Student assigned a detention. Student provided opportunity to change. Student placed in ISS until the change of clothes has occurred. Phone call made by administrator. Situation documented.
3rd offense	Student assigned ISS. Phone call made by administrator. Situation documented.
4th offense +	Student assigned discipline as appropriate by the SISD Student Code of Conduct.

It is common for a student to fix their dress code violation after being addressed by staff members (ex: a student unrolls shorts after being dress coded for shorts violation). If a student is dress coded by a staff member, they must change clothing regardless of the ability to “fix” the current clothing infraction. In the event administration provides a change of clothes, items of clothing deemed a violation will be confiscated until the school provided clothing is returned. Parents will be required to collect the items. Students will not be allowed to change back into items at the end of the school day.

Technology Confiscation	
Parents will be provided the following options:	1. Pay technology fee ($15). 2. School assigned community service (5 hours). [Examples provided on the form. 3. Detention (3 Assignments) 4. Saturday School (1 Day) 5. ISS (1 Day)

Parent options for consequences will be amended based on the number and severity of the events.

Tardy System	
1st & 2nd Offense	Documented and classroom warning.
3rd Offense	Teacher assigned detention. Phone call home.
4th Offense +	Admin detention Saturday School ISS
Tardy Sweeps: At times determined by administration, an announcement will be made for teachers to send all students in the hallways after the tardy bell to the front office. Students who are out of the classroom without permission will receive the following consequence(s):	1st Offense: 1 Saturday School Assignment 2nd Offense: 1 Day of ISS 3rd Offense: 3 Days of ISS 4th Offense+: Additional ISS/OSS/ DAEP Hearing Considered **Does not apply to students who are provided a pass by their teacher.**

Attendance is the greatest single factor a student can control that will impact their academic success. Tardy referrals past 4 offenses will be assigned consequences at the discretion of administration. Tardy counts reset at semester.

Tiered Consequences Chart	
<u>Tier I Behaviors</u>	<u>Consequences Available</u>
Running in the hallways Refusal to turn in work Excessive time out of class (Not skipping) Throwing of items that do not have the potential of causing physical harm Name calling Excessive tardies Public Display of Affection	Student Conference Parent Conference Detention Behavior Assistance Time (B.A.T) Saturday School School Assigned Community Service
<u>Tier II Behaviors</u>	<u>Consequences Available</u>

Horseplay (non-aggressive) Skipping Class Misuse of technology Academic Dishonesty Misbehavior during safety drill *Persistent Tier I Behaviors*	Behavior Assistance Time (B.A.T) Saturday School School Assigned Community Service ISS
Tier III Behaviors	Consequences Available
Cursing/Disrespecting staff Insubordination with staff Racial Slurs with staff or students Excessive Public Display of Affection Leaving classroom without permission Throwing items with the potential of causing physical harm Horseplay leading to aggression Theft of property Threat of Fighting/Encouraging a Fight Fighting Bullying/Harassment Vandalism/Destruction of School Property Leaving building without permission False alarm not resulting in an emergency response. *Persistent Tier II Behaviors*	ISS OSS DAEP Hearing
Tier IV Behaviors	Consequences Available
Aggressive physical contact with staff Possession or under the influence of alcohol, controlled substance, or illegal drug Possession or distribution of e-cig, vape, or tobacco in part or in whole. Possession of a weapon on campus Assault Lewd Acts Sexual Infractions False alarm resulting in an emergency response *Persistent Tier III Behaviors*	DAEP Hearing

The chart above does not cover every possible behavior/infraction. It is meant to be used as a guide. The consequences applied will be the final decision of the Principal and/or Assistant Principal. Additional changes will be made as behaviors/infractions are identified.

SMS Behavior Management Point System

The Sanger ISD Student Code of Conduct contains the school district's requirements for student conduct and behavior while at school or under the school's jurisdiction. The

Code of Conduct also explains the kinds of disciplinary action school officials can take in response to violations of the rules for student conduct and the steps involved in taking disciplinary action.

The SMS discipline management plan is based on a point system. When a student accumulates 25 points a parent conference will be held with the administration. When a student accumulates 50 or more points a disciplinary conference will be held to determine disciplinary placement.

In an effort to create a more positive and effective learning environment consistent with our campus positive behavior intervention and support (PBIS) system, points will also be deducted in recognition of improvements in behavior.

An explanation of the system is listed below:

OFFENSE	POINTS PER OFFENSE
Tardy	1 (6+offenses)
Dress Code	1 (1st offense); 2 (2nd offense); 2 (each additional offense)
Use of Recording Device in Dressing Room or Locker Room	10-30
Use of Cell Phone/Smart Watch on Campus	5
Minor Classroom/Lunchroom Behavior	2 (1st offense); 3 (2nd offense); 5 (each additional offense)
Failure to Follow Directions/Complete School Work	2
Failure to Attend Assigned Tribe Time	2
Failure to Attend 1 Hour Detention	3
Failure to Attend Saturday School	5
Bus Referral	1 (1st offense); 3 (each additional offense)
PDA	2
Excessive PDA	5

Academic Dishonesty/Cheating/Plagiarism	3
Harassment/Name Calling	3-5
Inappropriate Physical Conduct	5-10
Disrespect/Insubordination	5
Misuse of Technology	5-10
Failure to Respect the Property of Others	5-10
Skipping Class (on or off campus)	5
Profanity/Vulgar Language/Including Racial Slurs	3 (1st offense); 5 (each additional offense)
Scuffling/Horseplay	3-5
Possession/Use of Tobacco or Vape	10 (1st offense); 20 (each additional offense)
Bullying	10-50
Fighting (involves 2 or more)	15-50
Threat of Fight	10
Theft	10-30
Possession/Use of Alcohol/Drugs	50
Vandalism	15-50
Unlawful Entry/Trespassing	15-50
Possession/Use of Fireworks	50
Assault	50
Possession/Use of Weapons	50
Arson	50

Students can reduce or eliminate points according to the following schedule:

CRITERIA FOR POINT REDUCTION	NUMBER OF POINTS REDUCED
Nine weeks referral free	8 points

Students are subject to all of the disciplinary management policies/actions noted in the SISD Student Handbook and SISD Student Code of Conduct. The point system is in addition to those policies and actions and is in place to prevent inappropriate conduct.

PBIS

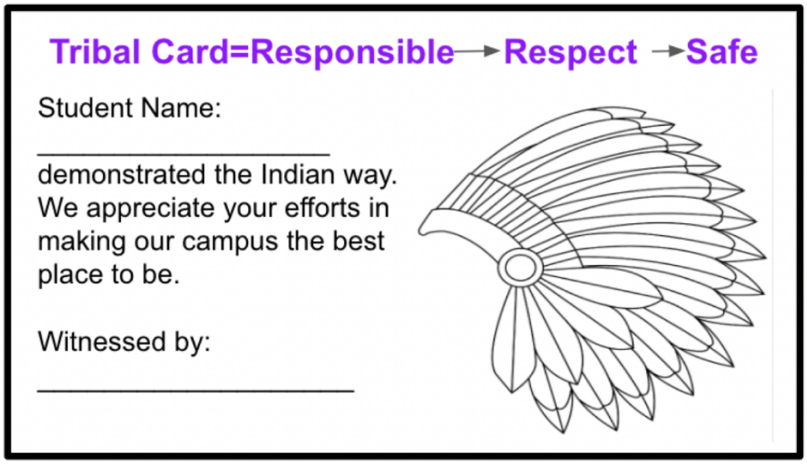
Positive behavioral interventions and supports (PBIS) is a schoolwide systems approach aimed at establishing positive student culture and individualized behavior supports necessary to create a safe and effective learning environment for all students. The students meeting these expectations will be given a Tribal Card for exhibiting exemplary behavior.

These are the expected behaviors we are going to teach our students during the school year. These behaviors, when exhibited appropriately, will support a healthy learning environment.

Behavior Expectations

	Hallway	Cafeteria	Restroom	Buses
Be Responsible	• Walk on the right side • Keep it clean • Be timely	• Clean up after yourself • 6 students to a table • Keep voices at acceptable volume	• Use the nearest restroom • Take care of business & exit • Be timely to and from restroom	• Quiet voice • Keep bus clean • Get off at your stop
Be Respectful	• Level 2 voices • Keep hands and feet to self	• Be kind and inclusive to all at your table • Wait your turn in line • Appropriate language	• Treat facilities with respect • Report inappropriate activity • Give people privacy	• Use appropriate language • Respect personal space • Listen to bus driver
Be Safe	• Get to where you are going quickly and efficiently • Hall pass	• Push in chairs • Clean up spills • Use items properly	• Wash hands • Cell phones/ ipads remain in backpack • Keep water in sink	• Keep it clean • Stay Seated & face forward • Keep aisles clear

Tribal cards will support the behavior management system by providing a reward opportunity for achieving desired behaviors. Teachers will be encouraged to reward students with these cards when the student exhibits a desired behavior. Tribal cards will be redeemed for rewards outlined in the PBIS system.



Appendix D: DAEP Handbook

SANGER ISD



SANGER INDEPENDENT SCHOOL DISTRICT DAEP HANDBOOK

Dear Parent/Guardian:

Your child has received a placement at Sanger Independent School District's Disciplinary Alternative Education Program (DAEP). While your student is placed in our program, I assure you that we will do our absolute best to help your student improve both behaviorally and academically while they are with us.

We serve students of all backgrounds and ethnicities and welcome all students to our school. We believe that each student deserves dignity and respect. We understand that students make mistakes, and our goal is to help them make better decisions. We firmly believe in a positive, proactive approach to helping students while holding them accountable for their actions.

All students will remain in the same courses in which they were enrolled at their home campus. All of our teachers are Highly Qualified in the core area in which they teach. Our teachers provide instruction aligned to what they receive at their home campus in the core courses of Math, English Language Arts, Social Studies and Science. Most student coursework is completed online either through our Edgenuity program or Canvas. For courses other than those previously listed, your child will receive work from his/her home campus that will be supplemented by the DAEP staff. Students are expected to work to the best of their ability in each course daily.

Our DAEP is fortunate to have Chief Mike Picha, employed by the Sanger ISD Police Department. Chief Picha helps us maintain a safe environment for all students and is an excellent resource for us. He avails himself to our students and is excellent at building relationships with them.

Our staff is here to help you and your child. We encourage communication while your student is with us and hope to make your student's time with us is productive and empowering. Please call or email us if you have any questions or concerns. We look forward to working with you and your child!

Sincerely,

Anthony Love
Linda Tutt High School Principal

Disciplinary Alternative Education Program (DAEP)

Academic and Discipline Management Plan

The purpose of the Sanger Independent School District Disciplinary Alternative Education Program (DAEP) is to provide a structured and supportive academic environment in which students address the specific behaviors that caused their removal from the home campus. Linda Tutt High School is the campus that will provide DAEP services for your student.

SISD DAEP Mission Statement:
Through collaborative and supportive partnerships with a student's home campus, the Linda Tutt High School staff will provide the following:

- High-quality academic instruction
- A safe and supportive learning environment
- A restorative discipline model to build relationships with students
- Opportunities for students to acquire and develop a greater sense of self-worth and value of lifelong learning
- Evidence-based therapeutic practices that promote positive behavioral change in order to strengthen social responsibility and academic success for the student while on the DAEP campus, and when they return to their home campus

Required Orientation: Orientations will be held on Tuesday and Thursday of each week at 8:30 a.m. at the DAEP campus (except for school holidays). A parent/guardian **MUST** attend with the student, even if the student has been assigned to LTHS DAEP at a previous time within the school year.

V.I.P Program: The V.I.P. Program at Linda Tutt High School is designed to reduce recidivism in a DAEP setting. The V.I.P. Program serves students who have previously attended an alternative setting and provides them with a higher level of support to ensure staff is meeting their instructional and social-emotional needs. Services include an assigned mentor (LTHS staff, home campus, or community member), individualized instruction if needed, and extensive counseling along with extended community services and presentations addressing social and emotional needs. Students will track their academic and behavioral successes and must advocate for themselves to come out of the special program and return to a regular DAEP classroom. This program lasts at least two weeks at the beginning of a student's assignment at LTHS.

These V.I.P. students will have extensive counseling on recognizing and capitalizing on their unique strengths through the program "Clifton Strengths for Students." The Clifton Strengths for Students program helps students see how their unique talents can bring clarity to their life as a student and help them thrive academically, socially, and in their future careers. Students will learn their top five themes with personalized reports, and student-specific insights, and more. These top five theme reports will be shared with parents and guardians which allows the student to discuss their strengths with family members for purposeful and meaningful conversations at home about future academic plans and behavioral improvement.

According to the Clifton Strengths website, the benefits of Clifton Strengths for Students include:

- A better understanding of your innate talents and how you can succeed by connecting those themes to your life as a student
- Greater confidence and empowerment thanks to a deeper awareness of what you naturally do best as a student

- Improved student experience through practical application of your strengths in your day-to-day routines
- Success in spite of your weaknesses, with concepts and strategies that help you manage -- not fix -- what you don’t do best so you can focus on getting the most from your strongest CliftonStrengths themes

DAEP EXPECTATIONS AND GUIDELINES

ATTENDANCE:

DAEP Students are prohibited from being on ANY public school property while assigned to a DAEP campus.

During the time that a student is assigned to the DAEP campus, the student is prohibited from being on any SISD or other public school district property other than the Linda Tutt High School campus, day or night, 7 days a week, 24 hours a day. This includes any participation or attendance at extracurricular activities in town or out of town. (Texas Education Code 37.006(g), 37.010(e).) There are some exceptions to this order, which include short-term onsite visits, such as being with a parent to pick up other sibling students from another SISD campus.

Students will attend all school days in DAEP unless prevented by an excusable absence. Parents must call the LTHS to report every absence and send a signed note when their child returns to school. **Signed parental notes must be turned in within three school days (72 hours) of the absence.** Failure to do so will result in the student being considered truant. Students who are truant may be filed with the Justice of the Peace Court by their home campus. Students are expected to be at school on time and ready to actively engage in learning. Tardy arrivals will be documented and may be used to file truancy as well. State law considers students truant for missing any day or partial school day, including mandatory tutorials.

Tardies:

All students must arrive by 7:40 a.m. Students must arrive early to go through the daily search and be seated by 7:50 a.m.

- Students arriving at the DAEP building after 8:00 a.m. will be considered tardy.
- If a student arrives at school after 8:00 a.m., the parent/guardian is required to escort the student into the building at the main entrance and sign the student in, indicating the reason for being tardy. If the parent does not escort the student into the building after 8:00 a.m., the student will not be allowed into the building and will be counted absent for the day.
- Three (3) tardies will equal (1) unexcused absence.

Arriving and Leaving the Campus:

Arriving: When students arrive on campus, they may not leave campus without the permission of the parent/guardian until the end of the school day. Students arriving at 7:35 am may not walk to the store or any other location before Check-In at DAEP. Parents may not give a student permission to leave campus and return without picking the student up.

Students must be in line for Check-In by 7:30 am. School begins at 7:40 am and ends at 3:55 pm for elementary, middle and high school students. Students may not enter the building earlier than 7:30 am

prior to the start of their academic day. All students are expected to be seated and ready for academic instruction upon arrival on the DAEP campus.

All students are expected to enter the building immediately upon arrival without loitering in the parking lot or any other area on or off the DAEP campus. If a student is seen loitering either in the parking lot, another student's car or seen leaving campus with other students, disciplinary action will be taken and parents will be called.

Leaving: Students who need to leave campus early for illness, doctor appointments, court appearances, or other approved appointments must be signed out by a parent or guardian in the front office of LTHS. A valid driver's license must be shown to staff prior to signing out a designated student. Students may not leave campus with an adult or other designated person without a submitted note indicating the time, date, and reason for the early release. The note must also include who will be picking up the student, a phone number where the parent/guardian can be reached, and the parent/guardian's signature.

At the discretion of the school principal, a student who must sign out for an appointment may have to make up time for leaving campus. As a general rule, when a doctor's note or other professional documentation is presented for a partial day absence, the student will not have to make up that day. Should a student leave habitually during their assigned time at DAEP, administrators from the student's home campus and administrators from LTHS could determine too much time has been missed, and a student's stay may be extended the amount of time equal to their absence from school.

SUPERVISION OF STUDENTS:

Students will be monitored at all times while they are at DAEP. When it becomes necessary for students to move around the building, staff members will be at their door to oversee the students to their destination. **In addition, students will be monitored by video cameras throughout the interior and exterior areas of the building with the exception of restrooms.**

Length of Placement: Placement at the DAEP is determined by the home campus administrator for 30, 45, 60 and up to 180 school days in attendance. Placement lengths are based on the seriousness of the offense, the student's age, the frequency of misbehavior, the student's attitude and statutory requirements and district recommendations.

It is our goal to return students to their home campus better academically and behaviorally.

Behavior: Students are expected to learn and display appropriate behavior at all times. DAEP staff members use a variety of discipline management strategies and intervention techniques to teach appropriate behavior and responsibility. Students are required to comply with the *SISD Student Code of Conduct* and the *DAEP Academic and Discipline Management Plan* at all times while assigned to the DAEP. Parents may be called for misbehavior that results in an office referral.

Student discipline that results in the disruption of the educational environment may result in school consequences (detention, dropping in level, parent conference, etc.), in addition to a filing with our local court system. Classroom disruptions and/or violent behavior will be dealt with swiftly and appropriately. Serious or persistent misbehaviors will result in a conference with the student, parent/guardian, home

campus administrator, and other appropriate staff. In addition to the conference, other disciplinary action may be implemented, such as suspension from school and/or an additional DAEP Placement time.

Behavior Reports: The DAEP teachers will complete a daily "Point Sheet" to track behavior. These reports are based on teacher observation of student behavior throughout the day. Observable behaviors include but are not limited to, readiness for class, time on task, work completion, participation in social skills activities/counseling, response to teacher requests/correction, interaction with other students, etc. These point sheets are sent home for parent review and signature and must be returned to school the following day.

Special Education Students: The DAEP staff and campus special education teachers will ensure that all provisions of the student's IEP and BIP are implemented. Resource classes and inclusion support are provided on the DAEP campus.

504 Students: The DAEP staff and the counselor will ensure that all provisions of the student's Accommodation Plan are implemented.

Medication: SISD does not allow students to possess medication of any kind, including aspirin, Tylenol, herbal supplements, and vitamins. All medications are to be stored in the designated office, with the exception of prescribed inhalers for the treatment of asthma. Prescribed inhalers may be carried by students with asthma under the following provisions:

1. written authorization from the parent or guardian
2. written statement from the student's physician or licensed health care provider stating that the student has asthma and is capable of self-administering the prescribed medication at the prescribed dosage.

All inhalers must have the prescription label on the medication. Failure to store medication in the clinic or follow the above-mentioned inhaler procedure may result in serious disciplinary action.

All medications must be stored in the school clinic in the original container clearly labeled with the student's name. All prescription and nonprescription medications taken during the school day must be accompanied by the SISD Medication Form signed by the parent. Any prescription medication given over 10 days must have a doctor's signature.

Sexual Harassment: Sexual harassment is defined as ANY UNWANTED sexual behavior/exposure, whether visual, verbal, or physical, towards someone else, regardless of the gender of students. This includes but is not limited to Sexual gestures, "joking," inappropriate conversations, and inappropriate physical contact such as grabbing or poking. ALL allegations of sexual harassment will be investigated by the administration and may result in school discipline/criminal charges.

Social Skills Class: Along with Academic requirements, DAEP students must participate in training programs on behavior management and safety procedures that focus on positive and proactive behavior management strategies. This training must target prevention and intervention that includes both instruction in social skills and problem-solving skills that address diversity, dating violence, anger management, and conflict resolution to teach students how to interact with teachers, family, peers, authority figures, and the general public as well as annual training on established procedures for reporting

abuse, neglect, or exploitation of students. TAC §103.1201 (i) SISD currently uses the Ripple Effects computer program to address these requirements.

Depending on the reason for a student's placement in DAEP, additional courses may be required as part of their discipline. Examples of online certified courses that may be required include drug or alcohol use and tobacco/e-cig offenses. These courses have certificates awarded at the end of the study, and they will need to be given back to a student's home campus.

Counseling: In addition to social skills class, students will participate in counseling sessions in either a group or an individual format. Students will be afforded the opportunity to meet with the school counselor before, during, or after school, schedule permitting. However, we ask that students request all meetings in advance when possible. Parents may communicate counseling concerns or requests to our campus counselor and schedule a meeting if necessary. Additionally, counselors from a student's home campus will visit the student in DAEP once every two weeks. This will ensure that the student has a connection to their home campus during their stay in DAEP and will have a mentor back at their home campus for when they return to a normal school schedule.

DAEP STATEMENT REGARDING SUICIDE, NON SUICIDAL SELF-HARM, AND HARM TO OTHERS:

Suicide is the third leading cause of death among youth ages 10 -19 in the USA. The safety of our students is of utmost importance to us at DAEP. **For this reason, all reports or disclosures of a students injuring themselves (cutting, talking about suicide, etc.) or injuring another student (threats) will be taken seriously. A risk assessment of the situation will be conducted when such information is disclosed.** Depending on the results of the risk assessment, there are several possible outcomes:

1) individual counseling and parent notification
2) parent notification and release to parent with resources and agreement to monitor
3) in cases of imminent harm, transport to a local mental health facility
4) a report to the district police and local police

All campus staff are trained to identify and report self-harm and threatening behavior. All educators are also mandatory reporters to CPS if child abuse or neglect is suspected. Our primary goal is the safety of your child while they are with us. Thank you for your understanding in these matters.

Academics: Students are expected to complete all assignments given to them each school day. All assignments are assigned by the student's home campus and come in a variety of formats. Most lessons will be assigned through Edgenuity or Canvas's online learning platforms. Should a student need paper assignments, these lessons will be sent from their home campus and returned when a student has completed them while in DAEP. All of our teachers are able to work with students as they complete their lessons each day. **DAEP teachers will supplement this work with extension activities when all lessons are completed from their home campus. There is no opportunity for downtime in DAEP, and a student must be engaged in some type of learning activity.**

Cell Phones: While not prohibited by the SISD Student Code of Conduct, while attending DAEP, all student cell phones will be surrendered to staff at the time of morning check-in and must be turned off. In

case of emergency, students will be given permission to use a school phone to contact parents. Parents may call the office (940-458-5701) to leave a message for their child. Phones will be returned to the student at the end of the school day.

Electronic Devices: Students are not allowed to bring iPads, MP3s, or other electronic devices to DAEP. These items will be taken up and returned to a parent/guardian the first time they are brought. Any subsequent time items are brought without permission the items will be kept until the end of the student's placement and released only to the parent/guardian.

The protocol established by the SISD Student Code of Conduct will be followed in returning confiscated electronic devices and fines assessed.

If students have SISD issued MacBooks or iPads, the home campus will collect these devices at the time of the discipline hearing. Students are not allowed to have district issued devices at school or home while assigned to DAEP.

Jewelry: No jewelry may be worn or brought to DAEP. If brought, it will be taken up and returned to a parent/guardian the first time brought. Any subsequent time items are brought without permission the items will be kept until the end of the student's placement and released only to the parent/guardian. This includes earrings, necklaces, bracelets, and watches. *Students may not wear bandaids to cover up any piercings - this includes newly obtained piercings.*

Money: While attending DAEP, students are encouraged not to carry money other than what is needed for breakfast, lunch, or public transportation. Students should never bring more than $2.50 to DAEP. As a courtesy to parents, DAEP officials will inform parents if their child is in possession of excessive amounts of money, and the money will be taken up and returned at the end of the school day.

Check-in procedure: All students will be searched upon arrival on the school day. Students will be asked to:

- Remove shoes and socks
- Pull out pockets (if they don't pull out, the student will run hands over them to verify empty)
- Tuck in shirt, fasten belt
- All students will be checked with a hand-held metal detector
- Put cell phones/keys/wallets in a pocket folder

MORE EXTENSIVE SEARCHES MAY BE CONDUCTED AT ANY TIME BY A CAMPUS ADMINISTRATOR OR STAFF MEMBER BASED ON THEIR DISCRETION.

Lunches: While attending DAEP, students may purchase a hot lunch or bring a sack lunch. Students purchasing a hot lunch or milk may use their home campus lunch account or pay weekly on Monday to our LTHS Cafeteria staff. The DAEP program does participate in the federal free and reduced lunch program. Students bringing their lunch should follow these guidelines:

- Lunches will be searched during morning check-in.
- Use only disposable packaging and containers with a student's name on the outside.
- Milk or bottled water may be purchased or brought from home. Water bottles will be put up when breakfast or lunch has finished. **Drinks must be sealed and may not already be opened.**

- If a student is on Silver or Gold level point sheets, they can bring in drinks other than milk or water, such as sodas, sports drinks, or energy drinks. **Drinks must be sealed and may not already be opened.**
- Candy is not allowed at any time.
- Students may not have food delivered to DAEP.

School Supplies: While at DAEP, students need the following school supplies:

- 1 pack of #2 pencils (at least 10)
- 1 container of disinfecting wipes
- 1 spiral notebook
- 1 box of tissues

Non-Negotiable Rules:

- Keep your entire body and all objects in your possession to yourself.
- Follow ALL staff directives the first time they are given.
- Stay in your seat until a staff member gives you a directive to move.
- Silently raise your hand to get a staff member's attention.
- Place the Daily Point Sheet on the teacher's desk when you walk into the class in the morning.
- There is no talking in the classrooms, hallways, and cafeteria unless otherwise indicated by staff.
- All topics of conversation must remain school-appropriate at all times.
- You may not discuss why you are assigned to the DAEP campus with other students.
- ALL sexually inappropriate behavior will result in disciplinary action.
- Students should not inquire about accumulated points throughout the day. Teachers will let students know totals as needed throughout the day, or at the end of the day before dismissal.

Hallway Procedures:

- Walk quietly, in a single file line on the right side of the hallway. Students must remain 2 feet apart while walking in the hallways.
- Do not talk with anyone in another class.
- Do not gesture toward anyone in the hallway or in another classroom.
- Keep your eyes and head facing forward.
- Follow all teacher directives in the hallway when entering and leaving.

Hallway Procedures: Restroom Break:

- Walk quietly in the hallway. Students must remain 2 feet apart while walking in the hallways.
- Enter the restroom one at a time as directed by DAEP Staff.
- Exit the restroom within a reasonable amount of time.
- If, for any reason, you miss the offered restroom break, students will not be able to go to the restroom without points being deducted from their daily sheets.

End-of-Day Procedures:

- Students must remain in dress code until off campus.
- When their name is called for dismissal, students will collect their Daily Point Sheet and will then collect their cell phone/wallet/keys from the dismissing teacher.
- Dismissal from the last period is in behavior-level order –Gold, Silver, Green, Orange, and Red.
- Students may not leave until dismissed by the teacher.

Consequences: Consequences for inappropriate behavior may include one or more of the following:

- Drop in Student Privilege Level
- DAEP - ISS assignment
- Parent Conference
- Loss of review days
- Additional DAEP Placement
- Expulsion to JJAEP (Juvenile Justice Alternative Education Placement)

LTHS DAEP School Issued Materials

Students will be responsible for taking care of all materials issued by DAEP staff. If materials are lost, damaged, or destroyed, the student will be assessed a fee to cover the replacement cost.

LTHS Issued Laptops:

- Students may NOT go to any social or non-educational sites at DAEP.
- Students may NOT text anyone during the school day using online chat groups or Google forms.
- Disciplinary consequences such as detention, drop in level, loss of technology use at school and an additional placement may be given for taking photographs without permission, or visiting inappropriate or social media sites/apps, or other technology violations.
- Laptops may be searched for content at any time at the administrator's discretion.

TRANSPORTATION:

SISD DOES NOT PROVIDE BUS TRANSPORTATION SERVICE TO DAEP.

Student Vehicles: All student vehicles driven to and parked at DAEP must be registered with the front office (registration is free). The student must have a valid driver's license, registration, and proof of insurance prior to utilizing the parking lot. This should be done during the student orientation process. All DAEP students must park in the far north parking lot directly behind the DAEP building. ***Students must leave the LTHS campus immediately upon their dismissal, as loitering on campus will prohibit the rest of the students from being dismissed and could result in the next day's points being removed. DAEP students cannot ride in a vehicle together.***

DAEP Dress Code

Appropriate Student Dress: Due to student management considerations in the Disciplinary Alternative Education Program (DAEP), including but not limited to safety concerns and possible concealment of contraband, the following dress requirements apply to any student placed in DAEP. **NO** exceptions will be made to the dress code unless cleared by the Administrator.

- Navy collared shirt (oxford or polo), long or short-sleeved, with no markings. Crewneck sweatshirts are allowed during the cooler months. **NO HOODIES WILL BE ALLOWED**.
- Shirt to be completely tucked in at all times.
- A plain white, navy or black long-sleeved T-shirt can be worn underneath the collared shirt if you are a cold-natured person (no writing or pictures on T-shirts)
- Blue jeans must be worn by everyone.

- Pants must fit appropriately and not sag
- No "low-riders," hip-huggers or joggers
- No distressed fabric—no holes, tears, bleach spots, logos, etc.
- No "cargo" type pants or pants with large pockets
- If a belt is worn, the belt must be normal thickness, brown or black only
- No large or ornate belt buckles, studding on the belt, etc.
- No inappropriate logos on buckle or belt
- Shoes: lace-up tennis shoes **ONLY.**
- Socks: Must be school-appropriate
- All tattoos MUST be covered - no exceptions
- No facial hair
- Hair to meet Sanger I.S.D. grooming policy
- No "fashion" hair accessories (bows, colored extensions, etc.)
- Hair not to cover the eyes of the student
- No jewelry worn at any time - ***piercings cannot be covered with bandaids***
- No oversized clothing; SISD staff to determine if clothing is oversized
- No gang paraphernalia; SISD staff to determine the appropriateness of attire
- No bags, purses or backpacks in the DAEP classroom.
- No shorts are to be worn underneath pants or any other layering of clothing with the exception of a white, navy, or black undershirt.

LTHS DAEP Discipline Management Plan

All students are required to work from bell to bell in each class. This will eliminate many of the discipline issues that brought students to the DAEP. If a student completes the assignments for the day, each teacher will offer enrichment exercises and STAAR preparation designed specifically for the individual student.

Student Privilege Levels:

Student privilege levels are determined by their daily point sheets. Each day, points are earned by arriving on time, bringing the previous day's point sheet back signed by parent/guardian, being in dress code, work completion, remaining quiet in the classroom, hallways, and common areas, raising your hand if you have a question or need to get out of your seat for any reason, and following other communicated campus rules and expectations. Students have the ability to earn a maximum total of 30 points in a day, and to be considered to have a "successful" day, a student must earn a minimum of 20 points. If a student is dismissed from campus early with an excused absence, or students who have early dismissal built into their schedule will have an individually adjusted point system.

Students will move between the different privilege levels with their daily performance and successfully completing their days consecutively. Should a student have an unsuccessful day due to behavior, they will start over from the beginning of the point system.

Levels are as follows:

- **Green Level**- Entry Level: Must complete at least 5 consecutive successful days to get to Silver Level.
- **Silver Level** - Must complete at least 10 consecutive successful days to get to Gold Level.
- **Gold Level** - Highest Level
- **Orange Level** - Disciplinary level; If awarded, mandatory one day level and students must obtain enough points during the day to earn their way out to Green Level.
- **Red Level** - Disciplinary level; If awarded, mandatory two days level before earning your way out to Green Level.

Student Privilege Levels Descriptions - Successful Levels		
Green	Silver	Gold
1. Lunch- If brought from home, students can have: Sandwiches, Fruit, Water or Milk. 2. Two scheduled restroom breaks without points deducted 3. During PE time, Green Level students can only walk the track for their activity.	1. Lunch- If brought from home, students can bring what they want for lunch, including a soda. Items cannot be heated in a microwave. 2. Three scheduled restroom breaks without points deducted. 3. Participation in PE games and activities versus only walking the track. 4. Participation in Movie Fridays if they are passing all their classes and have zero unexcused absences.	1. Lunch- If brought from home, students can bring what they want for lunch; 2. Students can eat lunch in the cafeteria/talk/play games when done (pool table) with other Gold Level students 3. Four scheduled restroom breaks without points deducted. 4. Participation in PE games and activities versus only walking the track. 5. Participation in Movie Fridays if they are passing all their classes and have zero unexcused absences.
Entry Level At least 5 consecutive successful days to get to Silver	At least 10 consecutive successful days to get to Gold	Highest Level

Student Unsuccessful/Disciplinary Levels	
Orange	Red
Mandatory one-day placement	Mandatory two-day placement
Students are automatically placed on the Orange level for the following reasons: 1. Did not get at least 20 points on their daily point sheets 2. Leaving the classroom without permission 3. Inappropriate Language - DAEP has zero tolerance for inappropriate language used anywhere on campus.	Students are automatically placed on the Orange level for the following reasons: 1. Breaking Student Code of Conduct Rules - administrative discretion 2. Leaving the school without permission - before, during, or at dismissal 3. Threats made to staff or other students **all threats taken seriously (play or not)*

4. Inappropriate Computer Use 5. Physical Horseplay - administrative discretion 6. Breaking Student Code of Conduct Rules - administrative discretion	4. Fighting
Consequences	
1. Students must rewrite LTHS DAEP Rules before completing any other school work for the day. 2. No Computer use; all school work is textbook or worksheet-based for the day. 3. PE - Students must complete a Health packet or only walk the track. 4. Phone call home to parent **Refusal to complete any of the above-assigned criteria results in additional days assigned to this level.* **Students who have more than 5 orange days during their assigned time in DAEP will be required to attend a MANDATORY parent meeting.* **10 or more Orange days could result in additional DAEP days (removal of review days if they have been assigned and).*	1. DAEP ISS 2. Students must rewrite the LTHS DAEP Rules before completing any other school work for the day. 3. No Computer use; all school work is textbook or worksheet-based for the day. 4. NO PE - Student must complete a Health packet instead. Health packet must be completed before the student can return to outside PE. 5. Phone call home to parents. 6. Possible SISD Police involvement. 7. Removal or any review days if assigned by the home district. 8. Additional DAEP assignment determination. **Refusal to complete any of the above-assigned criteria results in additional days assigned to this level.* **Students who have more than 5 red days during their assigned time in DAEP will be required to attend a MANDATORY parent meeting.*

RETURNING TO YOUR HOME CAMPUS AFTER SUCCESSFULLY COMPLETING YOUR DAEP ASSIGNMENT

In order for a student to prepare to exit the DAEP program at LTHS, a student will need to:

- Demonstrate good attendance. All absences must be excused, and a parent or doctor's note must be on file with LTHS. Any tardies will be reviewed with the home campus and district attendance guidelines.
- Maintain appropriate discipline behavior.
- Satisfactory completion of coursework.
- Students must complete a reflection project that will be shared with their home campus and parents.
- A list of students up for review or dismissal from DAEP will be sent to the home campus ten days prior to the student's return to campus. LTHS and the home campus will schedule a student's transition meeting with the parent before the student returns to home campus. This meeting will be on-line or over the phone and a parent must be in attendance.
- The minutes from the "Transition Meeting" will be provided to the student's home campus administrator along with the student's reflection assignment.

- Parents will be required to accompany their students upon their return to the home campus. Parents and students are to:
    - Go to the campus registrar/front office.
    - Provide the campus office personnel with the student's withdrawal form showing completion of the DAEP program.
    - Meet with the home campus administrator to sign off on your student's transition meeting minutes.

Sanger Independent School District
Student Code of Conduct
2024–2025
School Year

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Código de Conducta Estudiantil de Sanger ISD

Año escolar 2024-2025

Comuníquese con el campus de su estudiante o con la oficina administrativa del distrito.
al (940) 458-7438 para obtener una copia impresa de este documento.

Código de Conducta Estudiantil

Accesibilidad

Si tiene dificultad para acceder a la información en este documento debido a una discapacidad, comuníquese con *la oficina del distrito al (940) 458-7438 o el campus de su estudiante.*

A mi hijo y a mí se nos ha ofrecido la opción de recibir una copia impresa o acceder electrónicamente en www.sangerisd.net al Código de conducta de Sanger ISD para el año escolar 2024-2025.

Acepto la responsabilidad de acceder al Código de conducta visitando la dirección web indicada anteriormente.

Entiendo que si deseo recibir una copia impresa del Código de Conducta, debo solicitar una copia al administrador del campus.

Entiendo que el Código de Conducta contiene información que mi hijo y yo podemos necesitar durante el año escolar. También entiendo que todos los estudiantes serán responsables de su comportamiento y estarán sujetos a las consecuencias disciplinarias descritas en el Código de Conducta. Si tengo alguna pregunta sobre este Código de conducta, la dirigiré al director del campus de mi estudiante.

Propósito

El Código de Conducta Estudiantil (“Código de Conducta”), como lo requiere el Capítulo 37 del Código de Educación de Texas, provee métodos y opciones para manejar la conducta de los estudiantes, prevenir e intervenir en los problemas de disciplina de los estudiantes e imponer disciplina.

La ley exige que el distrito defina la mala conducta que pueda, o deba, dar como resultado consecuencias disciplinarias específicas, incluida la remoción de un salón de clase regular o de la escuela, suspensión fuera de la escuela, asignación a un programa disciplinario de educación alternativa (DAEP), asignación en un programa de educación alternativa de la justicia juvenil (JJAEP), o expulsión de la escuela.

Este Código de Conducta ha sido adoptado por la junta escolar de Sanger ISD y desarrollado con el asesoramiento del comité de planificación y toma de decisiones a nivel del distrito. Provee información a padres y estudiantes referente a las normas de conducta, consecuencias de la mala conducta y procedimientos para administrar disciplina. Este Código de Conducta continúa en efecto durante la escuela de verano y en todos los eventos y actividades relacionados con la escuela fuera del año escolar hasta que la junta adopte una versión actualizada para el siguiente año escolar.

En conformidad con la ley estatal, el Código de Conducta se publicará en cada campus escolar o estará disponible para revisión en la oficina del director de la escuela. Adicionalmente, el Código de Conducta estará disponible en la oficina del coordinador de conducta del campus y se publicará en el sitio web del distrito. Bajo el Capítulo 37 del Código de Educación, se notificará a los padres sobre cualquier infracción de conducta que pueda dar como resultado la suspensión de un estudiante, asignación a un DAEP o JJAEP, expulsión o arresto por un oficial de la ley.

Dado que la junta escolar del distrito adoptó el Código de Conducta, éste tiene la fuerza del reglamento. En caso de que haya conflicto entre el Código de Conducta y el Manual para Estudiantes, el Código de Conducta prevalecerá.

Advierta que: La disciplina de los estudiantes discapacitados que reúnen los requisitos para recibir servicios bajo la ley federal (Ley de Educación de Estudiantes Discapacitados y la Sección 504 de la Ley de Rehabilitación de 1973) está sujeta a las disposiciones de esas leyes.

Autoridad y jurisdicción del distrito escolar

Las reglas de la escuela y la autoridad del distrito para administrar disciplina se aplican siempre que haya interés del distrito, dentro o fuera de la propiedad escolar, junto o independientemente de las clases y actividades patrocinadas por la escuela.

El distrito tiene autoridad disciplinaria sobre un estudiante:

1. Durante el día escolar regular;
2. Mientras el estudiante viaja en transporte del distrito;
3. Durante los periodos de almuerzo cuando un estudiante tenga permitido salir del campus;
4. En cualquier actividad relacionada con la escuela, sin importar la hora o el lugar;
5. Por cualquier mala conducta relacionada con la escuela, sin importar la hora o el lugar;
6. Cuando ocurra una represalia o amenaza en contra de un empleado de la escuela, miembro de la junta o voluntario, sin importar la hora o el lugar;
7. Cuando un estudiante participe en intimidación cibernética (cyberbullying), como se define en el Código de Educación 37.0832;
8. Cuando se cometa mala conducta delictiva dentro o fuera de la propiedad escolar o en un evento relacionado con la escuela;
9. Por ciertas infracciones cometidas dentro de 300 pies desde la propiedad escolar según lo medido desde cualquier punto del límite del inmueble escolar;
10. Por ciertas infracciones cometidas en la propiedad escolar o mientras asiste a una actividad patrocinada por la escuela o relacionada con la escuela de otro distrito en Texas;
11. Cuando el estudiante cometa un delito mayor, de acuerdo al Código de Educación 37.006 o 37.0081; y
12. Cuando el estudiante deba registrarse como delincuente sexual.

Coordinador de conducta del campus

En conformidad con la ley, se debe designar a una persona en cada escuela que tenga la función de coordinador de conducta del campus (CBC). La persona designada puede ser el director del campus u otro administrador seleccionado por el director. El CBC es el principal responsable de mantener la disciplina de los estudiantes. El distrito publicará en su sitio web y en el Manual para Estudiantes, para cada campus, la dirección de correo electrónico y el número de teléfono de la persona que actúa como CBC. La información de contacto se encuentra en www.sangerisd.net.

Equipo escolar de evaluación de amenazas y de seguridad y apoyo

El CBC u otro administrador adecuado trabajará estrechamente con el equipo escolar de evaluación de amenazas y de seguridad y apoyo del campus para implementar el reglamento y los procedimientos de evaluación de amenazas del distrito, según lo requerido por la ley, y tomará la medida disciplinaria adecuada en conformidad con el Código de Conducta.

Registros

Los oficiales del distrito pueden realizar registros de estudiantes, sus pertenencias y sus vehículos en conformidad con la ley estatal y federal y el reglamento del distrito. Los registros

de estudiantes serán realizados en una manera razonable y no discriminatoria. Para obtener más información sobre investigaciones y registros, ver los reglamentos del distrito en FNF(LEGAL) y FNF(LOCAL).

El distrito tiene el derecho de registrar un vehículo conducido a la escuela por un estudiante y estacionado en la propiedad escolar siempre que exista una sospecha razonable para creer que contiene artículos o materiales prohibidos por el distrito.

Los escritorios, los casilleros, la tecnología provista por el distrito y artículos similares son propiedad del distrito y se proveen para uso del estudiante a efectos de la comodidad. La propiedad del distrito está sujeta a registro o inspección en cualquier momento sin previo aviso.

Denuncia de delitos

El director o CBC y otros administradores escolares, según corresponda, denunciarán delitos de acuerdo a lo que exige la ley y llamarán a la policía cuando un administrador sospeche que se ha cometido un crimen en el campus.

Personal de seguridad

La junta utiliza [oficiales de policía, oficiales de recursos escolares (SRO por sus siglas en inglés), mariscales escolares *y / o* personal de seguridad] para garantizar la seguridad y protección de los estudiantes, el personal y la propiedad. En conformidad con la ley, la junta se ha puesto de acuerdo con el CBC y otros empleados del distrito para garantizar la asignación de funciones de orden público adecuadas a estas personas. Las disposiciones que abordan los diversos tipos de personal de seguridad se pueden encontrar en la serie de reglamentos CKE.

Los deberes de aplicación de la ley de los oficiales de policía del distrito son:

- Crear y mantener un ambiente de aprendizaje seguro y ordenado para estudiantes, maestros y personal.
- Establecer un canal de comunicación de confianza con los estudiantes, padres y profesores.
- Servir como un modelo positivo.
- Servir como recurso.
- Servir como educador.

Definición de “padre”

En todo el Código de Conducta y reglamentos de disciplina relacionados, el término “padre” incluye padre, madre, tutor legal u otra persona que tiene control legal del menor.

Participación en actividades de graduación

El distrito tiene derecho de limitar la participación de un estudiante en actividades de graduación por violar el Código de Conducta del distrito.

La participación podría incluir una función de orador, de acuerdo a lo establecido por el reglamento y los procedimientos del distrito.

Los estudiantes que cumplen con los requisitos de elegibilidad para dar los comentarios de apertura y cierre en la graduación serán notificados por el director del campus. No obstante cualquier otro requisito de elegibilidad, para ser considerado elegible, un estudiante no debe

haber sido partícipe en ninguna mala conducta que dé como resultado una suspensión fuera de la escuela, la remoción a un DAEP o expulsión durante el semestre inmediatamente anterior a la graduación.

El valedictorian y el salutatorian también pueden tener roles de orador en la graduación. Ningún estudiante será elegible para tener un rol de orador si participó en una mala conducta que resultó en una suspensión fuera de la escuela, la remoción a un DAEP o expulsión durante el semestre inmediatamente anterior a la graduación.

Personas no autorizadas

En conformidad con el Código de Educación 37.105, un administrador escolar, SRO, u oficial de policía del distrito tendrán autoridad de negar la entrada o sacar a una persona de la propiedad del distrito si la persona se niega a salir pacíficamente cuando se le pide y:

1. La persona plantea un riesgo sustancial de daño a alguna persona, o
2. La persona se comporta de una manera inapropiada para el entorno escolar y continúa con dicha conducta después de que se le ha advertido verbalmente que la conducta es inapropiada y puede ocasionar que se le deniegue la entrada o que se le pida que se retire.

En conformidad con los reglamentos FNG(LOCAL) o GF(LOCAL), se pueden presentar apelaciones referentes a la negativa de entrada o peticiones de abandonar la propiedad escolar, según corresponda. Sin embargo, los plazos para los procedimientos de queja del distrito serán ajustados según sea necesario para permitirle a la persona dirigirse a la junta en persona dentro de los 90 días calendario, a menos que la queja se resuelva antes de una audiencia con la junta.

Ver DAEP – Restricciones durante la asignación en la página 25, para obtener información referente a un estudiante asignado a un DAEP al momento de la graduación.

Estándares de conducta estudiantil

Se espera que cada estudiante:

- Demuestre cortesía, incluso cuando otros no la demuestran.
- Se comporte de una manera responsable.
- Ejerza autodisciplina.
- Asista a todas las clases, con regularidad y puntualmente.
- Lleve los materiales adecuados y las tareas a clase.
- Cumpla las normas de aseo y vestimenta del distrito y de la escuela.
- Obedezca todas las reglas de la escuela y del salón de clase.
- Respete los derechos y privilegios de los estudiantes, maestros y otro personal y voluntarios del distrito.
- Respete las pertenencias de los demás, incluida la propiedad e instalaciones del distrito.
- Coopere y asista al personal de la escuela para mantener la seguridad, el orden y la disciplina.
- Cumpla con los requisitos del Código de Conducta Estudiantil.

Infracciones generales de conducta

Las categorías de conducta a continuación están prohibidas en la escuela, en vehículos que sean propiedad del distrito u operados por el distrito, y en todas las actividades relacionadas con la escuela, pero la lista no incluye las infracciones más graves. En las secciones subsiguientes de **Suspensión fuera de la escuela** en la página 18, **Asignación a un DAEP** en la página 20, **Asignación y/o expulsión por ciertas infracciones** en la página 28, y **Expulsión** en la página 31, se incluyen esas infracciones que requieren o permiten consecuencias específicas. Sin embargo, cualquier infracción puede ser lo suficientemente grave para dar como resultado la **Remoción del entorno educativo regular** según se detalla en la página 16.

Desobediencia a la autoridad

Los estudiantes no deben:

- Incumplir las instrucciones dadas por el personal de la escuela.
- Abandonar el terreno escolar ni los eventos patrocinados por la escuela sin autorización.
- Desobedecer las reglas de conducta en los vehículos del distrito.
- Negarse a aceptar la disciplina o consecuencia asignada por un maestro o director.

Maltrato a otras personas

Los estudiantes no deben:

- Usar lenguaje profano o vulgar ni hacer gestos obscenos.
- Pelearse o reñir. (Para agresiones, ver **Asignación a un DAEP y/o expulsión por ciertas infracciones** en la página 28).
- Amenazar a un estudiante, empleado o voluntario del distrito, incluso fuera de la propiedad escolar, si la conducta da como resultado una interrupción considerable al entorno educativo.
- Participar en intimidación escolar (bullying), intimidación cibernética (cyberbullying), acoso o hacer listas negras. (Ver los cuatro términos en el **glosario**).
- Publicar o amenazar con publicar material visual íntimo de un menor o de un estudiante de 18 años de edad o mayor sin el consentimiento del estudiante.
- Participar en acoso sexual o acoso basado en género, o abuso sexual, ya sea mediante palabras, gestos, o cualquier otra conducta, dirigida a otra persona, incluido un estudiante, empleado, miembro de la junta o voluntario del distrito.
- Participar en conducta que constituya violencia en la pareja. (Ver **glosario**).
- Exponer inadecuada o indecentemente las partes íntimas del cuerpo.
- Participar en novatadas maliciosas (hazing). (Ver **glosario**).
- Coaccionar a un individuo para que actúe mediante el uso o la amenaza de fuerza.
- Cometer extorsión o chantaje.
- Participar en una conducta inadecuada de naturaleza verbal, física o sexual dirigida a otra persona, incluido un estudiante, empleado o voluntario del distrito.

- Grabar la voz o imagen de otros sin el consentimiento previo de los individuos que se graban o que interrumpa el entorno educativo o invada la privacidad de otros.

Infracciones a la propiedad

Los estudiantes no deben:

- Dañar ni destrozar pertenencias de otros. (Para delitos criminales mayores, ver **Asignación a un DAEP y/o expulsión por ciertas infracciones** en la página 28).
- Desfigurar o dañar la propiedad escolar, incluidos libros de texto, tecnología y recursos electrónicos, casilleros, muebles y otro equipo, con grafiti u otros medios.
- Robar objetos de estudiantes, del personal o de la escuela.
- Cometer o asistir en un hurto o robo, incluso si no constituye un delito mayor en conformidad con el Código Penal. (Para delito de robo mayor, robo agravado y hurto, ver **Asignación a un DAEP y/o expulsión por ciertas infracciones** en la página 28).
- Ingresar, sin autorización, a las instalaciones del distrito que no estén abiertas para las operaciones.

Posesión de artículos prohibidos

Los estudiantes no deben poseer ni usar:

- Armas de fuego de ningún tipo, bombas de humo o fétidas, ni ningún otro artefacto pirotécnico;
- Rastrillo, navaja para cortar cajas, cadena ni ningún otro objeto usado de alguna manera que amenace o cause lesiones físicas a otra persona;
- Un arma de “imitación” con la intención de ser usada como un arma o que se podría percibir como un arma;
- Una pistola de aire o de postas;
- Munición;
- Un instrumento manual diseñado para cortar o penetrar a otra persona al ser lanzado;
- Un silenciador o supresor de arma de fuego;
- *Una navaja restringida en la ubicación;
- *Un garrote;
- *Un arma de fuego;
- Un arma paralizante;
- Manoplas;
- Una navaja de bolsillo u otro tipo de navaja pequeña;
- Espray de pimienta o macis (mace);
- Material pornográfico;
- Productos de tabaco, cigarrillos, cigarrillos electrónicos, y cualquier componente, pieza o accesorio para un dispositivo de cigarrillo electrónico;

- Fósforos o un encendedor;
- Apuntador láser, a menos que sea para uso aprobado; o
- Cualquier artículo que generalmente no se considera armas, incluidos artículos escolares, cuando el director o su representante determina que existe un peligro.

*Para armas y armas de fuego, ver **Asignación a un DAEP y/o expulsión por ciertas infracciones** en la página 28. En muchas circunstancias, la posesión de estos artículos es sancionable mediante expulsión obligatoria bajo la ley federal o estatal.

Posesión de dispositivos de telecomunicaciones u otros dispositivos electrónicos

Los estudiantes no deben:

- Usar un dispositivo de telecomunicaciones, incluido un teléfono celular u otro dispositivo electrónico, que infrinja las reglas del distrito y de la escuela.

Drogas ilegales, medicamentos recetados y de venta libre

Los estudiantes no deben:

- Poseer, usar, regalar ni vender alcohol o drogas ilegales. (Ver también en **Asignación a un DAEP** en la página 20 y en **Expulsión** en la página 31 las consecuencias obligatorias y permisibles bajo la ley estatal).
- Poseer ni vender semillas ni piezas de marihuana en cantidad menor a la utilizable.
- Poseer, usar, dar o vender parafernalia relacionada con cualquier sustancia prohibida. (Ver “parafernalia” en el **glosario**).
- Poseer, usar, abusar o vender sustancias parecidas a las drogas o intentar pasar artículos como drogas o contrabando.
- Abusar de un medicamento recetado propio, dar un medicamento recetado a otro estudiante, o poseer o estar bajo los efectos del medicamento recetado de otra persona en la propiedad escolar o en un evento relacionado con la escuela. (Ver “abuso” en el **glosario**).
- Abusar de medicamentos de venta libre. (Ver “abuso” en el **glosario**).
- Estar bajo los efectos de medicamentos recetados o de venta libre que causen trastorno corporal o mental. (Ver “bajo los efectos” en el **glosario**).
- Tener o tomar medicamentos recetados o de venta libre en la escuela fuera de lo permitido por el reglamento del distrito.

Mal uso de recursos de tecnología e internet

Los estudiantes no deben:

- Violar los reglamentos, reglas o acuerdos firmados por el estudiante o el padre del estudiante referentes al uso de los recursos de tecnología.
- Intentar acceder o evadir contraseñas u otra información relacionada con seguridad del distrito, estudiantes o empleados, o subir o crear virus computacionales, incluso fuera de la propiedad escolar si la conducta causa una interrupción importante al entorno educativo.

- Intentar alterar, destruir o deshabilitar recursos tecnológicos del distrito, incluidos, entre otros, computadoras y equipo relacionado, datos del distrito, datos de otras personas u otras redes conectadas al sistema del distrito, incluso fuera de la propiedad escolar si la conducta causa una interrupción importante al entorno educativo.
- Usar el internet u otras comunicaciones electrónicas para amenazar o acosar a los estudiantes, empleados, miembros de la junta o voluntarios del distrito, incluso fuera de la propiedad escolar si la conducta causa una interrupción importante al entorno educativo o infringe los derechos de otro estudiante en la escuela.
- Enviar, publicar o poseer mensajes electrónicos abusivos, obscenos, orientados sexualmente, amenazadores, acosadores, que dañen la reputación de una persona, o ilegales, como intimidación cibernética y “sexting”, dentro o fuera de la propiedad escolar, si la conducta causa una interrupción importante al entorno educativo o infringe los derechos de otro estudiante en la escuela.
- Usar el internet u otras comunicaciones electrónicas para participar o fomentar una conducta ilegal o amenazar la seguridad de la escuela, incluso fuera de la propiedad escolar si la conducta causa una interrupción importante al entorno educativo o infringe los derechos de otro estudiante en la escuela.

Transgresiones de seguridad

Los estudiantes no deben:

- Poseer material publicado o electrónico que está diseñado para promover o estimular una conducta ilegal o que podría amenazar la seguridad de la escuela.
- Participar en intercambios verbales (orales o escritos) que amenacen la seguridad de otro estudiante, un empleado de la escuela o la propiedad escolar.
- Hacer acusaciones falsas o engaños respecto de la seguridad de la escuela.
- Participar en cualquier conducta que los directivos de la escuela consideren de manera razonable que interrumpirá sustancialmente el programa escolar o incitará a la violencia.
- Arrojar objetos que puedan causar lesiones físicas o daños a la propiedad.
- Activar un extintor de fuego sin una razón válida.

Infracciones varias

Los estudiantes no deben:

- Violar las normas de vestimenta y aseo que se indican en el Manual para Estudiantes.
- Incurrir en deshonestidad académica, lo que incluye hacer trampa o copiar el trabajo de otro estudiante, el plagio y la comunicación no autorizada entre estudiantes durante un examen.
- Hacer trampa o copiar el trabajo de otra persona.
- Participar en juegos de azar.
- Falsificar registros, pases u otros documentos relacionados con la escuela.
- Participar en acciones o demostraciones que interrumpan sustancialmente o interfieran materialmente con las actividades escolares.
- Infringir reiteradamente las normas de conducta de otras escuelas o salones de clase.

Infracciones generales de conducta

El distrito puede imponer reglas del campus o salón de clase además de las que se encuentran en el Código de Conducta. Estas reglas pueden publicarse en los salones de clase o entregarse al estudiante, y pueden o no constituir violaciones del Código de Conducta.

Técnicas de administración disciplinaria

Se diseñará la disciplina de manera que mejore la conducta y aliente a los estudiantes a ser miembros responsables de la comunidad escolar. La medida disciplinaria será a consideración profesional de maestros y administradores y mediante una variedad de técnicas de administración disciplinaria, incluidas las prácticas restaurativas. La disciplina debe basarse en la gravedad de la infracción, edad y nivel de grado del estudiante, frecuencia de la mala conducta, actitud del estudiante, efecto de la mala conducta en el ámbito escolar y requisitos estatutarios.

Estudiantes con discapacidades

La disciplina de los estudiantes con discapacidades está sujeta a la ley federal y estatal aplicable además del Código de Conducta. En caso de algún conflicto, el distrito cumplirá con la ley federal. Para obtener más información respecto de la disciplina de estudiantes con discapacidades, ver el reglamento FOF(LEGAL).

En conformidad con el Código de Educación, un estudiante que reciba servicios de educación especial no puede ser disciplinado por conductas que sean parte de la definición de intimidación escolar, intimidación cibernética, acoso o hacer listas negras (ver **glosario**) hasta que un comité de admisión, revisión y retiro (ARD) se reúna y revise la conducta.

Para decidir si se ordenará la suspensión, asignación a un DAEP o expulsión, sin importar si la medida es obligatoria o discrecional, el distrito tomará en cuenta una discapacidad que imposibilite considerablemente la capacidad del estudiante para distinguir la ilicitud de la conducta del estudiante.

Técnicas

Se pueden usar las siguientes técnicas de administración de disciplina por sí solas, en combinación o como parte de intervenciones progresivas a causa de conductas prohibidas por el Código de Conducta o por las reglas del campus o del salón de clase:

- Corrección verbal, oral o escrita.
- Tiempo para tranquilizarse o un breve periodo de reflexión, en conformidad con la ley.
- Cambio de asiento en el salón de clase o vehículos operados por o pertenecientes al distrito.
- Confiscación temporal de artículos que interrumpan el proceso de instrucción.
- Recompensas o deméritos.
- Contratos de conducta.
- Consejería por parte de maestros, consejeros escolares o personal administrativo.
- Reuniones de padres y maestros.
- Asesoría en conducta.
- Clases de control del enojo.
- Meditación (víctima-ofensor).
- Círculos en el salón de clase.
- Conferencias de grupos familiares.

- Reducciones de calificación por hacer trampa, plagio y de otra manera permitida por la ley.
- Detención, incluso fuera del horario escolar.
- Enviar al estudiante a la dirección, a otra área asignada, o a en suspensión escolar (ISS).
- Asignación de labores escolares, como limpiar o recoger basura.
- Retiro de privilegios, como participación en actividades extracurriculares, elegibilidad para postularse y ocupar cargos honorarios, o membresía en clubes y organizaciones patrocinados por la escuela.
- Sanciones identificadas en las normas de conducta de las actividades extracurriculares de organizaciones estudiantiles.
- Restricción o revocación de privilegios de transporte del distrito.
- Periodo de prueba evaluado y administrado por la escuela.
- Suspensión fuera de la escuela, de acuerdo a lo especificado en **Suspensión fuera de la escuela** en la página 18.
- Asignación a un DAEP, de acuerdo a lo especificado en **DAEP** en la página 20.
- Expulsión y/o asignación a un entorno educativo alternativo, de acuerdo a lo especificado en **Asignación y/o expulsión por ciertas infracciones** en la página 28.
- Expulsión, de acuerdo a lo especificado en **Expulsión** en la página 31.
- Traslado a una agencia externa o autoridad legal para proceso penal además de medidas disciplinarias impuestas por el distrito.
- Otras estrategias y consecuencias de acuerdo a lo determinado por los directivos de la escuela.

Técnicas aversivas prohibidas

Está prohibido el uso de técnicas aversivas con estudiantes y se definen como técnicas o intervenciones con el propósito de reducir la repetición de una conducta a través de infligir intencionalmente considerable molestia o dolor físico o emocional. Las técnicas aversivas incluyen:

- Usar técnicas diseñadas para causar dolor físico o que probablemente lo causen. [Ver el reglamento FO(LOCAL).]
- Usar técnicas diseñadas para causar dolor físico o que probablemente lo causen a través del electrochoque o cualquier procedimiento que incluye puntos de presión o inmovilización de articulaciones.
- Liberación dirigida de un espray, rocío o sustancia nocivo, tóxico o desagradable cerca del rostro de un estudiante.
- Privar de sueño adecuado, aire, alimentos, agua, albergue, cama, comodidad física, supervisión o acceso a un baño.
- Ridiculizar o denigrar a un estudiante de manera que perjudique o ponga en peligro el aprendizaje o la salud mental del estudiante o constituya abuso verbal.
- Emplear un dispositivo, material u objeto que inmovilice todas las cuatro extremidades de un estudiante, incluso sujeción en el suelo en posición prona o supina.

- Alterar la respiración de un estudiante, incluyendo la aplicación de presión sobre el torso o cuello del estudiante o colocar algo dentro, sobre o encima de la boca o nariz del estudiante o tapar la cara del estudiante.
- Restringir la circulación del estudiante.
- Sujetar al estudiante a un objeto inmóvil mientras el estudiante está de pie o sentado.
- Inhibir, reducir o entorpecer la capacidad del estudiante para comunicarse.
- Usar sujeciones químicas.
- Usar el tiempo de reflexión de una manera que evite que el estudiante pueda participar y avanzar como corresponde en el currículo requerido o en cualesquier metas programa de educación individualizada (IEP) que correspondan, incluso aislando al estudiante usando barreras físicas.
- Privar al estudiante de uno o más de los sentidos del estudiante, a menos que la técnica no cause incomodidad al estudiante o cumpla con el plan de intervención conductual (BIP) o IEP del estudiante.

Notificación

El CBC notificará inmediatamente al padre del estudiante por teléfono o en persona cualquier violación que pueda dar como resultado suspensión en la escuela o fuera de la escuela, asignación a un DAEP, asignación a un JJAEP, o expulsión. El CBC también notificará al padre del estudiante si el estudiante ha sido detenido por un oficial de la policía bajo las disposiciones disciplinarias del Código de Educación.

Se hará un esfuerzo de buena fe para proporcionar una notificación escrita de la medida disciplinaria al estudiante, el día en que se tomó la medida, para entregarla al padre del estudiante. Si se contacta al padre por teléfono o en persona antes de las 5:00 p.m. del primer día hábil después de que se haya seguido la medida disciplinaria, el CBC enviará una notificación escrita por correo postal de EE.UU. Si el CBC no puede informar al padre, el director o su representante le darán el aviso.

Antes de que el director o administrador adecuado asigne a un estudiante menor de 18 años a detención fuera del horario escolar regular, se informará al padre del estudiante el motivo de la detención y se permitirán arreglos para el transporte necesario.

Apelaciones

Las preguntas de los padres acerca de las medidas disciplinarias deberían dirigirse al maestro, a la administración del campus o al CBC, según corresponda. Las apelaciones o reclamos con respecto al uso de técnicas específicas de administración de disciplina se deben dirigir en conformidad con el reglamento FNG(LOCAL). Se puede obtener una copia del reglamento en la oficina del director, la oficina del CBC, o en la oficina de administración central o a través de Policy Online® en la siguiente dirección: www.sangerisd.net.

El distrito no demorará una consecuencia disciplinaria mientras un estudiante o padre tramita una queja. En el caso de que se acuse a un estudiante de haber tenido una conducta que coincida con la definición de acoso sexual según se define en el Título IX, el distrito cumplirá con la ley federal correspondiente, que incluye el proceso de quejas formales del Título IX. Vea los reglamentos FFH(LEGAL) y (LOCAL).

Remoción del autobús escolar

Un conductor de autobús puede derivar a un estudiante a la oficina del director o a la oficina del CBC para mantener una disciplina efectiva en el autobús. El director o CBC debe emplear técnicas adicionales de administración de disciplina, según corresponda, las cuales pueden incluir la restricción o revocación de los privilegios de viajar en autobús de un estudiante.

Para transportar a los estudiantes de manera segura, el operador del vehículo debe concentrarse en conducir y no distraerse con la mala conducta de algún estudiante. Por lo tanto, cuando las técnicas apropiadas de administración de disciplina no mejoran la conducta del estudiante o cuando una mala conducta específica justifica la remoción inmediata, el director o el CBC puede restringir o revocar los privilegios de transporte del estudiante, en conformidad con la ley.

Remoción del entorno educativo regular

Además de otras técnicas de administración de disciplina, la mala conducta puede dar como resultado la remoción del entorno educativo regular mediante un traslado de rutina o una remoción formal.

Derivación de rutina

Una derivación de rutina ocurre cuando un maestro envía a un estudiante a la oficina del CBC como técnica de administración de disciplina. El CBC empleará técnicas alternativas de administración de disciplina, incluyendo intervenciones progresivas. Un maestro o administrador puede remover a un estudiante de la clase por una conducta que infrinja este Código de Conducta para mantener una buena disciplina en el salón de clase.

Remoción formal

Un maestro puede iniciar una remoción formal de la clase si:

1. El maestro ha documentado que la conducta de un estudiante interfiere repetidamente con la capacidad del maestro de enseñar la clase o con la capacidad de aprender de otros estudiantes; o
2. La conducta es tan rebelde, perturbadora o abusiva que el maestro no puede enseñar y los estudiantes del salón de clase no pueden aprender.

En un plazo de tres días escolares de la remoción formal, el CBC o el administrador correspondiente programará una reunión con el padre del estudiante, el estudiante, el maestro que retiró al estudiante de la clase y cualquier otro administrador que corresponda.

En la reunión, el CBC o el administrador correspondiente informará al estudiante la supuesta mala conducta y las consecuencias propuestas. El estudiante tendrá una oportunidad para responder a las acusaciones.

Cuando un maestro remueva a un estudiante del salón de clase regular y esté pendiente una reunión, el CBC u otro administrador puede asignar al estudiante a:

- Otro salón de clase adecuado.
- ISS.
- Suspensión fuera de la escuela.
- DAEP.

Un maestro o administrador debe remover a un estudiante de la clase si el estudiante tiene una conducta que bajo el Código de Educación requiera o permita que el estudiante sea asignado a un DAEP o expulsado. Al ser removido por esos motivos, se seguirán los procedimientos de las secciones subsiguientes sobre DAEP o expulsión.

Regresar a un estudiante al salón de clase

Un estudiante que haya sido retirado formalmente de la clase por un maestro por conducta en contra del maestro que contenga elementos de agresión, agresión agravada, agresión sexual, o agresión sexual agravada no puede regresar a la clase el maestro sin el consentimiento del maestro.

Un estudiante que haya sido retirado formalmente por un maestro por alguna otra conducta puede regresar a la clase del maestro sin el consentimiento del maestro si el comité de revisión

de asignaciones determina que la clase el maestro es la mejor alternativa o la única alternativa disponible.

Suspensión fuera de la escuela

Mala conducta

Se puede suspender a los estudiantes por conducta incluida en el Código de Conducta como infracción general de conducta, infracción de DAEP o infracción que amerita expulsión.

El distrito no utilizará la suspensión fuera de la escuela para los estudiantes en el segundo grado o inferior a menos que la conducta cumpla con los requisitos establecidos por la ley.

Un estudiante en un grado inferior al tercer grado o un estudiante que no tiene hogar no será suspendido fuera de la escuela a menos que, mientras se encuentre en la propiedad escolar o mientras asista a una actividad patrocinada por la escuela o relacionada con la escuela dentro o fuera de la propiedad escolar, el estudiante:

- Participe en una conducta que incluya los elementos de una infracción con armas, en conformidad con la Sección 46.02 o 46.05 del Código Penal.
- Participe en una conducta que incluya los elementos de agresión, agresión sexual, agresión agravada o agresión sexual agravada, según lo dispuesto por el Código Penal; o
- Vende, da o entrega a otra persona, o posee, usa o está bajo los efectos de cualquier cantidad de marihuana, una bebida alcohólica o una sustancia controlada o una droga peligrosa, según lo definido por la ley federal o estatal.

El distrito utilizará un programa de conducta positiva como alternativa disciplinaria para los estudiantes en grados inferiores al tercer grado que cometan violaciones de conducta general en lugar de suspensión o asignación a un DAEP. El programa deberá cumplir con los requisitos de la ley.

Proceso

La ley estatal permite que un estudiante sea suspendido un máximo de tres días escolares por violación de conducta, sin límite del número de veces que puede ser suspendido en un semestre o año escolar.

Antes de ser suspendido, un estudiante tendrá una reunión informal con el CBC o el administrador correspondiente, quien informará al estudiante la supuesta mala conducta.

El CBC determinará el número de días de la suspensión de un estudiante, pero no excederá tres días escolares.

Para decidir si se debe ordenar suspensión fuera de la escuela, el CBC considerará:

1. Defensa propia (ver **glosario**),
2. Intención o falta de intención al momento en el que el estudiante participó en la conducta,
3. El historial disciplinario del estudiante,
4. Una discapacidad que imposibilite de manera significativa la capacidad del estudiante para distinguir la ilicitud de su conducta,
5. La situación de un estudiante bajo tutela del Departamento de Familia y Servicios de Protección (cuidado tutelar), o
6. La situación de no tener hogar de un estudiante.

El administrador correspondiente determinará las restricciones de la participación en actividades extracurriculares y paralelas patrocinadas por la escuela o relacionadas con la escuela.

Trabajo de clase durante la suspensión

El distrito se asegurará de que un estudiante reciba acceso al trabajo de la clase de los cursos del currículo básico mientras el estudiante está en suspensión dentro o fuera de la escuela, incluso al menos un método de recepción de este trabajo de clase que no requiera del uso de internet.

Un estudiante que se traslade del salón de clase regular a ISS u otro programa de educación, además de DAEP, tendrá una oportunidad, antes del inicio del siguiente año escolar, de completar un curso básico del plan de estudio en el cual el estudiante estaba matriculado al momento de la remoción. El distrito puede dar la oportunidad a través de cualquier método disponible, incluido un curso por correspondencia, otra opción de aprendizaje a distancia o la escuela de verano. El distrito no hará ningún cargo al estudiante por el método para completar el trabajo provisto por el distrito.

Asignación al Programa Disciplinario de Educación Alternativa (DAEP)

El DAEP se ofrecerá en un entorno distinto al salón de clase regular del estudiante. Un estudiante de primaria no puede ser asignado a un DAEP con un estudiante que no sea un estudiante de primaria.

Para propósitos del DAEP, la clasificación de primaria será de kindergarten a 5o. grado y la clasificación de secundaria será de 6o. a 12o. grado.

Los programas de verano provistos por el distrito darán servicio a los estudiantes asignados a un DAEP en conjunto con otros estudiantes.

Un estudiante expulsado por una infracción que de otra manera habría dado como resultado la asignación a un DAEP no tiene que asignarse a un DAEP además de la expulsión.

Para decidir si se debe asignar a un estudiante a un DAEP, sin importar si la acción es obligatoria o discrecional, el CBC considerará:

1. Defensa propia (ver **glosario**),
2. Intención o falta de intención al momento en el que el estudiante participó en la conducta,
3. El historial disciplinario del estudiante,
4. Una discapacidad que imposibilite de manera significativa la capacidad del estudiante para distinguir la ilicitud de su conducta,
5. La situación de un estudiante bajo tutela del Departamento de Familia y Servicios de Protección (cuidado tutelar), o
6. La situación de no tener hogar de un estudiante.

Asignación discrecional: Mala conducta que puede dar como resultado la asignación a un DAEP

Se puede asignar a un estudiante a un DAEP por conductas prohibidas en la sección de Violaciones generales de conducta de este Código de Conducta.

Mala conducta identificada en la ley estatal

En conformidad con la ley estatal, **se puede** asignar a un estudiante a un DAEP por alguna de las siguientes infracciones:

- Participación en intimidación escolar que anime a un estudiante a cometer o intentar cometer suicidio.
- Incitación de violencia en contra de un estudiante a través de intimidación escolar grupal.
- Publicación o amenaza de publicación de material visual íntimo de un menor o de un estudiante de 18 años de edad o mayor sin el consentimiento del estudiante.
- Participación en una fraternidad, hermandad, sociedad secreta o pandilla de una escuela pública, incluida la participación como miembro o bajo juramento, o solicitar a otra persona que tome juramento o sea miembro de una fraternidad, hermandad, sociedad secreta o pandilla de una escuela pública. (Ver **glosario**).
- Participación en una actividad delictiva de pandilla callejera delincuente. (Ver **glosario**).

- Cualquier travesura delictiva, incluido un delito mayor.
- Agresión (sin lesión corporal) con amenaza de lesión corporal inminente.
- Agresión mediante contacto físico ofensivo o provocativo.

En conformidad con la ley estatal, se **puede** asignar a un estudiante a un DAEP si el superintendente o su representante cree de manera razonable (ver **glosario**) que el estudiante participó en una conducta sancionable como delito mayor, además de robo agravado o aquellos delitos descritos como ofensas con lesión a una persona en el Título 5 (ver **glosario**) del Código Penal, que ocurra fuera de la propiedad escolar y no en un evento patrocinado por la escuela o relacionado con la escuela, si la presencia del estudiante en el salón de clase regular amenaza la seguridad de otros estudiantes o maestros, o se considera peligroso para el proceso educativo.

El CBC **puede** asignar a un estudiante a un DAEP por conducta fuera de la escuela para la cual la ley estatal exija la asignación a un DAEP si el administrador no tiene conocimiento de la conducta antes del primer aniversario de la fecha en que ocurrió la conducta.

Asignación obligatoria: Mala conducta que requiere asignación a un DAEP

Se **debe** asignar a un estudiante a un DAEP si:

- Participa en una conducta relacionada con una falsa alarma o informe (incluida una amenaza de bomba) o una amenaza terrorista que incluya una escuela pública. (Ver **glosario**).
- Comete las siguientes infracciones en propiedad de la escuela, dentro de 300 pies de la propiedad escolar según lo medido desde cualquier punto del límite de la propiedad escolar, o mientras asiste a una actividad patrocinada por la escuela o relacionada con la escuela dentro o fuera de la propiedad escolar:
    - Participa en una conducta sancionable como delito mayor.
    - Comete una agresión (ver **glosario**) bajo el Código Penal 22.01(a)(1).
    - Vende, da o entrega a otra persona, o posee, usa o está bajo los efectos de una sustancia controlada o droga peligrosa en una cantidad que no constituya un delito mayor. (Las infracciones de drogas consideradas delito mayor relacionadas con la escuela se incluyen en **Expulsión** en la página 31). (Ver en el **glosario** “bajo los efectos”, “sustancia controlada” y “droga peligrosa”).
    - Vende, da o entrega a otra persona, o posee, usa o está bajo los efectos de la marihuana o THC. Un estudiante con una receta válida de cannabis de bajo THC según lo autorizado por el Capítulo 487 del Código de Salud y Seguridad no infringe esta disposición.
    - Vende, da o entrega a otra persona una bebida alcohólica; comete una infracción grave mientras está bajo los efectos del alcohol; o posee, usa o está bajo los efectos del alcohol.
    - Se comporta de tal manera que sus actos contienen los elementos de una infracción relacionada con abuso de sustancias químicas volátiles.
    - Vende, da o entrega a otra persona o posee o utiliza un cigarrillo electrónico.
    - Se comporta de tal manera que sus actos contienen los elementos de lascivia o exhibicionismo público. (Ver **glosario**).

- Participa en una conducta que contiene los elementos de una infracción de acoso contra un empleado bajo 42.07(a)(1), (2), (3) o (7) del Código Penal.

- Participa en una conducta que amerita expulsión y tiene de seis a nueve años de edad.
- Comete una violación federal con armas de fuego y es menor de seis años.
- Participa en una conducta que contiene los elementos de la infracción de represalia contra algún empleado o voluntario de la escuela dentro o fuera de la propiedad escolar. (Cometer represalia en combinación con otra infracción que amerite expulsión se incluye en **Expulsión** en la página 31).
- Participar en una conducta sancionable como robo agravado o un delito mayor bajo el Título 5 (ver **glosario**) del Código Penal cuando la conducta ocurre fuera de la propiedad escolar y en un evento no patrocinado por la escuela ni relacionado con la escuela y:

1. El estudiante recibe enjuiciamiento diferido (ver **glosario**),
2. Un tribunal o jurado determina que el estudiante ha participado en una conducta delictiva (ver **glosario**), o
3. El superintendente o su representante cree de manera razonable (ver **glosario**) que el estudiante participó en la conducta.

Agresión sexual y asignaciones de campus

Se transferirá a un estudiante a otro campus si:

- El estudiante ha sido convicto de abuso sexual continuo de un niño pequeño o de una persona discapacitada, o convicto o asignado a una adjudicación diferida por agresión sexual o agresión sexual agravada en contra de otro estudiante de la misma escuela; y
- El padre de la víctima u otra persona con autoridad de actuar en nombre de la víctima solicita que la junta transfiera al estudiante ofensor a otro campus.

Si no hay otra escuela en el distrito que brinde servicio al nivel de grado del estudiante ofensor, entonces se transferirá a un DAEP.

Proceso

Las remociones a un DAEP las debe hacer el CBC.

Reunión

Cuando se remueve a un estudiante de una clase por una infracción de DAEP, el CBC o el administrador correspondiente programará una reunión dentro de tres días escolares con el padre del estudiante, el estudiante y, en caso de la remoción por un maestro, el maestro.

En la reunión, el CBC o el administrador correspondiente brindará al estudiante:

- Información, oral o escrita, de las razones de la remoción;
- Una explicación de las bases de la remoción; y
- Una oportunidad para responder a las razones de la remoción.

Después de intentos válidos de pedir la asistencia, el distrito puede detener la reunión y tomar una decisión de la asignación sin importar si el estudiante o los padres del estudiante asisten a la reunión.

Consideración de factores de mitigación

Para decidir si se debe asignar a un estudiante a un DAEP, sin importar si la acción es obligatoria o discrecional, el CBC considerará:

1. Defensa propia (ver **glosario**),
2. Intención o falta de intención al momento en el que el estudiante participó en la conducta,
3. El historial disciplinario del estudiante,
4. Una discapacidad que imposibilite de manera significativa la capacidad del estudiante para distinguir la ilicitud de su conducta,
5. La situación de un estudiante bajo tutela del Departamento de Familia y Servicios de Protección (cuidado tutelar), o
6. La situación de no tener hogar de un estudiante.

Orden de asignación

Después de la reunión, si se asigna al estudiante a un DAEP, el CBC escribirá una orden de asignación. Se enviará una copia de la orden de asignación a un DAEP e información para el padre o la persona designada en la relación de padre con el estudiante sobre el proceso de solicitar una evaluación individual e inicial completa del estudiante para propósitos de servicios de educación especial al estudiante y al padre del estudiante.

A más tardar el segundo día hábil después de la reunión, el representante de la junta entregará al tribunal de menores una copia de la orden de asignación y toda la información requerida por la Sección 52.04 del Código de Familia.

Si se asigna al estudiante a un DAEP y el periodo de asignación no coincide con las pautas incluidas en este Código de Conducta, la orden de asignación dará aviso de la incoherencia.

DAEP con cupo lleno

Si un DAEP tiene cupo lleno al momento que el CBC decide la asignación por una conducta relacionada con marihuana, THC, un cigarrillo electrónico, alcohol o una sustancia química volátil, se asignará al estudiante a ISS y luego se le transferirá a un DAEP por el resto del período cuando haya cupo disponible antes del vencimiento del período de asignación.

Si un DAEP tiene cupo lleno al momento en que el CBC está decidiendo la asignación de un estudiante que participó en una conducta violenta, un estudiante asignado en un DAEP por una conducta relacionada con marihuana, THC, un cigarrillo electrónico, alcohol o una sustancia química volátil se puede asignar a ISS para disponer de espacio en el DAEP para el estudiante que participó en una conducta violenta. Si hay un lugar disponible en un DAEP antes del vencimiento del período de la asignación para el estudiante sacado de la escuela, el estudiante deberá regresar a un DAEP por el resto del período.

Aviso del trabajo del curso

Se dará un aviso escrito al padre o tutor de un estudiante asignado a un DAEP sobre la oportunidad del estudiante de completar, sin costo para el estudiante, un curso base del plan de estudios en el que el estudiante estaba matriculado al momento de la remoción y que se requiere para graduación. El aviso incluirá información referente a todos los métodos disponibles para completar el trabajo del curso.

Duración de una asignación

El CBC determinará la duración de la asignación de un estudiante a un DAEP.

La duración de la asignación de un estudiante será determinada según cada caso en base a la gravedad de la infracción, la edad y nivel de grado del estudiante, la frecuencia de la mala conducta, la actitud del estudiante y los requisitos legales.

El periodo máximo de la asignación a un DAEP será de un año calendario, salvo lo estipulado a continuación.

A menos que se especifique de otra manera en la orden de asignación, los días ausentes de un DAEP no deberán contar para completar el número de días requeridos en la orden de asignación a un DAEP de un estudiante.

El distrito administrará las evaluaciones previas y posteriores requeridas para los estudiantes asignados a un DAEP durante un periodo de 90 días o más en conformidad con los procedimientos administrativos establecidos del distrito para administrar otras evaluaciones de diagnóstico o de punto de referencia.

Excede un año

La asignación a un DAEP puede exceder un año cuando una revisión del distrito determina que el estudiante es una amenaza para la seguridad de otros estudiantes o empleados del distrito.

Las limitaciones estatutarias sobre el periodo de una asignación a un DAEP no se aplican a la asignación resultante de la decisión de la junta para asignar a un estudiante que participó en una agresión sexual de otro estudiante para que no se asigne a los estudiantes al mismo campus.

Excede el año escolar

A los estudiantes que cometen infracciones que requieren la asignación a un DAEP al final del año escolar se les puede exigir que continúen en esa asignación al inicio del siguiente año escolar para completar el término de la asignación.

Para una asignación a un DAEP que se extienda más allá del final del año escolar, el CBC o el representante de la junta debe determinar que:

1. La presencia del estudiante en el salón de clase regular o escuela presenta un peligro de daño físico para el estudiante o los demás, o
2. El estudiante ha participado en una mala conducta grave o persistente (ver **glosario**) que viola el Código de Conducta del distrito.

Excede 60 días

Para la asignación a un DAEP de más de 60 días o del final del siguiente periodo de calificaciones, lo que ocurra primero, se dará aviso al padre del estudiante y la oportunidad de participar en un proceso ante la junta o el representante de la junta.

Apelaciones

Las preguntas de los padres acerca de las medidas disciplinarias se deben dirigir a la administración escolar.

Las apelaciones de un estudiante o padre de la asignación a un DAEP se gestionarán en conformidad con el reglamento FNG(LOCAL). Se puede obtener una copia de este reglamento

en la oficina del director, la oficina del CBC, la oficina de administración central o a través de Policy Online®™ en la siguiente dirección: www.sangerisd.net.

Nivel Uno: con el administrador de menor nivel que tiene la autoridad para remediar el supuesto problema.

Nivel Dos: una conferencia con el Superintendente o su designado para apelar la decisión del Nivel.

Nivel Tres: el estudiante o sus padres pueden apelar la decisión ante la Junta Directiva.

El distrito no demorará consecuencias disciplinarias en espera del resultado una apelación. La decisión de asignar a un estudiante a un DAEP no se puede apelar más allá de la junta.

Restricciones durante la asignación

El distrito no permite a ningún estudiante asignado a un DAEP participar en ninguna actividad extracurricular o paralela patrocinada por la escuela o relacionada con la escuela, incluyendo postularse para un cargo honorario y/o membresía en un club u organización patrocinado por la escuela.

A un estudiante asignado a un DAEP no se le proveerá transporte, a menos que el estudiante sea un estudiante con discapacidad que tenga derecho a transporte en conformidad con el IEP del estudiante o el plan de la Sección 504.

Revisión de asignación

El CBC o el representante de la junta proveerá a un estudiante asignado a un DAEP una revisión de su estatus, incluido el estatus académico, a intervalos que no excedan 120 días. En el caso de un estudiante de preparatoria, también se revisará el progreso del estudiante hacia la graduación y el plan de graduación del estudiante. En la revisión, se dará la oportunidad al estudiante o al padre del estudiante de presentar argumentos para el regreso del estudiante al salón de clase o campus regular. El estudiante no puede regresar al salón de clase regular de un maestro que haya removido al estudiante sin consentimiento de ese maestro.

Mala conducta adicional

Si durante el plazo de la asignación a un DAEP el estudiante participa en mala conducta adicional para la cual se requiere o permite la asignación a un DAEP o expulsión, se pueden llevar a cabo procesos adicionales y el CBC puede hacer una orden disciplinaria adicional como resultado de esos procesos.

Aviso de actuaciones penales

Cuando un estudiante se asigne a un DAEP por ciertas infracciones, la oficina del fiscal notificará al distrito si:

1. Se negó el enjuiciamiento del caso del estudiante por falta de mérito de acusación o evidencias insuficientes y no se iniciará ningún proceso formal, adjudicación diferida (ver **glosario**) ni enjuiciamiento diferido; o
2. El tribunal o jurado determinó que el estudiante no es culpable, o descubrió que el estudiante no participó en una conducta delictiva o conducta que indique una necesidad de supervisión, y el caso se desestimó con prejuicio.

Si se asignó a un estudiante a un DAEP por dicha conducta, al recibir el aviso del fiscal, el superintendente o su representante revisará la asignación del estudiante y programará una

revisión con el padre del estudiante a más tardar el tercer día después de que el superintendente o su representante reciba aviso del fiscal. El estudiante no puede regresar al salón de clase regular hasta que se lleve a cabo la revisión.

Después de revisar el aviso y recibir información del padre del estudiante, el superintendente o su representante puede continuar la asignación del estudiante si hay motivos para pensar que la presencia del estudiante en el salón de clase regular amenaza la seguridad de los demás estudiantes o del maestro.

El estudiante o padre del estudiante puede apelar la decisión del superintendente a la junta. El estudiante no puede regresar al salón de clase regular hasta que se lleve a cabo la apelación. En caso de una apelación, la junta, en la siguiente reunión programada, revisará el aviso del fiscal y recibirá información del estudiante, el padre del estudiante y el superintendente o su representante, y confirmará o invertirá la decisión del superintendente o su representante. La junta hará un informe de los procesos.

Si la junta confirma la decisión del superintendente o su representante, el estudiante y el padre del estudiante pueden apelar ante el Comisionado de Educación. El estudiante no puede regresar al salón de clase regular hasta que se lleve a cabo la apelación.

Baja durante el proceso

Cuando un estudiante viole el Código de Conducta del distrito de una manera que requiera o permita que el estudiante se asigne a un DAEP y el estudiante se da de baja del distrito antes de completar la orden de la asignación, el CBC puede completar los procesos y emitir una orden de asignación. Si el estudiante se matricula nuevamente en el distrito durante el mismo año escolar o el subsiguiente, el distrito puede ejecutar la orden en ese momento, menos cualquier periodo que el estudiante haya cumplido la asignación durante su matrícula en otro distrito. Si el CBC o la junta no emite una orden de asignación después de la baja del estudiante, el siguiente distrito en el cual se matricule el estudiante puede completar los procesos y emitir una orden de asignación.

Estudiantes recién matriculados

El distrito continuará la asignación al DAEP de un estudiante que se matricule en el distrito y haya sido asignado a un DAEP en una escuela autónoma (charter) de inscripción abierta u otro distrito, incluido un distrito en otro estado.

Cuando un estudiante se matricula en el distrito con una asignación a un DAEP de un distrito de otro estado, el distrito tiene el derecho de asignar al estudiante en un DAEP de la misma manera que a cualquier otro estudiante recién matriculado si la conducta cometida es una razón de asignación a un DAEP en el distrito que recibe al estudiante.

La ley estatal requiere que el distrito reduzca una asignación impuesta por un distrito en otro estado que exceda un año de manera que la asignación total no exceda un año. Sin embargo, después de una revisión, la asignación se puede extender a más de un año si el distrito determina que el estudiante es una amenaza para la seguridad de otros estudiantes o empleados, o si la asignación extendida es para el mejor interés del estudiante.

Procedimiento de asignación de emergencia

Cuando sea necesaria una asignación de emergencia debido a la conducta indebida, perturbadora o abusiva que interfiera seriamente con las operaciones del salón de clase o de la escuela, se dará al estudiante un aviso oral de la razón de la acción. A más tardar el décimo día

después de la fecha de asignación, se dará la oportunidad al estudiante de tener una reunión apropiada requerida para la asignación a un DAEP.

Servicios de transición

En conformidad con la ley y los procedimientos del distrito, el personal del campus proveerá servicios de transición a un estudiante que regresa al salón de clase regular de un programa alternativo de educación, incluso de un DAEP. Para obtener más información, ver el reglamento FOCA(LEGAL).

Asignación y/o expulsión por ciertas infracciones

Esta sección incluye dos categorías de infracciones para las cuales el Código de Educación estipula procesos únicos y consecuencias específicas.

Delincuentes sexuales registrados

En conformidad con la ley estatal, al recibir una notificación de que un estudiante debe registrarse actualmente como ofensor sexual, el distrito debe remover al estudiante del salón de clase regular y determinar la asignación apropiada, a menos que el tribunal ordene la asignación a JJAEP.

Si el estudiante está bajo alguna forma de supervisión de la corte, incluida libertad condicional, supervisión de la comunidad, libertad provisional, el estudiante se asignará a DAEP o JJAEP por lo menos un semestre.

Si el estudiante no está bajo ninguna forma de supervisión de la corte, el estudiante puede ser asignado a DAEP o JJAEP por un semestre o puede ser asignado a un salón de clase regular. El estudiante no puede ser asignado al salón de clase regular si la junta o su representante determina que la presencia del estudiante:

1. Amenaza la seguridad de otros estudiantes o maestros,
2. Será perjudicial para el proceso de instrucción, o
3. No es para el mejor interés de los estudiantes del distrito.

Comité de revisión

Al final del primer semestre de la asignación de un estudiante a un entorno educativo alternativo y antes del inicio de cada año escolar para el cual el estudiante permanezca en una asignación alternativa, en conformidad con la ley estatal, el distrito formará un comité para revisar la asignación del estudiante. El comité recomendará si el estudiante debería regresar al salón de clase regular o permanecer en la asignación. Sin tener ningún hallazgo especial, la junta o su representante debe seguir la recomendación del comité.

La revisión de la asignación de un estudiante discapacitado que recibe servicios de educación especial debe hacerla el comité de ARD.

Estudiante recién matriculado

Si un estudiante se matricula en el distrito durante una asignación obligatoria como ofensor sexual registrado, el distrito pude tomar en cuenta el tiempo que el estudiante ya pasó en una asignación, o puede exigir un semestre adicional en una asignación alternativa sin llevar a cabo una revisión de la asignación.

Apelación

Un estudiante o padre de un estudiante puede apelar la asignación solicitando una reunión entre la junta o su representante, el estudiante y el padre del estudiante. La reunión se limita a la pregunta factual sobre si el estudiante se debe registrar como ofensor sexual. Cualquier decisión de la junta o su representante bajo esta sección es definitiva y no se puede apelar.

Determinados delitos mayores

Sin importar si la asignación a DAEP o expulsión es requerida o permitida por una de las razones en las secciones de Asignación a DAEP o Expulsión, en conformidad con el Código de

Educación 37.0081, un estudiante puede ser expulsado y asignado a DAEP o JJAEP si la junta o el CBC hace ciertos hallazgos y existen las siguientes circunstancias en relación con robo agravado o un delito mayor bajo el Título 5 (ver **glosario**) del Código Penal. El estudiante debe haber:

- Recibido enjuiciamiento diferido por una conducta definida como robo agravado o un delito mayor bajo el Título 5;
- Sido encontrado por un tribunal o jurado que ha participado en una conducta delictiva por una conducta definida como robo agravado o un delito mayor bajo el Título 5;
- Recibido cargos de participar en una conducta definida como robo agravado o un delito mayor bajo el Título 5;
- Sido remitido a un tribunal de menores por presunta participación en una conducta delictiva definida como robo agravado o un delito mayor bajo el Título 5;
- Recibido libertad provisional o adjudicación diferida, o haber sido arrestado, acusado o convicto de robo agravado o un delito mayor bajo el Título 5.

El distrito puede expulsar al estudiante y ordenar otra asignación bajo estas circunstancias sin importar:

1. La fecha en la que ocurrió la conducta del estudiante,
2. El lugar donde ocurrió la conducta,
3. Si la conducta ocurrió mientras el estudiante estaba matriculado en el distrito, o
4. Si el estudiante completó satisfactoriamente los requisitos de alguna disposición del tribunal impuestos en relación con la conducta.

Audiencia y hallazgos requeridos

El estudiante debe tener primeramente una audiencia ante la junta o su representante, quien debe determinar que además de las circunstancias anteriores que permiten la expulsión, la presencia del estudiante en el salón de clase regular:

1. Amenaza la seguridad de otros estudiantes o maestros,
2. Será perjudicial para el proceso de instrucción, o
3. No es para el mejor interés de los estudiantes del distrito.

Cualquier decisión de la junta o su representante bajo esta sección es definitiva y no se puede apelar.

Duración de asignación

El estudiante está sujeto a la asignación hasta que:

1. El estudiante se gradúa de la escuela preparatoria,
2. Se levantan los cargos o se reducen a una infracción menor, o
3. El estudiante completa el término de la asignación o se le asigna a otro programa.

Revisión de asignación

Un estudiante asignado a un DAEP o JJAEP bajo esta sección tiene derecho a una revisión de su situación, incluido el estatus académico, por parte del CBC o el representante de la junta en

intervalos que no excedan los 120 días. En el caso de un estudiante de preparatoria, también se revisará el progreso del estudiante hacia la graduación y el plan de graduación del estudiante. En la revisión, el estudiante o su padre tendrá la oportunidad de presentar argumentos para el regreso del estudiante al salón de clase o escuela regular.

Estudiantes recién matriculados

Un estudiante que se inscriba en el distrito antes de completar una asignación bajo esta sección de otro distrito escolar debe completar el término de la asignación.

Expulsión

Para decidir si se debe ordenar la expulsión, sin importar si la acción es obligatoria o discrecional, el CBC considerará:

1. Defensa propia (ver **glosario**),
2. Intención o falta de intención al momento en el que el estudiante participó en la conducta,
3. El historial disciplinario del estudiante,
4. Una discapacidad que imposibilite de manera significativa la capacidad del estudiante para distinguir la ilicitud de su conducta,
5. La situación de un estudiante bajo tutela del Departamento de Familia y Servicios de Protección (cuidado tutelar), o
6. La situación de no tener hogar de un estudiante.

Expulsión discrecional: Mala conducta que puede dar como resultado la expulsión

Algunos de los siguientes tipos de mala conducta pueden dar como resultado una asignación obligatoria a un DAEP, sin importar si se expulsa o no al estudiante. (Ver **Asignación a un DAEP** en la página 20).

Cualquier sitio

Un estudiante **puede** ser expulsado por:

- Participación en intimidación escolar que anime a un estudiante a cometer o intentar cometer suicidio.
- Incitación de violencia en contra de un estudiante a través de intimidación escolar grupal.
- Publicación o amenaza de publicación de material visual íntimo de un menor o de un estudiante de 18 años de edad o mayor sin el consentimiento del estudiante.
- Conducta que contiene los elementos de agresión bajo el Código Penal 22.01(a)(1) en represalia contra un empleado o voluntario de la escuela.
- Mala conducta delictiva, si es sancionable como delito mayor.
- Participación en una conducta que contenga los elementos de una de las siguientes infracciones en contra de otro estudiante:
    - Agresión agravada.
    - Agresión sexual.
    - Agresión sexual agravada.
    - Homicidio.
    - Homicidio en primer grado.
    - Tentativa de homicidio u homicidio en primer grado.
    - Robo agravado.
- Quebrantamiento de seguridad informática. (Ver **glosario**).

- Participación en una conducta relacionada con una falsa alarma o informe (incluida una amenaza de bomba) o una amenaza terrorista que incluya una escuela pública.

En la escuela, a 300 pies o en un evento escolar

Un estudiante **puede** ser expulsado por cometer cualquiera de las siguientes infracciones en la escuela o dentro de 300 pies de la propiedad escolar según lo medido desde cualquier punto del límite de la propiedad escolar, o mientras asista a una actividad patrocinada por la escuela o relacionada con la escuela dentro o fuera de la propiedad escolar:

- Vende, da o entrega a otra persona, o posee, usa o está bajo los efectos de cualquier cantidad de marihuana, una sustancia controlada o una droga peligrosa. Un estudiante con una receta válida de cannabis de bajo THC según lo autorizado por el Capítulo 487 del Código de Salud y Seguridad no infringe esta disposición. (Ver “bajo los efectos” en el **glosario**).
- Vende, da o entrega a otra persona, o posee, usa o está bajo los efectos de una bebida alcohólica; comete una infracción grave mientras está bajo los efectos del alcohol.
- Se comporta de tal manera que su conducta contiene los elementos de una infracción relacionada con abuso de químicos volátiles.
- Se comporta de tal manera que su conducta contiene los elementos de agresión bajo 22.01(a)(1) del Código Penal contra un empleado o un voluntario.
- Participa en una conducta mortal. (Ver **glosario**).

Dentro de 300 pies de la escuela

Un estudiante **puede** ser expulsado por participar en las siguientes conductas mientras se encuentra a 300 pies de la propiedad escolar según lo medido desde cualquier punto del límite de la propiedad escolar:

- Agresión agravada, agresión sexual o agresión sexual agravada.
- Incendio premeditado. (Ver **glosario**).
- Homicidio, asesinato capital o intento criminal de cometer homicidio o asesinato capital.
- Indecencia con un menor.
- Secuestro agravado.
- Homicidio no premeditado.
- Homicidio criminal negligente.
- Robo agravado.
- Abuso sexual continuo de un niño pequeño o de una persona discapacitada.
- Delito mayor por ofensas de una sustancia controlada o droga peligrosa, sin incluir THC.
- Portar ilegalmente sobre la persona del estudiante una pistola o una navaja restringida en el sitio, según la definición de estos términos en la ley estatal. (Ver **glosario**).
- Poseer, fabricar, transportar, reparar o vender un arma prohibida, de acuerdo a lo definido por la ley estatal. (Ver **glosario**).
- Posesión de un arma de fuego, de acuerdo a lo definido por la ley federal. (Ver **glosario**).

Propiedad de otro distrito

Un estudiante **puede** ser expulsado por cometer una infracción que el estado considere infracción con expulsión obligatoria si la infracción se comete en la propiedad de otro distrito en Texas o mientras el estudiante asiste a una actividad patrocinada por la escuela o relacionada con la escuela de otro distrito en Texas.

En un DAEP

Un estudiante puede ser expulsado por participar en mala conducta grave documentada que viole el Código de Conducta del distrito, a pesar de las intervenciones de conducta documentadas mientras está asignado a un DAEP. Para propósitos de expulsión discrecional de un DAEP, mala conducta grave significa:

1. Conducta violenta deliberada que imponga una amenaza directa a la salud o seguridad de los demás;
2. Extorción, que significa la obtención de dinero u otra propiedad por fuerza o amenaza;
3. Conducta que constituya coerción, según lo definido por el Código Penal 1.07; o
4. Conducta que constituya la infracción de:
    a. Lascivia pública bajo el Código Penal 21.07;
    b. Exhibicionismo bajo el Código Penal 21.08;
    c. Mala conducta delictiva bajo el Código Penal 28.03;
    d. Novatadas maliciosas bajo el Código de Educación 37.152; o
    e. Acoso bajo el Código Penal 42.07(a)(1) de un estudiante o empleado del distrito.

Expulsión obligatoria: Mala conducta que requiere expulsión

Un estudiante **debe** ser expulsado bajo la ley federal o estatal por cualquiera de las siguientes infracciones que ocurran en la propiedad escolar o mientras asista a una actividad patrocinada por la escuela o relacionada con la escuela dentro o fuera de la propiedad escolar:

Bajo la ley federal

- Llevar o poseer en la escuela, incluido cualquier lugar que esté bajo control o supervisión del distrito para propósitos de una actividad escolar, un arma de fuego, según lo definido por la ley federal. (Ver **glosario**).

Nota: La expulsión obligatoria bajo la Ley Federal de Escuelas sin Armas no se aplica a un arma de fuego que esté legalmente guardada dentro de un vehículo con seguro, o a armas de fuego usadas en actividades aprobadas y autorizadas por el distrito cuando el distrito ha adoptado medidas de resguardo apropiadas para garantizar la seguridad del estudiante.

Bajo el Código Penal

- Portar ilegalmente sobre la persona del estudiante lo siguiente, de manera prohibida por el Código Penal 46.02:
    - Una pistola, definida por la ley estatal como un arma de fuego diseñada, hecha o adaptada para usarse con una mano. (Ver **glosario**). Nota: Un estudiante no puede ser expulsado únicamente con base en el uso, exhibición, o posesión del estudiante de un arma de fuego que ocurra en unas instalaciones de tiro al blanco que no estén ubicadas en un campus escolar, al participar o prepararse para participar en una competencia

deportiva de tiro patrocinada por la escuela o en una actividad deportiva de tiro patrocinada o apoyada por el Departamento de Parques y Vida Silvestre, o una organización deportiva de tiro trabajando con el departamento. [Ver el reglamento FNCG (LEGAL)].

- Una navaja restringida en el sitio, de acuerdo a lo definido por la ley estatal. (Ver **glosario**).

- Poseer, fabricar, transportar, reparar o vender un arma prohibida, de acuerdo a lo definido por la ley estatal. (Ver **glosario**).
- Comportarse de una manera en la cual la conducta contenga elementos de las siguientes infracciones bajo el Código Penal:
  - Agresión agravada, agresión sexual o agresión sexual agravada.
  - Incendio premeditado. (Ver **glosario**).
  - Homicidio, asesinato capital o intento criminal de cometer homicidio o asesinato capital.
  - Indecencia con un menor.
  - Secuestro agravado.
  - Robo agravado.
  - Homicidio no premeditado.
  - Homicidio criminal negligente.
  - Abuso sexual continuo de un niño pequeño o de una persona discapacitada.
  - Conducta sancionable como delito mayor que incluye vender, dar o entregar a otra persona, o poseer, usar, o estar bajo los efectos de una sustancia controlada o una droga peligrosa.
- Participar en represalias contra un empleado o voluntario de la escuela en combinación con una de las infracciones de expulsión obligatoria indicadas previamente.

Menos de diez años

Cuando un estudiante menor de diez años participa en una conducta que se castiga con expulsión, el estudiante no será expulsado, sino que se le asignará a un DAEP. Un estudiante menor de seis años no se debe asignar a un DAEP a menos que haya cometido una infracción federal con armas de fuego.

Proceso

Si se piensa que un estudiante ha cometido una infracción cuyo castigo es la expulsión, el CBC u otro administrador apropiado programará una audiencia dentro de un periodo razonable. Se invitará al padre del estudiante por escrito para que asista a la audiencia.

Hasta que se pueda llevar a cabo una audiencia, el CBC u otro administrador puede asignar al estudiante a:

- Otro salón de clase adecuado.
- ISS.
- Suspensión fuera de la escuela.

- DAEP.

Audiencia

Se dará a un estudiante que se enfrente a la expulsión una audiencia con el debido proceso. El estudiante tiene derecho a:

1. Representación por el padre del estudiante u otro adulto que pueda proveer guía al estudiante y que no sea empleado del distrito,
2. Una oportunidad de testificar y presentar evidencias y testigos en su defensa, y
3. Una oportunidad de hacer preguntas a los testigos convocados por el distrito para la audiencia.

Después de dar aviso al estudiante y su padre sobre la audiencia, el distrito puede detener la audiencia sin importar si el estudiante o los padres del estudiante asisten.

La audiencia será dirigida por la junta escolar y la decisión de expulsar será tomada por la junta.

Revisión de la expulsión por parte de la junta

Después del debido proceso de la audiencia, el estudiante expulsado puede solicitar que la junta revise las decisiones de expulsión. El estudiante o padre debe presentar una solicitud escrita al superintendente en un plazo de siete días después de recibir la decisión escrita. El superintendente debe dar al estudiante o padre un aviso escrito de la fecha, la hora y el lugar de la reunión en la cual la junta revisará la decisión.

La junta revisará el informe de la audiencia de expulsión en una reunión privada, a menos que el padre solicite por escrito que el asunto se puede llevar a cabo en una reunión pública. La junta también puede escuchar una declaración del estudiante o padre y del representante de la junta.

La junta considerará y basará su decisión en evidencias reflejadas en el informe y en cualquier declaración hecha por las partes en la revisión. La junta hará y comunicará su decisión verbalmente al concluir la presentación. No se diferirán las consecuencias hasta que finalice el resultado de la audiencia.

Orden de expulsión

Antes de ordenar la expulsión, la junta o el CBC considerará:

1. Defensa propia (ver **glosario**),
2. Intención o falta de intención al momento en el que el estudiante participó en la conducta,
3. El historial disciplinario del estudiante,
4. Una discapacidad que imposibilite de manera significativa la capacidad del estudiante para distinguir la ilicitud de su conducta,
5. La situación de un estudiante bajo tutela del Departamento de Familia y Servicios de Protección (cuidado tutelar), o
6. La situación de no tener hogar de un estudiante.

Si el estudiante es expulsado, la junta o su representante darán al estudiante y al padre del estudiante una copia de la orden de expulsión del estudiante.

A más tardar el segundo día hábil después de la audiencia, el Superintendente o designado entregará al tribunal de menores una copia de la orden de expulsión y toda la información requerida por la Sección 52.04 del Código de Familia.

Si el periodo de expulsión no coincide con las pautas incluidas en el Código de Código de Conducta, la orden de expulsión dará aviso de la incoherencia.

Duración de la expulsión

La duración de la expulsión se basará en la gravedad de la infracción, la edad y nivel de grado del estudiante, la frecuencia de la mala conducta, la actitud del estudiante y los requisitos estatutarios.

La duración de la expulsión de un estudiante se determinará con base en cada caso. El periodo máximo de la expulsión es un año calendario, salvo lo estipulado a continuación.

Una expulsión no puede exceder un año, a menos que, después de la revisión, el distrito determine que:

1. El estudiante es una amenaza para la seguridad de otros estudiantes o empleados del distrito, o
2. La expulsión prolongada es para el mejor interés del estudiante.

La ley federal y estatal exige que un estudiante se expulse del salón de clase regular durante un periodo de por lo menos un año calendario por llevar a la escuela un arma de fuego, de acuerdo a lo definido por la ley federal. Sin embargo, el superintendente puede modificar la duración de la expulsión con base en cada caso.

A los estudiantes que cometen infracciones que requieren la expulsión al final del año escolar se les puede expulsar incluso después de iniciar el siguiente año escolar para completar el término de la expulsión.

Baja durante el proceso

Cuando la conducta de un estudiante requiera o permita la expulsión del distrito y el estudiante se da de baja del distrito antes de que se lleve a cabo la audiencia de la expulsión, el distrito puede llevar a cabo una audiencia después de enviar aviso escrito al padre o al estudiante.

Si el estudiante se matricula nuevamente en el distrito durante el mismo año escolar o el subsiguiente, el distrito puede ejecutar la orden de expulsión en ese momento, menos cualquier periodo que el estudiante haya cumplido el periodo de expulsión durante su matrícula en otro distrito.

Si el CBC o la junta no emite una orden de expulsión después de la baja del estudiante, el siguiente distrito en el cual se matricule el estudiante puede completar los procesos.

Mala conducta adicional

Si durante la expulsión el estudiante participa en mala conducta adicional para la cual se requiere o permite la asignación a un DAEP o expulsión, se pueden llevar a cabo procesos adicionales y el CBC puede emitir una orden disciplinaria adicional como resultado de esos procesos.

Restricciones durante la expulsión

Los estudiantes expulsados tienen prohibido estar en la propiedad escolar o asistir a actividades patrocinadas por la escuela o relacionadas con la escuela durante el periodo de expulsión.

No se obtendrá ningún crédito académico por el trabajo perdido durante el periodo de expulsión a menos que el estudiante esté matriculado en un JJAEP u otro programa aprobado por el distrito.

Estudiantes recién matriculados

El distrito continuará la expulsión de cualquier estudiante recién matriculado expulsado de otro distrito o de una escuela autónoma (charter) de inscripción abierta hasta que se complete el periodo de expulsión.

Si un estudiante expulsado de otro estado se matricula en el distrito, el distrito puede continuar la expulsión bajo los términos de la orden de expulsión, puede asignar a un estudiante a un DAEP durante el periodo especificado en la orden, o puede permitir que el estudiante asista a clases regulares si:

1. El distrito del otro estado provee al distrito una copia de la orden de expulsión, y
2. La infracción que causó la expulsión es también una infracción con motivo de expulsión en el distrito en el cual el estudiante se está matriculando.

Si un distrito escolar de otro estado expulsó al estudiante por un periodo que exceda un año y el distrito continúa la expulsión o asigna al estudiante a un DAEP, el distrito reducirá el periodo de expulsión o asignación a un DAEP de manera que el periodo no exceda un año, a menos que después de una revisión se determine que:

1. El estudiante es una amenaza para la seguridad de otros estudiantes o empleados del distrito, o
2. La asignación prolongada es para el mejor interés del estudiante.

Procedimientos de expulsión de emergencia

Cuando sea necesaria una expulsión de emergencia para proteger a personas o propiedad de un daño inminente, se dará al estudiante un aviso verbal de la razón de la acción. Dentro de diez días después de la fecha de la expulsión de emergencia, se dará al estudiante el debido proceso requerido para un estudiante que se enfrenta a una expulsión.

Asignación a un DAEP de estudiantes expulsados

El distrito puede proveer servicios de instrucción a cualquier estudiante expulsado en un DAEP. Sin embargo, servicios de instrucción en el DAEP deben proveerse si el estudiante tiene menos de diez años de edad.

Servicios de transición

En conformidad con la ley y los procedimientos del distrito, el personal del campus proveerá servicios de transición para un estudiante que regresa al salón de clase regular de una asignación a un programa alternativo de educación, incluso de un DAEP o JJAEP. Para obtener más información, ver los reglamentos FOCA(LEGAL) y FODA(LEGAL).

Glosario

Abuso es el uso inapropiado o excesivo.

Acoso incluye:

1. Conducta que cumple con la definición establecida en los reglamentos del distrito DIA(LOCAL) y FFH(LOCAL);
2. Conducta que amenaza causar daños o lesiones corporales a otra persona, incluido un estudiante del distrito, empleado, miembro de la junta, o voluntario; es sexualmente intimidante; causa daños físicos a las pertenencias de otro estudiante; sujeta a otro estudiante a restricción física; o daña maliciosa y considerablemente la salud o seguridad física o emocional de otro estudiante, de acuerdo a lo definido en el Código de Educación 37.001(b)(2); o
3. Conducta que es sancionable como delito bajo el Código Penal 42.07, incluso los siguientes tipos de conducta si se llevan a cabo con la intención de acosar, molestar, alarmar, abusar, atormentar o avergonzar a otro:
    a. Iniciar comunicación y, en el transcurso de la comunicación, realizar un comentario, solicitud, sugerencia o propuesta que es obsceno, según lo definido por la ley;
    b. Amenazar, en una forma que es razonablemente probable que alarme a la persona que recibe la amenaza, de que se va a infligir daño físico a la persona o a cometer un delito mayor en contra de la persona, un integrante de la familia o grupo familiar de la persona o los bienes de la persona;
    c. Expresar, en una forma que es razonablemente probable que alarme a la persona que recibe el informe, un informe falso, que el emisor sabe que es falso, que diga que otra persona ha fallecido o sufrido lesión física grave;
    d. Hacer que el teléfono u otro dispositivo timbre reiteradamente, o hacer comunicaciones telefónicas repetitivas de modo anónimo, o que de una manera razonable tenga la posibilidad de acosar, molestar, alarmar, abusar, atormentar, avergonzar u ofender a otra persona;
    e. Hacer una llamada telefónica e intencionalmente no colgar o desconectar la llamada;
    f. Permitir a sabiendas el uso de un teléfono bajo control de la persona por otra persona para cometer un delito bajo esta sección;
    g. Enviar comunicaciones electrónicas reiteradas en una forma que es razonable que produzca acoso, molestia, alarma, abuso, tormento, vergüenza u ofensa a otro; y
    h. Publicar en un sitio web de Internet, incluidas las plataformas de redes sociales, comunicaciones electrónicas repetidas de manera tal que sea razonablemente probable que causen angustia, abuso o tormento a otra persona, a menos que las comunicaciones se hagan en relación con un asunto de interés público, tal como lo define la ley; o
    i. Hacer llamadas telefónicas obscenas, intimidantes o amenazadoras o a través de otra comunicación electrónica de un número de teléfono temporal o desechable provisto por una aplicación de Internet u otro medio de tecnología.

Adjudicación diferida es una alternativa a la búsqueda de convicción en el tribunal que se puede ofrecer a un menor por una conducta delictiva o conducta que indique una necesidad de supervisión.

Agresión se define en parte en el Código Penal 22.01 como causar intencionalmente, a sabiendas o imprudentemente lesión corporal a otra persona; amenazar intencionalmente o a sabiendas a otra persona con lesión corporal inminente; o causar intencionalmente o a sabiendas contacto físico con otra persona que pueda considerarse de manera razonable como ofensivo o provocador.

Amenaza terrorista, definida por el Código Penal 22.07, es una amenaza de violencia a alguna persona o propiedad con la intención de:

1. Causar una reacción de cualquier tipo de alguna agencia oficial o voluntaria organizada para lidiar con emergencias;
2. Atemorizar a una persona de una lesión corporal grave e inminente;
3. Impedir o interrumpir la ocupación o uso de un edificio; habitación, lugar de reunión o lugar de acceso público; lugar de empleo u ocupación; avión, automóvil, u otro medio de transporte; u otro lugar público;
4. Impedir o interrumpir las comunicaciones públicas; el transporte público; suministro de agua, gas o electricidad pública; u otro servicio público;
5. Atemorizar al público o a un grupo público de una lesión corporal grave; o
6. Influir la conducta o actividades de una dependencia o agencia del gobierno federal, el estado, o una subdivisión política del estado (incluido el distrito).

Ametralladora, definida por el Código Penal 46.01, es cualquier arma de fuego que es capaz de disparar más de dos tiros automáticamente, sin recargo manual, con un solo apretón del gatillo.

Arma de cañón corto se define en el Código Penal 46.01 como un rifle con cañón de menos de 16 pulgadas de largo o una escopeta con cañón de menos de 18 pulgadas, o cualquier arma hecha de un rifle o escopeta que, al alterarse, tenga una longitud total de menos de 26 pulgadas.

Arma de fuego se define en la ley federal (18 U.S.C. 921(a)) como:

1. Cualquier arma (incluyendo una pistola de salva) que se convertirá, está diseñada para convertirse o se puede convertir en un dispositivo que lanza un proyectil mediante la acción de un explosivo;
2. El marco o receptor de cualquier tipo de arma;
3. Cualquier amortiguador de sonido de arma de fuego o silenciador de arma de fuego, que se define como cualquier dispositivo para silenciar, amortiguar o reducir la explosión de un arma de fuego portátil; o
4. Cualquier dispositivo destructivo, como un explosivo, bomba incendiaria o de gas venenoso, o granada.

Dicho término no incluye un arma de fuego considerada antigüedad.

Arma de imitación significa un objeto que se parece a un arma pero que no está destinado a causar lesiones corporales graves.

Arma explosiva, definida en el Código Penal 46.01, es un explosivo o bomba incendiaria, granada, cohete, o mina y su mecanismo de ejecución que está diseñado, hecho o adaptado para el propósito de infligir una lesión corporal grave, la muerte o daños considerables a la

propiedad, o para el propósito principal de causar un ruido muy fuerte que cause alarma o terror al público.

Arma improvisada, definida por el Código Penal 46.01, es un dispositivo, o combinación de dispositivos, que originalmente no son un arma de fuego, pero que se adaptan para disparar un proyectil a través de un cañón de ánima lisa o rayada usando la energía generada por una explosión o sustancia ardiente.

Arma prohibida bajo el Código Penal 46.05(a) significa:

1. Los siguientes artículos, a menos que estén registrados con la Agencia de Alcohol, Tabaco, Armas de Fuego y Explosivos de EE.UU., o que no estén sujetos de otra manera al requisito de registro, o a menos que el artículo esté clasificado como curiosidad o reliquia por el Departamento de Justicia de EE.UU.:
    a. Un arma explosiva;
    b. Una ametralladora;
    c. Un arma de cañón corto;
2. Munición perforante;
3. Dispositivo dispensador de químicos;
4. Un arma improvisada;
5. Un dispositivo para desinflar neumáticos; o
6. Un dispositivo de explosivo improvisado.

Autodefensa es el uso de fuerza contra otra persona hasta el grado que una persona piensa de manera razonable que es inmediatamente necesaria para protegerse a sí misma.

Bajo los efectos significa la falta del uso normal de las facultades físicas o mentales. El deterioro de las facultades físicas o mentales de una persona puede detectarse por un patrón de conducta anormal o errática, la presencia de síntomas físicos de uso de alcohol o drogas, o admitiéndolo. Un estudiante que esté “bajo los efectos” no tiene que estar intoxicado legalmente para causar una medida disciplinaria.

Cigarrillo electrónico significa un cigarrillo electrónico u otro dispositivo que simula el fumar usando un elemento de calentamiento mecánico, pila o circuito electrónico para dispensar nicotina u otras sustancias a la persona que inhala del dispositivo, o una solución líquida consumible u otro material aerosolizado o vaporizado durante el uso de un cigarrillo electrónico u otro dispositivo descrito en esta disposición. El término incluye cualquier dispositivo que es fabricado, distribuido o vendido como un cigarrillo electrónico, puro electrónico o pipa electrónica, o bajo otro nombre o descripción de producto y un componente, pieza o accesorio para el dispositivo, sin importar si el componente, pieza o accesorio se vende por separado del dispositivo.

Conducta delictiva es una conducta que viola la ley federal o estatal y que sea sancionable mediante prisión o encarcelamiento. Incluye la conducta que viole ciertas órdenes del tribunal de menores, incluyendo órdenes de libertad condicional, pero no incluye violaciones a las leyes de tránsito.

Conducta mortal bajo el Código Penal 22.05 ocurre cuando una persona participa imprudentemente en una conducta que plantea a otro un peligro inminente de lesión física

grave, como disparar un arma de fuego conscientemente en dirección a una persona, habitación, edificio o vehículo.

Creencia razonable es aquella que una persona común de inteligencia promedio y lucidez mental creería. El Capítulo 37 exige que el superintendente o su representante tome determinadas decisiones disciplinarias cuando tenga una creencia razonable de que el estudiante participó en una conducta sancionable como delito mayor. En la formación de una creencia razonable de ese tipo, el superintendente o su representante puede utilizar toda la información disponible y debe considerar la información provista en el aviso de la detención de un estudiante bajo el Código de Procedimientos Penales, Artículo 15.27.

Delitos mayores del Título 5 son los delitos mayores incluidos en el Título 5 del Código Penal que generalmente involucran lesión a una persona y pueden incluir:

- Asesinato, homicidio no premeditado u homicidio bajo las Secciones 19.02 - .05;
- Secuestro bajo la Sección 20.03;
- Trata de personas bajo la Sección 20A.02;
- Tráfico ilícito o continuo de personas bajo las Secciones 20.05 - .06;
- Agresión bajo la Sección 22.01;
- Agresión agravada bajo la Sección 22.02;
- Agresión sexual bajo la Sección 22.011;
- Agresión sexual agravada bajo la Sección 22.021;
- Privación ilegal de la libertad bajo la Sección 20.02;
- Abuso sexual continuo de un niño pequeño o de una persona discapacitada bajo la Sección 21.02;
- Bestialidad/bestialismo bajo la Sección 21.09;
- Relación inapropiada entre el educador y el estudiante bajo la Sección 21.12;
- Voyerismo bajo la Sección 21.17;
- Indecencia con un menor bajo la Sección 21.11;
- Grabación visual invasiva bajo la Sección 21.15;
- Revelación o promoción de material visual íntimo bajo la Sección 21.16;
- Coerción sexual bajo la Sección 21.18;
- Lesión a un menor, un anciano o una persona discapacitada de cualquier edad bajo la Sección 22.04;
- Abandono o puesta en peligro de un menor bajo la Sección 22.041;
- Conducta mortal bajo la Sección 22.05;
- Amenaza terrorista bajo la Sección 22.07;
- Ayuda a una persona a suicidarse bajo la Sección 22.08; y
- Manipulación de un producto de consumo bajo la Sección 22.09;

Discrecional significa que algo se deja o regula por un tomador de decisiones local.

Dispositivo dispensador de químicos, definido por el Código Penal 46.01, es un dispositivo diseñado, hecho o adaptado para el propósito de dispensar una sustancia capaz de causar un efecto psicológico o fisiológico adverso en un ser humano. Un dispensador de químicos pequeño que se vende comercialmente para protección personal no está dentro de esta categoría.

Dispositivo para desinflar neumáticos se define en parte por el Código Penal 46.01 como un dispositivo, incluyendo un abrojo o ponchallantas que, cuando se conduce por encima, impide o detiene el movimiento de un vehículo de ruedas perforando uno o más neumáticos del vehículo.

Droga peligrosa se define en el Código de Salud y Seguridad 483.001 como un dispositivo o una droga que no es segura para automedicación y que no está incluida en los Anexos I a V o en los Grupos 1 a 4 de Sanción de la Ley de sustancias controladas de Texas. El término incluye un dispositivo o una droga que la ley federal prohíbe dispensar sin receta o que restringe para uso de un veterinario habilitado o por orden del mismo.

Enjuiciamiento diferido se puede ofrecer a un menor como una alternativa a la búsqueda de convicción en el tribunal por una conducta delictiva o conducta que indique una necesidad de supervisión.

Exhibicionismo, definido por el Código Penal 21.08, es una ofensa que ocurre cuando una persona expone el ano de la persona o alguna parte de los genitales de la persona con la intención de despertar o gratificar los deseos sexuales de una persona, y al exhibidor no le importa si la otra persona presente se ofenderá o alarmará a causa de la acción.

Explosivo improvisado, definido por el Código Penal 46.01, es una bomba completa y funcional diseñada para causar lesiones corporales graves, la muerte o daños considerables a la propiedad, que se fabrica de una manera improvisada con el uso de componentes no militares.

Falsa alarma o informe bajo el Código Penal 42.06 ocurre cuando una persona deliberadamente inicia, comunica o distribuye un informe de una bomba, incendio, infracción u otra emergencia presente, pasada o futura que sabe que es falsa o sin fundamentos y que generalmente:

1. Causaría la acción de la policía o agencia voluntaria organizada para lidiar con emergencias;
2. Atemorizaría a una persona de una lesión corporal grave e inminente; o
3. Impediría o interrumpiría la ocupación de un edificio, habitación o lugar de reunión.

Fraternidad, hermandad, sociedad secreta o pandilla de una escuela pública significa una organización compuesta en su totalidad o en parte por estudiantes que buscan perpetuarse a sí mismos aceptando miembros adicionales de entre los estudiantes matriculados en la escuela con base a una membresía en lugar de la libre elección de un estudiante calificado. Las organizaciones educativas incluidas en el Código de Educación 37.121(d) son excepciones de esta definición.

Grafiti incluye marcas con pintura, pluma o marcador indeleble, o dispositivo de grabación en bienes tangibles sin el consentimiento del propietario. Las marcas pueden incluir inscripciones, eslogan, dibujos o pinturas.

Incendio premeditado se define en parte en el Código Penal 28.02 como un delito que incluye:

1. Crear un incendio o causar una explosión con la intención de destruir o hacer daños:
    a. De vegetación, cerca o estructura en un terreno abierto; o
    b. A cualquier edificio, habitación o vehículo:
        (1) Sabiendo que está dentro de los límites de una ciudad o poblado incorporado,
        (2) Sabiendo que está asegurado contra daños o destrucción,
        (3) Sabiendo que está sujeto a una hipoteca u otro interés de garantía,
        (4) Sabiendo que está ubicado en la propiedad de otra persona,
        (5) Sabiendo que está ubicado dentro de la propiedad de otra persona, o
        (6) Cuando la persona que inicia el incendio no considera que el incendio o la explosión pondrá en peligro la vida de alguna persona o la seguridad de la propiedad de una persona.
2. Crear un incendio o explosión de manera imprudente mientras se fabrique o intente fabricar una sustancia controlada si el incendio o la explosión daña algún edificio, habitación o vehículo; o
3. Crear un incendio o causar una explosión de manera intencional y esto causa:
    a. Dañar o destruir de manera imprudente un edificio que pertenece a otra persona, o
    b. Causar de manera imprudente que otra persona sufra lesiones corporales o la muerte.

Intimidación cibernética (cyberbullying), como se define en el Código de Educación 37.0832, es intimidación a través del uso de algún dispositivo de comunicación electrónica, incluso a través del uso de un teléfono celular u otro tipo de teléfono, una computadora, una cámara, correo electrónico, mensajes instantáneos, mensajes de texto, una aplicación de redes sociales, un sitio web de internet o cualquier otra herramienta de comunicación por internet.

Intimidación escolar (bulllying) se define como una acción o un patrón de acciones significativas por parte de uno o más estudiantes dirigidas a otro estudiante que aprovecha un desequilibrio de poder, e implica participar en la expresión verbal o escrita, en la expresión a través de medios electrónicos o en conducta física que:

1. Tiene el efecto o tendrá el efecto de lastimar físicamente a un estudiante, dañar las pertenencias de un estudiante o imponer en un estudiante un temor razonable de daño a su persona o daño a sus pertenencias;
2. Es tan grave, persistente e intensa que la acción o amenaza crea un entorno educativo que es intimidante, amenazador o abusivo para un estudiante;
3. Perturba de manera sustancial y considerable el proceso de instrucción o el funcionamiento ordenado de un salón de clase o escuela, o
4. Infringe los derechos de la víctima en la escuela.

La intimidación escolar incluye la intimidación cibernética (cyberbullying). (Ver a continuación) Las leyes de este estado sobre la intimidación escolar se aplican a:

1. Intimidación escolar que ocurre en la propiedad escolar, se dirige deliberadamente a la propiedad escolar o al sitio de una actividad patrocinada o relacionada con la escuela, dentro o fuera de la propiedad escolar;

2. Intimidación escolar que ocurre en un autobús o vehículo escolar público o privado que se utiliza para transportar estudiantes de ida o vuelta a la escuela o a una actividad patrocinada o relacionada con la escuela; y
3. Intimidación cibernética que ocurre fuera de la propiedad escolar o fuera de una actividad patrocinada o relacionada con la escuela si dicha intimidación interfiere con las oportunidades educativas de un estudiante o interrumpe considerablemente la operación ordenada de un salón de clase, escuela o actividad patrocinada o relacionada con la escuela.

Lascivia pública, definida por el Código Penal 21.07, es una ofensa que ocurre cuando una persona participa deliberadamente en el coito sexual, coito sexual desviado o contacto sexual en un lugar público o, si no es un lugar público, lo hace sin importarle si otras personas presentes se ofenderán o alarmarán a causa de la acción.

Mala conducta grave significa:

1. Conducta violenta deliberada que imponga una amenaza directa a la salud o seguridad de los demás;
2. Extorción, que significa la obtención de dinero u otra propiedad por fuerza o amenaza;
3. Conducta que constituya coerción, según lo definido por el Código Penal 1.07; o
4. Conducta que constituya la infracción de:
    a. Lascivia pública bajo el Código Penal 21.07;
    b. Exhibicionismo bajo el Código Penal 21.08;
    c. Mala conducta delictiva bajo el Código Penal 28.03;
    d. Novatadas maliciosas bajo el Código de Educación 37.152; o
    e. Acoso bajo el Código Penal 42.07(a)(1) de un estudiante o empleado del distrito.

Mala conducta grave o persistente incluye, entre otras cosas:

- Conducta que es causa de expulsión permisible o asignación obligatoria a un DAEP.
- Conducta identificada por el distrito como causa de asignación discrecional a un DAEP.
- Acciones o demostraciones que interrumpan de manera considerable o interfieran materialmente con las actividades escolares.
- Negarse a tratar de hacer o completar el trabajo escolar asignado.
- Insubordinación.
- Usar lenguaje profano o vulgar, o hacer gestos obscenos.
- Salir de la propiedad escolar sin permiso.
- Falsificar registros, pases u otros documentos relacionados con la escuela.
- Negarse a aceptar medidas disciplinarias asignadas por un maestro o director.

Manoplas significa cualquier instrumento que consiste de anillos o cubiertas hechas de una sustancia dura y diseñado o adaptado para causar lesiones corporales graves o la muerte golpeando a una persona con el puño apretando los nudillos.

Material visual íntimo, definido por el Código Civil de Prácticas y Remedios 98B.001 y el Código Penal 21.16, es un material visual que representa a una persona con sus partes íntimas expuestas o participando en una conducta sexual. “Material visual” significa cualquier película, fotografía, cinta de video, negativo o diapositiva de cualquier reproducción fotográfica o cualquier otro medio físico que permite que una imagen se presente en una computadora u otra pantalla de video y cualquier imagen transmitida a una computadora u otra pantalla visual.

Munición perforante se define en el Código Penal 46.01 como munición de pistola usada en pistolas y revólveres y diseñada principalmente para penetrar metal o blindaje personal.

Navaja restringida en el sitio, definida por el Código Penal 46.01, es una navaja con una cuchilla de más de cinco pulgadas y media.

Novatada maliciosa (hazing) se define en el Código de Educación 37.151 como un acto intencional, consciente o imprudente, en el campus o fuera de él, hecho por una persona sola o que actúa con otras, dirigido a un estudiante con el propósito de comprometer, iniciar, afiliar, tener un cargo o mantener la membresía en una organización estudiantil si el acto contiene los elementos del Código de Educación 37.151, entre ellos:

1. Cualquier tipo de brutalidad física;
2. Una actividad que someta al estudiante a un riesgo irrazonable de daño o que perjudique la salud física o mental del estudiante, como privación de sueño, exposición a factores meteorológicos, encierro en espacios reducidos, calistenia o consumo de alimentos, líquidos, drogas u otras sustancias;
3. Una actividad que induzca, cause o exija que el estudiante realice una función o tarea que infrinja el Código Penal; o
4. Forzar a un estudiante a consumir una droga o bebida alcohólica en una cantidad que llevaría a una persona razonable a creer que el estudiante está intoxicado. **Lista negra (lista de víctimas)**, definida en el Código de Educación 37.001(b)(3), es una lista de gente a la que se desea lastimar, usando un arma de fuego, una navaja o cualquier otro objeto con la intención de causar lesiones corporales.

Obligatorio significa que algo es obligatorio o requerido por una autoridad.

Pandilla callejera delincuente se define en el Código Penal 71.01 como tres o más personas que tienen una señal o símbolo de identificación común o un liderazgo identificable que se relaciona continua o regularmente con la perpetración de actividades delictivas.

Parafernalia son dispositivos que se pueden usar para inhalar, ingerir, inyectar o de otra manera introducir una sustancia controlada en el cuerpo humano.

Pistola, definida por el Código Penal 46.01, es cualquier arma de fuego que esté diseñada, hecha o adaptada para dispararse con una mano.

Porra (club), como se define en el Código Penal 46.01, es un instrumento especialmente diseñado, hecho o adaptado para el propósito de infligir una lesión corporal grave o la muerte al golpear a una persona con el instrumento, e incluye, entre otros, cachiporra, porra de policía, maza, y hacha.

Posesión significa tener un artículo en su persona o en la propiedad personal, que incluye, entre otros:

1. Ropa, bolso o mochila;

2. Un vehículo privado usado para transportarse hacia o desde la escuela o actividades relacionadas con la escuela, incluyendo, entre otros, un automóvil, camioneta, motocicleta o bicicleta;
3. Dispositivos de telecomunicaciones o electrónicos; o
4. Cualquier propiedad escolar usada por el estudiante, incluyendo, entre otros, un casillero o escritorio.

Quebrantamiento de seguridad informática incluye acceder deliberadamente a una computadora, red o sistema computacional sin el consentimiento efectivo del propietario de acuerdo a lo definido por el Código Penal 33.02, si la conducta incluye acceder a una computadora, red o sistema computacional que es propiedad de un distrito escolar u operado a nombre del distrito y el estudiante deliberadamente altera, daña o borra propiedad o información del distrito escolar o comete un quebrantamiento de alguna otra computadora, red o sistema computacional.

Robo agravado se define en parte en el Código Penal 29.03(a) como cuando una persona comete un robo y:

1. Causa lesiones físicas graves a otra persona;
2. Usa o enseña un arma mortal; o
3. Causa lesiones físicas a otra persona o amenaza o atemoriza a otra persona de una lesión física inminente o muerte, si la otra persona es:
    a. Mayor de 65 años, o
    b. Una persona discapacitada.

Sustancia controlada significa una sustancia, incluso un fármaco, un adulterante y un diluyente, enumerados en los Anexos I a V o Grupo 1, 1-A, 1-B, 2, 2-A, 3 o 4 de Sanción de la Ley de sustancias controladas de Texas. El término incluye el peso total de cualquier mezcla, solución u otra sustancia que contenga una sustancia controlada. El término no incluye cáñamo, según se define en el Código de Agricultura 121.001, o el tetrahidrocannabinol (THC) en el cáñamo.

Uso significa introducción voluntaria al propio cuerpo, por cualquier medio, de una sustancia prohibida.

Violencia en la pareja ocurre cuando una persona en una relación de pareja actual o pasada utiliza el abuso físico, sexual, verbal o emocional para dañar, amenazar, intimidar o controlar a la otra persona en la relación. La violencia en la pareja también ocurre cuando una persona comete estos actos contra una persona en una relación de matrimonio o de pareja con la persona que está o estuvo casada o en una relación de pareja con la persona que comete la ofensa, de acuerdo a lo definido en la Sección 710021 del Código de Familia.

Appendix A: Pautas para los pasajeros de autobús

El objetivo de las pautas para pasajeros de autobús es ayudar a proporcionar información que ayude a garantizar una experiencia segura y agradable para nuestros niños que viajan en el autobús.

El distrito escolar necesita su ayuda y cooperación. Es importante que cada estudiante comprenda las normas descritas en este manual y que sus padres o tutores le animen a seguir las normas y reglamentos. Por favor, lea y discuta este manual con su(s) hijo(s).

Es posible que haya video vigilancia en funcionamiento en el autobús de su hijo para ayudar a mantener un entorno seguro y ordenado en el autobús. La ley federal prohíbe que el distrito escolar divulgue el video a cualquier miembro del público, excepto a los funcionarios encargados de hacer cumplir la ley (Ley de Derechos Educativos y Privacidad de la Familia).

Todas las políticas y reglas del campus y el transporte de Sanger ISD se pueden hacer cumplir dentro de los 300 pies de cualquier parada de autobús o campus de Sanger ISD.

Elegibilidad del pasajero

1. Todos los pasajeros deberán estar registrados en la oficina del Centro de Transporte.
2. Proporcionamos transporte en autobuses escolares hacia y desde la escuela para aquellos niños que viven a más de dos millas de la escuela a la que asisten o de rutas peligrosas que determinará la Junta.

3. La Junta, después de determinar la elegibilidad para los servicios de transporte, permitirá que un padre designe una instalación de cuidado infantil o la residencia de un abuelo del niño en lugar de la residencia del niño como el lugar habitual para los fines de obtener transporte bajo el sistema para y de la escuela del niño. Cualquiera de los lugares designados debe ser una parada aprobada y una ruta aprobada.

4. Todos los estudiantes que utilicen el transporte del Distrito deberán abordar los autobuses en las paradas autorizadas. Las paradas de autobús autorizadas serán designadas anualmente por el Superintendente o su designado. Los conductores de autobuses subirán y bajarán pasajeros únicamente en las paradas autorizadas.

5. Los pasajeros visitantes no son elegibles para viajar en el autobús debido a la distribución y la capacidad de los asientos.

ARTICULOS PROHIBIDOS

A los estudiantes no se les permite traer animales u objetos dañinos en el autobús (es decir, armas, drogas, alcohol, tabaco, fuegos artificiales, luces láser, inflamables, etc.). Los instrumentos de banda o los proyectos de clase están permitidos SOLO si se pueden sostener en el regazo de los estudiantes y no se extienden por encima del nivel de la barbilla.

CÓDIGO DE EDUCACIÓN 370126 INTERRUPCIÓN DEL TRANSPORTE:

Salvo lo dispuesto en la Sección 37.125, una persona comete un delito si intencionalmente interrumpe, impide o interfiere con el transporte legal de niños hacia o desde la escuela o una actividad patrocinada por una escuela en un vehículo propiedad u operado por un condado o distrito escolar independiente. Un delito bajo esta sección es un delito menor de Clase C.

ACCIDENTES O EMERGENCIAS

Siga las instrucciones del conductor. Si tiene que salir del autobús, permanezca en grupo.

Los siguientes procedimientos se utilizarán en una situación de emergencia.

Los estudiantes permanecerán sentados y esperarán las instrucciones del conductor. Deje el autobús en una sola fila lo más rápido posible.

- La evacuación comenzará con el asiento más cercano a la puerta.
- Una vez fuera del autobús, siga completamente las instrucciones del conductor.

Los estudiantes no pueden abandonar la escena del accidente hasta que el oficial de policía despeje el área.

VIAJES EXTRAESCOLARES

1. Las reglas de los pasajeros de autobús se aplican a todos los eventos patrocinados por la escuela.
2. La disciplina será responsabilidad del director del edificio y del patrocinador del viaje.
3. El autobús debe regresar limpio al regresar del viaje.
4. Los estudiantes que se van con un padre o tutor deben firmar el formulario de autorización de Sanger ISD.
5. Antes de abandonar un concurso, el alumno debe ponerse en contacto con su respectivo entrenador/patrocinador.
6. Un padre o tutor debe firmar la salida del estudiante antes de abandonar el concurso.

PROCEDIMIENTOS PARA ESPERAR EL AUTOBUS

1. Llegue a su parada de autobús cinco minutos antes de la hora.
2. Se requiere que los estudiantes esperen un mínimo de 20 pies desde el borde de la carretera en un grupo ordenado y permanezcan allí hasta que el autobús se haya detenido por completo antes de cargarlo.
3. Los estudiantes deben alejarse del costado del autobús después de salir del autobús.
4. Los estudiantes no deben apresurarse en el autobús.
5. Los estudiantes no deben recibir el correo del buzón de la carretera hasta que el autobús haya salido.
6. Aléjate del autobús hasta que se detenga por completo.
7. Los padres/tutores deben instruir a sus hijos sobre los procedimientos a seguir si se pierde el autobús.

CARGAR EL AUTOBUS

1. Está prohibido pelear, empujar, golpear o pelear en el autobús y en las paradas de autobús designadas.
2. El estudiante debe evitar que todas las partes del cuerpo y objetos personales entren en contacto con otro estudiante.

3. Cuando el autobús se acerque, forme una fila (de menor a mayor) y prepárese para cargar inmediatamente.
4. Use pasamanos y escalones.
5. Ve directamente a tu asiento y siéntate. El autobús no se moverá hasta que todos los estudiantes estén sentados correctamente.

ASIENTOS EN EL AUTOBUS

1. A todos los estudiantes se les asignará un asiento específico en el autobús.
2. A los estudiantes se les asignarán asientos de adelante hacia atrás, y a los estudiantes más pequeños se les sentará más cerca del conductor.
3. El conductor utilizará la asignación de asientos como una forma de gestión de los estudiantes.
4. A petición de los padres, se les puede pedir a los hermanos que se sienten juntos. (Los estudiantes mayores avanzarán).

NORMAS Y REGULACIONES DE SEGURIDAD EN EL AUTOBUS

1. Permanezca sentado en todo momento.
2. Siéntese en los asientos asignados a discreción del conductor.
3. Nada puede extenderse por las ventanas en ningún momento.
4. No se puede entrar ni salir de las puertas de emergencia, excepto para fines de emergencia.
5. No se permitirá ningún tipo de arma, explosivo, fuegos artificiales, objetos punzantes o punzantes.
6. No se permitirá ningún tipo de bebida alcohólica, droga controlada o sustancia. No se permitirán productos de tabaco. Los estudiantes DEBEN seguir las instrucciones del conductor y/o ayudante en todo momento.
7. Se prohíben las palabrotas, las obscenidades, el acoso y las peleas.
8. Los estudiantes no deben salir en paradas no autorizadas a menos que un administrador de la escuela otorgue la aprobación.
9. No se pueden lanzar objetos desde las ventanillas del autobús.
10. Los conductores no están obligados a esperar a los estudiantes en la parada de autobús ni a tocar la bocina mientras los estudiantes salen de sus residencias. Los estudiantes deben estar en la parada antes de que llegue el autobús.
11. Los estudiantes y el personal de SISD son las únicas personas autorizadas para abordar los autobuses. Los padres e invitados deben recibir autorización de los administradores para abordar.
12. No se permite ningún tipo de animal, ave o mascota en el autobús.
13. Está prohibido pelear.
14. Los estudiantes no pueden comer, beber ni tirar basura mientras están en el autobús.
15. A los estudiantes se les pueden negar los privilegios del autobús y se les puede exigir que paguen por cualquier daño a cualquier parte del autobús, incluidos los asientos.

16. Los estudiantes pueden usar teléfonos celulares en el autobús. El dispositivo DEBE MANTENERSE EN SILENCIO, O se deben usar auriculares o audífonos. El transporte NO se hace responsable de la pérdida, robo o daño de los auriculares, auriculares o dispositivos. NO SE PUEDEN TOMAR FOTOS NI VIDEOS en el autobús en ningún momento.

DISCIPLINA

Procedimientos de Disciplina en los Autobuses: ***VIAJAR EN UN AUTOBÚS ESCOLAR QUE SIRVE A ESTE DISTRITO ES UN PRIVILEGIO***. El conductor es reconocido como la autoridad en el autobús y tiene control sobre las operaciones diarias. La cooperación de todos los pasajeros es necesaria para la seguridad y comodidad de todos.

1. El Director de Transporte y el Director/Subdirector de cada escuela serán responsables de hacer cumplir la disciplina en todos los autobuses. Todo el personal de transporte está autorizado a garantizar que se sigan las pautas de gestión disciplinaria del departamento y del distrito.

2. El Director de Transporte y el Director/Subdirector investigarán una violación y se comunicarán con los padres por teléfono, correo o Informe de Violación de Autobús si su hijo está involucrado en un comportamiento inapropiado. Si las consecuencias dictan una suspensión, el padre/tutor será notificado por teléfono o correo electrónico de las fechas de suspensión.

3. La mala conducta será reportada por el conductor al Director de Transporte y al Director/Subdirector utilizando un Informe de Infracción de Autobuses. Se enviarán copias de los Informes de Infracción de Autobús a los padres, al director del edificio y se archivarán en la Oficina del Departamento de Transporte.

1ª Infraccion: El estudiante puede estar sujeto a medidas disciplinarias, y se enviará un aviso por escrito a los padres. El aviso informará a los padres que, si se comete una segunda ofensa, el estudiante será excluido de viajar en el autobús por un mínimo de 5 días escolares. En caso de problemas graves de conducta, un estudiante puede ser suspendido del autobús inmediatamente por el número de días que el director de transporte y el director determinen apropiado**.**

2ª **Infracción**: Se enviará un aviso al padre informando que el niño está excluido de viajar en el autobús durante 5 días. El estudiante puede estar sujeto a otras medidas disciplinarias.

3ª Infracción: El estudiante será excluido de viajar en el autobús por un período de 10 días escolares. El estudiante estará sujeto a otras medidas disciplinarias.

4ª Infracción: El estudiante será excluido del autobús por el resto del semestre. El estudiante estará sujeto a otras medidas disciplinarias. Antes de que el estudiante

sea readmitido en el autobús en el próximo semestre, el padre debe comunicarse con el director y dar garantías concretas de que el comportamiento del estudiante se ajustará a las reglas y regulaciones.

EXCEPCIÓN: SI LA CONDUCTA DE UN ESTUDIANTE PONE EN GRAVE PELIGRO LA SEGURIDAD DE LOS OTROS ESTUDIANTES Y/O DEL CONDUCTOR O SE INVOLUCRA EN CUALQUIER ACTIVIDAD ILEGAL, SE PONDRÁ EN VIGOR INMEDIATAMENTE UNA SUSPENSIÓN.

El conductor del autobús, el Director de Transporte y los administradores de la escuela son responsables de las partes de la disciplina progresiva destinadas a corregir el comportamiento inapropiado de los estudiantes que ocurren en los autobuses. La progresión de la disciplina es la siguiente:

Asesoramiento verbal: Los conductores monitorean constantemente el comportamiento de sus pasajeros y, como tal, brindan regularmente orientación oral y recordatorios sobre el comportamiento apropiado y las reglas aplicables. Este asesoramiento puede ir acompañado de consecuencias adicionales en el autobús, como la asignación temporal de asientos. Cuando las infracciones menores no se corrigen, o se producen infracciones notables, el conductor dará seguimiento a la consejería verbal con documentación en el expediente disciplinario de transporte del estudiante. Se hará constar la fecha y la disciplina.

Referencia por escrito: Cuando ocurra una mala conducta significativa o el asesoramiento verbal documentado continuo no haya sido efectivo, el conductor puede iniciar una referencia por escrito. Se le dirá al estudiante que se está presentando una referencia por escrito al Director de Transporte. Al recibir una referencia por escrito, el Director de Transporte obtendrá la retroalimentación necesaria del conductor del autobús. Luego, el Director de Transporte notificará al Director o Subdirector, quien investigará la infracción. El proceso de Investigación está sujeto a lo siguiente:

- Pieza de referencia actual
- Comunicación con el conductor del autobús
- Comunicación del Director de Transporte
- Estudiantes involucrados en la infracción y su papel en la infracción.
- Un estudiante que fue testigo de la infracción.
- Historial previo de referencias de autobuses que haya sido reportado
- Historial disciplinario previo

Suspensión del Privilegio del Autobús: Después de que el padre/tutor haya sido notificado de una Remisión Disciplinaria y la posibilidad de la suspensión del autobús, cualquier aviso disciplinario posterior por escrito puede resultar en la suspensión del privilegio del autobús. Una vez que el Director de Transporte y/o el Director o Subdirector hayan investigado la remisión y hayan determinado que la suspensión está justificada, se notificará al padre/tutor que la suspensión comenzará el siguiente día escolar. La primera suspensión será de un mínimo de cinco días. El estudiante puede estar sujeto a otras medidas disciplinarias.

Proceso de apelación: El estudiante o padre de un estudiante que ha sido suspendido de recibir el derecho de transporte puede apelar una decisión presentando una solicitud formal por escrito al administrador respectivo.

Appendix B: PLAN DE MANEJO DE LA DISCIPLINA DE LA ESCUELA SECUNDARIA SANGER

El Código de Conducta Estudiantil de Sanger ISD contiene los requisitos del distrito escolar para la conducta y el comportamiento de los estudiantes mientras están en la escuela o bajo la jurisdicción de la escuela. El Código de Conducta también explica los tipos de medidas disciplinarias que los funcionarios escolares pueden tomar en respuesta a violaciones de las reglas de conducta de los estudiantes y los pasos involucrados en la adopción de medidas disciplinarias.

El plan de gestión de la disciplina de SHS se basa en un sistema de puntos. Cuando un estudiante acumula 30 puntos, se llevará a cabo una conferencia de padres con la administración. Cuando un estudiante acumula 50 o más puntos, se llevará a cabo una conferencia disciplinaria para determinar la ubicación disciplinaria.

En las secciones anteriores se ofrece una explicación del sistema:

Cuadro de consecuencias escalonadas		
Comportamientos de nivel I	**Puntos**	**Consecuencias**
Correr por los pasillos Negarse a entregar el trabajo Tiempo excesivo fuera de clase (No faltar) Arrojar artículos que no tienen el potencial de causar daño físico Insultos/Maldiciones Tardanzas excesivas Demostración pública de afecto No seguir las instrucciones Referencia de autobús No usar la identificación de estudiante	2 – Primera Infraccion 3 – Segundo Infraccion 5 - Cada uno después de la 3ª infracción	Conferencia de estudiantes Conferencia de padres Detención Escuela Viernes/Sábado

Comportamientos de nivel II	**Puntos**	**Consecuencias**
Insultos raciales	3-5	Viernes/Sábado Escuela
Payasadas (no agresivas)	5	Servicio Comunitario asignados por la escuela
Faltar a clase	2-10	
Abandonar el aula sin permiso	3-5	ISS
Demostración excesiva de afecto en público	5-10	
Deshonestidad académica	5-10	
Mal comportamiento durante el simulacro de seguridad	5-10	ISS
No respetar la propiedad ajena	2-5	ISS
No asistir a la hora de la tribu	5-10	ISS
	5-10	

Comportamientos de nivel III	**Puntos**	**Consecuencias**

Maldecir al personal Usar calumnias raciales hacia el estudiante/personal Insubordinación con el personal Arrojar artículos con el potencial de causar daño físico Falsa alarma que no resulta en una respuesta de emergencia. Bromas que conducen a la agresión Robo de propiedad Permitir el acceso no autorizado al edificio Lucha contra la intimidación/acoso Vandalismo/destrucción de la propiedad escolar Salir del edificio sin permiso Posesión o distribución de cigarrillos electrónicos, vaporizadores, tabaco o alcohol en parte o en su totalidad. *Comportamientos persistentes de nivel II*	3-5 3-5 5 5 5 10 15 15 30 15-30 10-30 15-50 15-50	ISS OSS DAEP Hearing

Comportamientos de nivel IV	**Puntos**	**Consecuencias**
Contacto físico agresivo con el personal Posesión o bajo la influencia de alcohol, sustancias controladas o drogas ilegales, vape, vape contrabando Posesión de un arma en el campus Agresión Actos lascivos Infracciones sexuales Entrada/allanamiento ilegal Posesión de fuegos artificiales Comportamientos persistentes de nivel III	50	DAEP Audiencia

**La tabla anterior no cubre todos los comportamientos/infracciones posibles. Está destinado a ser utilizado como guía. Las consecuencias que se apliquen serán la decisión final de la Administración. Se realizarán cambios adicionales a medida que se identifiquen comportamientos/infracciones. **

Procedimientos del Código de Vestimenta		
Infraccion	**Punto**	**Consecuencias**
Primera Infraccion	1	A los estudiantes se les brindó la oportunidad de cambiar. Los estudiantes son colocados en ISS hasta que se haya producido el cambio de ropa. Llamada telefónica hecha por el personal de recepción a los padres. Situación documentada.
Segundo Infraccion	2	Estudiante asignado a la detención. A los estudiantes se les brindó la oportunidad de cambiar. Los estudiantes son colocados en ISS hasta que se

		haya producido el cambio de ropa. Llamada Telefonica realizada por el administrador. Situación documentada.
Tercera Infraccion	2	ISS asignado por el estudiante. Llamada telefónica realizada por el administrador. Situación documentada.
Cuarta Infraccion +	2	A los estudiantes se les asigna la disciplina según corresponda según el Código de Conducta Estudiantil de SISD.

Es común que un estudiante corrija su violación del código de vestimenta después de que los miembros del personal se dirijan a él (por ejemplo, un estudiante se desenrolla los pantalones cortos después de que se le haya marcado el código de vestimenta por violación de los pantalones cortos). Si un miembro del personal tiene un código de vestimenta para un estudiante, debe cambiarse de ropa independientemente de la capacidad de "arreglar" la infracción de vestimenta actual.

Confiscación de tecnología		
Infraccion	**Puntos**	**Consecuencias**
Mal uso de la tecnología como se define en el Código de Conducta Estudiantil de SISD.	5-10	1. Pagar la tasa tecnológica de 15 dólares 2. Servicio comunitario asignado por la escuela (no menos de 5 horas) 3. Detención 4. Escuela Sabatina 5. ISS (posible servicio comunitario en el campus)

Queda a discreción del administrador qué consecuencia se utiliza. Los factores que influyen en la decisión incluirán la gravedad de la ofensa y el número de ofensas.

Sistema de Retrasos		
Infraccion	**Punto**	**Consecuencias**
Primera y Segundo Infraccion	2	Advertencia documentada y en el aula.
Tercera Infraccion	3	Administración de la detención asignada. Llamada Telefonica a casa.
Cuarta Infraccion +	5	Escuela Sabitina ISS

** La asistencia es el factor más importante que un estudiante puede controlar y que afectará su éxito académico. A las remisiones tardías más allá de 4 ofensas se le asignarán consecuencias a discreción de la administración. Los recuentos de tardanzas se restablecen en el Semestre. **

Una tardanza se define como no estar en la habitación haciendo un esfuerzo por estar en el lugar designado con fines de instrucción.

La asistencia es el factor más importante que un estudiante puede controlar y que afectará su éxito académico. A las remisiones tardías después de 6 ofensas se le asignarán consecuencias a discreción de la administración. Los recuentos de tardanzas se restablecen en el Semestre.

No-Negociables		
Infraccion	**Puntos**	**Consecuencias**
El uso de cualquier dispositivo que tenga la capacidad de grabar audio o imágenes (incluidos, entre otros, teléfonos celulares, tabletas, computadoras, etc.) en el vestuario o en el baño.	10-30	1ª infracción: 1 día ISS 2ª infracción: 3 días ISS 3ª infracción: Eliminación del acceso a la tecnología en el campus, consideración de colocación en DAEP
Insultar al Personal	5-10	1ª infracción: 1 día ISS 2ª ofensa: 3 días ISS 3ª ofensa +: Consideración de colocación en DAEP
Faltar a clase	5	1ª falta: 1 día ISS 2ª infracción: 3 días ISS 3ª falta +: ISS/Sábado Escuela/DAEP opciones consideradas
Negarse a Completar el Trabajo de clase	5	1ª ofensa: 3 Días de Detención en el Almuerzo 2ª ofensa: 1 Día de ISS 3ª ofensa: +: Días adicionales de ISS/OSS/DAEP Audiencia será considerada.
Uso del teléfono celular durante la clase **Los teléfonos celulares deben estar apagados y dentro de la mochila (no un bolsillo lateral) mientras el estudiante está en el campus.**	5	1ª infracción: Política de confiscación de tecnología. 2ª ofensa: 1 Día de ISS 3º ofensa: 3 días de ISS 4ª ofensa +: ISS adicional/OSS/DAEP Audiencia considerada.
Posesión de un arma u objeto con la intención de usarlo como arma.	15	DAEP Audiencia ** Cualquier estudiante que se encuentre en posesión de cualquier artículo prohibido está sujeto a un protocolo de búsqueda aleatoria por el resto del año escolar.**

Posesión de vape, cigarrillo electrónico, tabaco o alcohol en parte o en su totalidad	10 - 1st 20 – cada uno	1ª infracción: DAEP 30 días (obligatorio) 2ª infracción: DAEP 45 días (ordenado por el estado) 3ª infracción: DAEP 60 días (obligatorio por ley) 4ª infracción: DAEP resto del año académico **La citación ante el sistema judicial local se presentará después de cada infracción. ** **Cualquier estudiante que se encuentre en posesión de cualquier artículo prohibido está sujeto a un protocolo de búsqueda aleatoria por el resto del año escolar.**
Amenazar con pelear/Alentar una pelea.	10	1ª infracción: 1 día de ISS 2da ofensa: 3 Días de ISS 3 ª ofensa +: ISS / OSS / DAEP audiencia será considerada.
Pelea (Combate Mutuo) ***La defensa propia se define como: "una persona está justificada en el uso de la fuerza contra otra cuando y en la medida en que el actor cree razonablemente que la fuerza es inmediatamente necesaria para proteger al actor contra el uso o intento de uso de la fuerza ilegal por parte del otro". Por lo tanto, la defensa propia incluye todo lo siguiente:* *1. The student did not contribute to the creation of the situation* *2. The student made every good faith effort to remove themselves from the situation and found no other option.* *3. The student only utilized enough force to create an opportunity to leave the situation.*	15-50	1ª infracción: 3 días ISS 2ª infracción: Asignación a DAEP

La lista de elementos no negociables está sujeta a cambios dependiendo de las necesidades de manejo del comportamiento en el campus.
Los estudiantes pueden reducir o eliminar puntos de acuerdo con el siguiente cronograma:

CRITERIOS PARA LA REDUCCIÓN DE PUNTOS	NÚMERO DE PUNTOS REDUCIDOS
Nueve semanas sin referidos	8 puntos

Los estudiantes están sujetos a todas las políticas/acciones de gestión disciplinaria que se indican en el Manual del Estudiante de SISD y el Código de Conducta Estudiantil de SISD. El sistema de puntos es adicional a esas políticas y acciones y se implementa para evitar conductas inapropiadas.

Expectativas de Comportamientos

	Pasillo	Cafeteria	Banos	Autobuses
Sea Responsable	• Camine por la derecha • Manténgalo limpio • Sea oportuno	• Limpia después de ti mismo • 6 estudiantes por mesa • Mantenga las voces a un volumen aceptable	• Use el baño más cercano • Ocúpate de los asuntos y sal • Llegue a tiempo al baño y salga	• Volumen silencioso • Mantener limpio el autobús • Bájese en su parada
Sea Respetoso	• Voces de nivel 2 • Mantén las manos y los pies para ti mismo	• Sé amable e inclusivo con todos en tu mesa • Espera tu turno en la fila • Lenguaje apropiado	• Tratar a las instalaciones con respeto • Denunciar actividades inapropiadas • Dar privacidad a las personas	• Usar un lenguaje apropiado • Respetar el espacio personal • Escuchar al conductor del autobús
Estar Seguro	• Llegue a su destino de forma rápida y eficiente • Hall Pass	• Empuje las sillas • Limpie los derrames • Use los artículos correctamente	• Lávese las manos Los teléfonos celulares/iPad permanecen en la mochila • Mantenga el agua en el fregadero	• Permanezca sentado y mirando hacia adelante • Mantenga los pasillos despejados

Estas son las conductas esperadas que vamos a enseñar a nuestros alumnos durante el curso escolar. Estos comportamientos, cuando se exhiben adecuadamente, apoyarán un ambiente de aprendizaje saludable.

Tribal Card = Responsible - Respect - Safe	
Nombre de Estudiante: _____ Demostró el camino indio. Apreciamos sus esfuerzos para hacer de nuestro campus el mejor lugar para estar. Presenciado por: _____	

Las tarjetas tribales apoyarán el sistema de gestión del comportamiento al proporcionar una oportunidad de recompensa por lograr los comportamientos deseados. Se animará a los maestros a recompensar a los estudiantes con estas tarjetas cuando los estudiantes exhiban comportamientos deseados. Cuando un estudiante recibe una tarjeta, debe llevarla a la oficina principal (durante el período de aprobación, antes o después de la escuela) para obtener una recompensa y reconocimiento. Maestros, por favor asegúrense de poner su nombre en el reverso de la tarjeta porque también serán recompensados con un pequeño premio cuando un estudiante devuelva una tarjeta. Su nombre se incluirá en un sorteo al final de cada nueve semanas para un almuerzo pagado.

Apéndice C: Plan de Manejo de la Disciplina de la Escuela Intermedia Sanger

Misión: "Permitir que los maestros enseñen y que los estudiantes aprendan".
Visión: Una asociación entre los estudiantes, el personal y los padres que apoye a los estudiantes para que logren el máximo tiempo tanto en entornos académicos como sociales.

En la Escuela Intermedia Sanger, creemos que el entorno educativo más efectivo es aquel que apoya interacciones saludables y apropiadas entre estudiantes y maestros, maestros con estudiantes y estudiantes con estudiantes. Nuestro objetivo es maximizar la cantidad de tiempo que los estudiantes pueden practicar comportamientos positivos tanto en un entorno académico como social. Sin embargo, cuando las conductas impiden las funciones básicas de la escuela, tenemos la responsabilidad de enseñar conductas y respuestas sociales apropiadas.

El siguiente documento debe servir de guía para la asociación esperada entre todas las partes interesadas. De ninguna manera puede abarcar la totalidad de todos los escenarios que pueden ser presentados por la acción de los estudiantes. Las secciones presentadas serán las siguientes: 1) Conductas y Consecuencias, 2) Sistema de Puntos de Manejo de Conducta de la Escuela Intermedia Sanger, 3) PBIS.

Comportamientos y consecuencias

El personal de la Escuela Intermedia Sanger hará todo lo posible de buena fe para establecer sistemas y apoyos que maximicen el tiempo de los estudiantes en el salón de clases. Sin embargo, cuando el comportamiento del estudiante resulta en una incapacidad para que el aula o el entorno educativo funcionen correctamente, se asignarán consecuencias para ayudar al estudiante a aprender nuevos comportamientos.

No negociables	
El uso de cualquier dispositivo que tenga la capacidad de grabar audio o visual (incluidos, entre otros, teléfonos celulares, tabletas, computadoras, etc.) en el vestuario o el baño.	1ª ofensa: 3 días ISS 2ª ofensa +: Eliminación del acceso a la tecnología en el campus, consideración de la colocación de DAEP.
Uso de teléfonos celulares, relojes inteligentes u otros dispositivos de telecomunicaciones durante la clase/pasillos/o mientras se está en el campus **Los teléfonos celulares, relojes inteligentes u otros dispositivos de telecomunicaciones deben estar apagados y dentro de la	1ª infracción: Política de confiscación de tecnología. 2ª ofensa: 1 día de ISS 3ª infracción: 3 días de ISS 4ª ofensa +: Audiencia adicional de ISS/OSS/DAEP considerada.

mochila (no en un bolsillo lateral) mientras el estudiante está en el campus.**	
Maldecir o faltarle el respeto a un miembro del personal	1ª ofensa: 3 días de ISS 2ª ofensa +: Se consideran opciones adicionales de ISS/OSS/DAEP. Se considerarán ofensas adicionales.
Saltarse la clase	1ª ofensa: 1 día ISS 2ª ofensa: 3 días ISS 3ª ofensa +: Opciones ISS/OSS/DAEP consideradas.
Negarse a completar el trabajo en el aula.	1ª ofensa: 3 días de detención durante el almuerzo 2ª ofensa: 1 Escuela Sabatina 3ª ofensa: 1 día de ISS 4ª ofensa +: Se considerarán días adicionales de audiencia ISS/OSS/DAEP.
Tenencia de tabaco en parte o en su totalidad.	1ª ofensa: 3 días ISS 2ª ofensa +: Se consideran opciones adicionales de ISS/OSS/DAEP. Se considerarán ofensas adicionales. ** Cualquier estudiante que se encuentre en posesión de cualquier artículo prohibido está sujeto a un protocolo de búsqueda aleatoria por el resto del año escolar.**
Posesión de un arma u objeto con la intención de usarlo como arma.	Audiencia de DAEP ** Cualquier estudiante que se encuentre en posesión de cualquier artículo prohibido está sujeto a un protocolo de búsqueda aleatoria por el resto del año escolar.**
Posesión, uso, venta o entrega de un cigarrillo electrónico	Audiencia obligatoria del DAEP 1ª infracción: 30 días con revisión de 15 días 2ª infracción: 45 días con revisión de 30 días 3ª infracción: 60 días con revisión de 45 días Ofensa 4+: Colocación por el resto del año escolar Citación por todos los delitos

Amenazar con pelear/Alentar una pelea.	1ª ofensa: 1 día de ISS 2ª ofensa: 3 días de ISS 3ª ofensa +: Se considerará la audiencia de ISS/OSS/DAEP.
Lucha (Combate mutuo) ** La defensa propia se define como "una persona está justificada en el uso de la fuerza contra otra cuando y en la medida en que el actor cree razonablemente que la fuerza es inmediatamente necesaria para proteger al actor contra el uso o intento de uso de la fuerza ilegal por parte del otro". Por lo tanto, la autodefensa significa: 1. El estudiante no contribuyó a la creación de la situación. 2. El estudiante hizo todo lo posible de buena fe para eliminar de la situación y no encontraron otra opción. 3. El estudiante solo utilizó la fuerza suficiente para crear un oportunidad de salir de la situación. **	1ª ofensa: 3 días ISS 2ª ofensa: Audiencia DAEP

** La lista de elementos no negociables está sujeta a cambios según las necesidades de manejo del comportamiento en el campus.**

Procedimientos del código de vestimenta	
1ª ofensa	El estudiante tuvo la oportunidad de cambiar. Estudiante colocado en ISS hasta que se haya producido el cambio de ropa. Llamada telefónica hecha por el personal de recepción a los padres. Situación documentada.
2ª ofensa	Estudiante al que se le asignó una detención. El estudiante tuvo la oportunidad de cambiar. Estudiante colocado en ISS hasta que se haya producido el cambio de ropa. Llamada telefónica realizada por el administrador. Situación documentada.
3ª ofensa	ISS asignado por el estudiante. Llamada telefónica realizada por el administrador. Situación documentada.
4ª ofensa +	Al estudiante se le asignó la disciplina según corresponda según el Código de Conducta Estudiantil de SISD.

** Es común que un estudiante corrija su violación del código de vestimenta después de que los miembros del personal se dirijan a él (por ejemplo, un estudiante se desenrolla los pantalones cortos después de que se le haya marcado el código de vestimenta por violación de los pantalones cortos). Si un miembro del personal tiene un código de vestimenta para un estudiante, debe cambiarse de ropa independientemente de la capacidad de "arreglar" la infracción de vestimenta actual. En el caso de que la administración proporcione una muda de ropa, las prendas de vestir que se consideren

una violación serán confiscadas hasta que se devuelva la ropa proporcionada por la escuela. Se requerirá que los padres recojan los artículos. A los estudiantes no se les permitirá volver a cambiarse a artículos al final del día escolar.**

Confiscación de tecnología	
A los padres se les proporcionarán las siguientes opciones:	1. Pagar la tarifa de tecnología ($15). 2. Servicio comunitario asignado a la escuela (5 horas). [Ejemplos proporcionados en el formulario. 3. Detención (3 Asignaciones) 4. Escuela de los Sábados (1 Día) 5. ISS (1 día)

Las opciones de los padres para las consecuencias se modificarán según el número y la gravedad de los eventos.

Sistema de tardanzas	
1ª y 2ª Ofensa	Advertencia documentada y en el aula.
3ª Ofensa	Profesor asignado a la detención. Llamada telefónica a casa.
4ª Ofensa +	Detención administrativa Escuela de los sábados ISS
Barridos tardíos: En los momentos determinados por la administración, se hará un anuncio para que los maestros envíen a todos los estudiantes en los pasillos después de la campana tardía a la oficina principal. Los estudiantes que estén fuera del aula sin permiso recibirán las siguientes consecuencias:	1ª Ofensa: 1 Asignación Escolar de Sábado 2ª Ofensa: 1 Día de ISS 3ª Infracción: 3 días de ISS 4ª Ofensa+: Se Considera una Audiencia Adicional de ISS/OSS/DAEP **No se aplica a los estudiantes que reciben un pase de su maestro.**

** La asistencia es el factor más importante que un estudiante puede controlar y que afectará su éxito académico. A las remisiones tardías más allá de 4 ofensas se les

asignarán consecuencias a discreción de la administración. Los recuentos de tardanzas se restablecen en el semestre.**

Gráfico de consecuencias escalonadas	
Comportamientos de nivel I	Consecuencias disponibles
Corriendo por los pasillos Negarse a entregar el trabajo Tiempo excesivo fuera de clase (No saltarse) Arrojar objetos que no tienen el potencial de causar daño físico Insultos Tardanzas excesivas Demostración pública de afecto	Conferencia de Estudiantes Conferencia de Padres Detención Tiempo de Asistencia Conductual (B.A.T) Escuela de los sábados Servicio Comunitario Asignado a la Escuela
Comportamientos de Nivel II	Consecuencias disponibles
Juego brusco (no agresivo) Saltarse la clase Mal uso de la tecnología Deshonestidad académica Mal comportamiento durante el simulacro de seguridad *Comportamientos persistentes de nivel I*	Tiempo de Asistencia Conductual (B.A.T) Escuela de los sábados Servicio Comunitario Asignado a la Escuela ISS
Comportamientos de nivel III	Consecuencias disponibles
Maldecir/faltarle el respeto al personal Insubordinación con el personal Insultos raciales con el personal o los estudiantes Excesiva demostración pública de afecto Salir del aula sin permiso Arrojar objetos con el potencial de causar daño físico Bromas que conducen a la agresión Robo de propiedad Amenaza de pelea/alentar una pelea Peleando Intimidación/Acoso Vandalismo/Destrucción de Propiedad Escolar Salir de un edificio sin permiso Falsa alarma que no da lugar a una respuesta de emergencia. *Comportamientos persistentes de nivel II*	ISS OSS Audiencia de DAEP
Comportamientos de nivel IV	Consecuencias disponibles
Contacto físico agresivo con el personal Posesión o bajo la influencia de alcohol, sustancias controladas o drogas ilegales Posesión o distribución de cigarrillos electrónicos, vapeadores o tabaco en parte o en su totalidad.	Audiencia de DAEP

Posesión de un arma en el campus Asalto Actos lascivos Infracciones sexuales Falsa alarma que resulta en una respuesta de emergencia *Comportamientos persistentes de nivel III*	

La tabla anterior no cubre todos los comportamientos/infracciones posibles. Está destinado a ser utilizado como guía. Las consecuencias que se apliquen serán la decisión final del Director y/o Subdirector. Se realizarán cambios adicionales a medida que se identifiquen comportamientos/infracciones.

Sistema de puntos de gestión de comportamiento de SMS

El Código de Conducta Estudiantil de Sanger ISD contiene los requisitos del distrito escolar para la conducta y el comportamiento de los estudiantes mientras están en la escuela o bajo la jurisdicción de la escuela. El Código de Conducta también explica los tipos de medidas disciplinarias que los funcionarios escolares pueden tomar en respuesta a violaciones de las reglas de conducta de los estudiantes y los pasos involucrados en la adopción de medidas disciplinarias.

El plan de gestión de la disciplina SMS se basa en un sistema de puntos. Cuando un estudiante acumula 25 puntos, se llevará a cabo una conferencia de padres con la administración. Cuando un estudiante acumula 50 o más puntos, se llevará a cabo una conferencia disciplinaria para determinar la ubicación disciplinaria.

En un esfuerzo por crear un ambiente de aprendizaje más positivo y efectivo consistente con nuestro sistema de intervención y apoyo de comportamiento positivo (PBIS, por sus siglas en inglés) de nuestro campus, también se deducirán puntos en reconocimiento de mejoras en el comportamiento.

A continuación se muestra una explicación del sistema:

OFENSA	PUNTOS POR OFENSA
Tardío	1 (6+ ofensas)
Código de vestimenta	1 (1ª ofensa); 2 (2ª ofensa); 2 (cada ofensa adicional)
Uso del dispositivo de grabación en vestuario o vestuario	10-30
Uso de teléfono celular/reloj inteligente en el campus	5
Comportamiento menor en el salón de clases/comedor	2 (1ª infracción); 3 (2ª infracción);

	5 (cada ofensa adicional)
No seguir las instrucciones/completar el trabajo escolar	2
No asistir al tiempo asignado a la tribu	2
Falta de asistencia a la detención de 1 hora	3
No asistir a la escuela de los sábados	5
Referencia de autobús	1 (1ª ofensa); 3 (cada ofensa adicional)
PDA	2
PDA excesivo	PDA excesivo
Deshonestidad académica/Trampa/Plagio	3
Acoso/Insultos	3-5
Conducta física inapropiada	5-10
Falta de respeto/insubordinación	5
Mal uso de la tecnología	5-10
Falta de respeto a la propiedad de los demás	5-10
Faltar a clase (dentro o fuera del campus)	5
Blasfemias/Lenguaje vulgar/Incluyendo insultos raciales	3 (1ª ofensa); 5 (cada ofensa adicional)
Peleas/Juegos bruscos	3-5
Posesión/Uso de Tabaco o Vapeo	10 (1ª infracción); 20 (cada ofensa adicional)
Bullying	10-50
Peleas (involucra a 2 o más)	15-50
Amenzaz de pelea	10
Robo	10-30
Posesión/Uso de Alcohol/Drogas	50
Vandalismo	15-50
Entrada ilegal/allanamiento de morada	15-50
Posesión/Uso de Fuegos Artificiales	50

Asalto	50
Posesión/Uso de Armas	50
IIncendio provocado	50

Los estudiantes pueden reducir o eliminar puntos de acuerdo con el siguiente cronograma:

CRITERIOS PARA LA REDUCCIÓN DE PUNTOS	NÚMERO DE PUNTOS REDUCIDOS
Nueve semanas sin referidos	8 puntos

Los estudiantes están sujetos a todas las políticas/acciones de gestión disciplinaria que se indican en el Manual del Estudiante de SISD y el Código de Conducta Estudiantil de SISD. El sistema de puntos es adicional a esas políticas y acciones y está en su lugar para evitar conductas inapropiadas.

PBIS

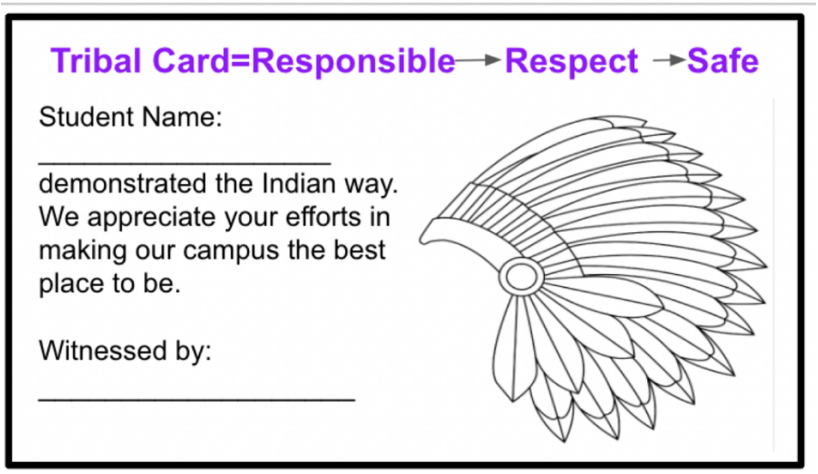
Las intervenciones y apoyos conductuales positivos (PBIS, por sus siglas en inglés) son un enfoque de sistemas escolares destinado a establecer una cultura estudiantil positiva y los apoyos conductuales individualizados necesarios para crear un entorno de aprendizaje seguro y eficaz para todos los estudiantes. Los estudiantes que cumplan con estas expectativas recibirán una tarjeta tribal por exhibir un comportamiento ejemplar.

Estas son las conductas esperadas que vamos a enseñar a nuestros alumnos durante el curso escolar. Estos comportamientos, cuando se exhiben adecuadamente, apoyarán un ambiente de aprendizaje saludable.

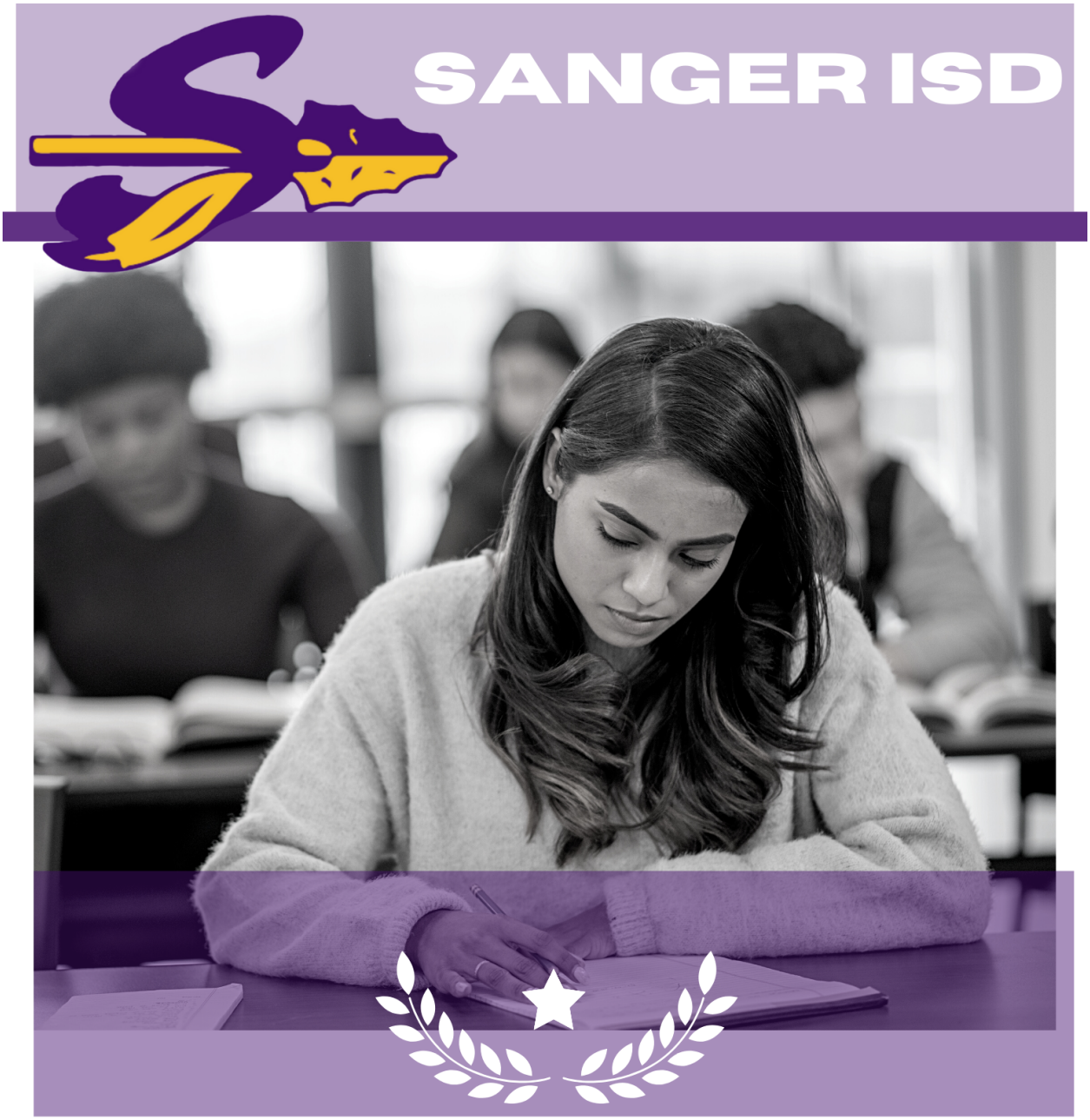
Behavior Expectations

	Hallway	Cafeteria	Restroom	Buses
Be Responsible	• Walk on the right side • Keep it clean • Be timely	• Clean up after yourself • 6 students to a table • Keep voices at acceptable volume	• Use the nearest restroom • Take care of business & exit • Be timely to and from restroom	• Quiet voice • Keep bus clean • Get off at your stop
Be Respectful	• Level 2 voices • Keep hands and feet to self	• Be kind and inclusive to all at your table • Wait your turn in line • Appropriate language	• Treat facilities with respect • Report inappropriate activity • Give people privacy	• Use appropriate language • Respect personal space • Listen to bus driver
Be Safe	• Get to where you are going quickly and efficiently • Hall pass	• Push in chairs • Clean up spills • Use items properly	• Wash hands • Cell phones/ ipads remain in backpack • Keep water in sink	• Keep it clean • Stay Seated & face forward • Keep aisles clear

Las tarjetas tribales apoyarán el sistema de gestión del comportamiento al proporcionar una oportunidad de recompensa por lograr los comportamientos deseados. Se alentará a los maestros a recompensar a los estudiantes con estas tarjetas cuando el estudiante exhiba un comportamiento deseado. Las tarjetas tribales se canjearán por recompensas descritas en el sistema PBIS.



Apéndice D: Manual DAEP



Estimados Padre/s:

Su hijo ha recibido una colocación en el Programa de Educación Alternativa Disciplinaria (DAEP) del Distrito Escolar Independiente de Sanger. Mientras su estudiante sea colocado en nuestro programa, le aseguro que haremos todo lo posible para ayudar a su estudiante a mejorar tanto el comportamiento como el académicamente mientras esté con nosotros.

Atendemos a estudiantes de todos los orígenes y etnias y damos la bienvenida a todos los estudiantes a nuestra escuela. Creemos que cada estudiante merece dignidad y respeto. Entendemos que los estudiantes cometen errores y nuestro objetivo es ayudarlos a tomar mejores decisiones. Creemos firmemente en un enfoque positivo y proactivo para ayudar a los estudiantes mientras los hacemos responsables de sus acciones.

Todos los estudiantes permanecerán en los mismos cursos en los que estaban matriculados en su campus de origen. Todos nuestros profesores están altamente cualificados en el área básica en la que enseñan. Nuestros maestros brindan instrucción alineada con lo que reciben en su campus de origen en los cursos básicos de Matemáticas, Artes del Lenguaje en Inglés, Estudios Sociales y Ciencias. La mayoría de los cursos de los estudiantes se completan en línea, ya sea a través de nuestro programa Edgenuity o Canvas. Para cursos distintos a los enumerados anteriormente, su hijo recibirá trabajo de su campus de origen que será complementado por el personal de DAEP. Se espera que los estudiantes trabajen lo mejor que puedan en cada curso diariamente.

Nuestro DAEP tiene la suerte de contar con el Jefe Mike, empleado del Departamento de Policía de Sanger ISD. El Jefe nos ayuda a mantener un ambiente seguro para todos los estudiantes y es un excelente recurso para nosotros. Se pone a disposición de nuestros estudiantes y es excelente para establecer relaciones con ellos.

Nuestro personal está aquí para ayudarlo a usted y a su hijo. Fomentamos la comunicación mientras su estudiante está con nosotros y esperamos que el tiempo de su estudiante con nosotros sea productivo y empoderado. Llámenos o envíenos un correo electrónico si tiene alguna pregunta o inquietud. Esperamos trabajar con usted y su hijo!

Atentamente,

Anthony Love

Linda Tutt High School Principal

Programa Disciplinario de Educación Alternativa (DAEP)

Plan de Gestión Académica y Disciplinaria

El propósito del Programa de Educación Alternativa Disciplinaria (DAEP, por sus siglas en inglés) del Distrito Escolar Independiente de Sanger es proporcionar un entorno académico estructurado y de apoyo en el que los estudiantes aborden los comportamientos específicos que causaron su expulsión del campus de origen. Linda Tutt High School es el campus que brindará servicios de DAEP para su estudiante.

Mision del DAEP:

A través de asociaciones colaborativas y de apoyo con el campus de origen de un estudiante, el personal de Linda Tutt High School proporcionará:

- Instrucción académica de alta calidad
- Un entorno de aprendizaje seguro y de apoyo
- Un modelo de disciplina restaurativa para construir relaciones con los estudiantes
- Oportunidades para que los estudiantes adquieran y desarrollen un mayor sentido de autoestima y valor del aprendizaje permanente
- Prácticas terapéuticas basadas en la evidencia que promuevan un cambio de comportamiento positivo con el fin de fortalecer las relaciones sociales, responsabilidad y éxito académico para el estudiante mientras está en el campus de DAEP, y cuando regresa a su campus de origen

Orientación requerida: Las orientaciones se llevarán a cabo los martes y jueves de cada semana a las 8:30 a.m. en el campus de DAEP (excepto los días festivos escolares). Un padre/tutor DEBE asistir con el estudiante, incluso si el estudiante ha sido asignado a LTHS DAEP en un momento anterior dentro del año escolar.

Programa de V.I.P: El programa V.I.P. de Linda Tutt High School está diseñado para reducir la reincidencia en un entorno DAEP. El programa V.I.P. atiende a los estudiantes que han asistido previamente a un entorno alternativo y les brinda un mayor nivel de apoyo para garantizar que el personal satisfaga sus necesidades educativas y socioemocionales. Los servicios incluyen un mentor asignado (personal de LTHS, campus local o miembro de la comunidad), instrucción individualizada si es necesario y asesoramiento extenso junto con servicios comunitarios extendidos y presentaciones que abordan las necesidades sociales y emocionales. Los estudiantes harán un seguimiento de sus éxitos académicos y de comportamiento y deben abogar por sí mismos para salir del programa especial y regresar a un salón de clases regular de DAEP. Este programa dura al menos dos semanas al comienzo de la tarea de un estudiante en LTHS.

Estos estudiantes V.I.P. tendrán un amplio asesoramiento sobre cómo reconocer y capitalizar sus fortalezas únicas a través del programa "Clifton Strengths for Students". El programa Clifton Strengths for Students ayuda a los estudiantes a ver cómo sus talentos únicos pueden aportar claridad a su vida como estudiantes y ayudarlos a prosperar académicamente, socialmente y en su futura carrera. Los estudiantes aprenderán sus cinco temas principales con informes personalizados, información específica de los estudiantes y más. Estos cinco informes temáticos principales se compartirán con los padres y tutores, lo que permite al estudiante discutir sus fortalezas con los miembros de la familia para conversaciones significativas y con propósito en el hogar sobre futuros planes académicos y mejora del comportamiento.

Según el sitio web de CliftonStrengths, los beneficios de CliftonStrengths para estudiantes incluyen:

- Una mejor comprensión de tus talentos innatos y de cómo puedes tener éxito conectando esos temas con tu vida como estudiante.
- Mayor confianza y empoderamiento gracias a una conciencia más profunda de lo que haces mejor de forma natural como estudiante
- Mejor experiencia como estudiante gracias a la aplicación práctica de tus puntos fuertes en tus rutinas diarias
- Éxito a pesar de tus debilidades, con conceptos y estrategias que te ayudan a gestionar -no a solucionar- lo que no se te da mejor, para que puedas centrarte en sacar el máximo partido a tus temas CliftonStrengths más fuertes

DISTRITO ESCOLAR INDEPENDIENTE DE SANGER
EXPECTATIVAS Y DIRECTRICES DEL DAEP

ASOSTEMCIA:

Los estudiantes de DAEP tienen prohibido estar en CUALQUIER propiedad de escuela pública mientras están asignados a un campus de DAEP.

Durante el tiempo que un estudiante está asignado al campus de DAEP, se le prohíbe estar en cualquier SISD u otra propiedad del distrito escolar público que no sea el campus de Linda Tutt High School, de día o de noche, los 7 días de la semana, las 24 horas del día. Esto incluye cualquier participación o asistencia a actividades extracurriculares, en la ciudad o fuera de ella. (Código de Educación de Texas 37.006(g), 37.010(e).) Hay algunas excepciones a esta orden que incluyen visitas a corto plazo en el lugar, como estar con uno de los padres para recoger a otros estudiantes hermanos de otro campus de SISD.

Los estudiantes asistirán todos los días escolares en DAEP a menos que se lo impida una ausencia excusable. Los padres deben llamar a los LTHS para reportar cada ausencia, así como enviar una nota firmada cuando su hijo regrese a la escuela. Las notas firmadas por los padres deben entregarse dentro de los tres días escolares (72 horas) posteriores a la ausencia. Si no lo hace, el estudiante será considerado ausente. Los estudiantes que se ausentan pueden presentar una solicitud ante el Tribunal de Justicia de Paz de su campus de origen. Se espera que los estudiantes lleguen a la escuela a tiempo y estén listos para participar activamente en el aprendizaje. Las llegadas tardías se documentarán y también se pueden usar para presentar el ausentismo escolar. La ley estatal considera que los estudiantes faltan a clase por faltar a cualquier día o a un día escolar parcial, incluidas las tutorías obligatorias.

Tardías:

Todos los estudiantes deben llegar antes de las 7:40 a.m. Los estudiantes deben llegar temprano para realizar la búsqueda diaria y estar sentados antes de las 7:50 a.m.

- ● Los estudiantes que lleguen al edificio DAEP después de las 8:00 a.m. serán considerados tarde.
- ● Si un estudiante llega a la escuela después de las 8:00 a.m., se requiere que el padre/tutor acompañe al estudiante al edificio en la entrada principal y firme la entrada del estudiante indicando la razón por la que llegó tarde. Si los padres no acompañan al alumno al edificio después de las 8:00 a.m., no se permitirá que el alumno entre al edificio y se le contará como ausente por el día.

- Tres (3) llegadas tarde equivalen a una (1) ausencia injustificada.

Llegada y salida del campus:

Llegada: Cuando los estudiantes llegan a la escuela, no pueden salir del campus sin el permiso del padre/tutor hasta el final del día escolar. Los estudiantes que lleguen a las 7:35 am no pueden caminar a la tienda ni a ningún otro lugar antes del check-in en DAEP. Los padres no pueden dar permiso a un estudiante para salir del campus y regresar sin recoger al estudiante.

Los estudiantes deben estar en la fila para el check-in antes de las 7:30 am. La escuela comienza a las 7:40 am y termina a las 3:55 pm para los estudiantes de primaria, secundaria y preparatoria. Los estudiantes no pueden ingresar al edificio antes de las 7:30 am antes del inicio de su día académico. Se espera que todos los estudiantes estén sentados y listos para la instrucción académica a su llegada al campus de DAEP.

Se espera que todos los estudiantes ingresen al edificio inmediatamente después de su llegada, sin merodear en el estacionamiento o en cualquier otra área dentro o fuera del campus de DAEP. Si se ve a un estudiante merodeando en el estacionamiento, en el automóvil de otro estudiante o se le ve saliendo del campus con otros estudiantes, se tomarán medidas disciplinarias y se llamará a los padres.

Salida: Los estudiantes que necesiten salir temprano del campus por enfermedad, citas médicas, comparecencias ante el tribunal u otras citas aprobadas, deben ser firmados por un padre o tutor en la oficina principal de LTHS. Se debe mostrar una licencia de conducir válida al personal antes de firmar la salida de un estudiante designado. Los estudiantes no pueden salir del campus con un adulto u otra persona designada sin una nota presentada que indique la hora, la fecha y el motivo de la salida anticipada. La nota también debe incluir quién recogerá al estudiante, un número de teléfono donde se pueda contactar al padre/tutor y la firma del padre/tutor.

A discreción del director de la escuela, un estudiante que debe firmar una cita puede tener que recuperar el tiempo para salir del campus. Como norma general, cuando se presente una nota médica u otra documentación profesional por un día parcial de ausencia, el estudiante no tendrá que recuperar ese día. En caso de que un estudiante se vaya habitualmente durante su tiempo asignado en DAEP, los administradores del campus de origen del estudiante y los administradores de LTHS podrían determinar que se ha perdido demasiado tiempo, y la estadía de un estudiante puede extenderse por la cantidad de tiempo equivalente a su ausencia de la escuela.

SUPERVISIÓN DE LOS ESTUDIANTES:

Los estudiantes serán monitoreados en todo momento mientras estén en DAEP. Cuando sea necesario que los estudiantes se muevan por el edificio, los miembros del personal estarán en su puerta para supervisar a los estudiantes hasta su destino. **Además, los estudiantes serán monitoreados por cámaras de video en todas las áreas interiores y exteriores del edificio, con la excepción de los baños.**

Duracion de la estancia: La colocación en el DAEP es determinada por el administrador del campus de origen para 30, 45, 60 y hasta 180 días escolares de asistencia. La duración de la colocación se basa en la gravedad de la ofensa, la edad del estudiante, la frecuencia de la mala conducta, la actitud del estudiante y los requisitos legales y las recomendaciones del distrito.

Nuestro objetivo es que los estudiantes regresen a su campus de origen mejor académica y conductualmente.

Comportamiento: Se espera que los estudiantes aprendan y muestren un comportamiento apropiado en todo momento. Los miembros del personal de DAEP utilizan una variedad de estrategias de manejo de disciplinas y técnicas de intervención para enseñar el comportamiento y la responsabilidad adecuados. Se requiere que los estudiantes cumplan con el Código de Conducta Estudiantil de SISD y el Plan de Gestión Académica y Disciplinaria de DAEP en todo momento mientras estén asignados al DAEP. Es posible que se llame a los padres por mala conducta que resulte en una remisión a la oficina.

La disciplina de los estudiantes que resulta en la interrupción del entorno educativo puede resultar en consecuencias escolares (detención, descenso de nivel, conferencia de padres, etc.), además de una presentación ante nuestro sistema judicial local. Las interrupciones en el aula y/o el comportamiento violento se tratarán de manera rápida y adecuada. Los malos comportamientos graves o persistentes resultarán en una conferencia con el estudiante, el padre/tutor, el administrador de la escuela de origen y otro personal apropiado. Además de la conferencia, se pueden implementar otras medidas disciplinarias, como la suspensión de la escuela y/o un tiempo adicional de colocación en DAEP.

Reporte de Comportamiento: Los maestros de DAEP completarán una "Hoja de puntos" diaria para realizar un seguimiento del comportamiento. Estos informes se basan en la observación del comportamiento de los estudiantes por parte de los maestros a lo largo del día. Los comportamientos observables incluyen, pero no se limitan a: preparación para la clase, tiempo dedicado a la tarea, finalización del trabajo, participación en actividades/asesoramiento de habilidades sociales, respuesta a solicitud/corrección del maestro, interacción con otros estudiantes, etc. Estas hojas de puntos se envían a casa para que los padres las revisen y firmen, y deben devolverse al día siguiente a la escuela.

Estudiantes de educación especial: El personal de DAEP y los maestros de educación especial de la escuela se asegurarán de que se implementen todas las disposiciones del IEP y BIP del estudiante. Las clases de recursos y el apoyo a la inclusión se proporcionan en el campus de DAEP.

Estudiantes de 504: El personal de DAEP y el consejero se asegurarán de que se implementen todas las disposiciones del Plan de Adaptación del estudiante.

Medicacion: SISD no permite que los estudiantes posean medicamentos de ningún tipo, incluyendo aspirina, Tylenol, suplementos herbales y vitaminas. Todos los medicamentos deben almacenarse en la oficina designada, con excepción de los inhaladores recetados para el tratamiento del asma. Los inhaladores recetados pueden ser llevados por los estudiantes con asma bajo las siguientes disposiciones:

1. Autorización por escrito del padre o tutor

2. Declaración escrita del médico del estudiante o proveedor de atención médica con licencia que indique que el estudiante tiene asma y es capaz de auto administrarse el medicamento recetado en la dosis prescrita.

Todos los inhaladores deben tener la etiqueta de la receta en el medicamento. La falta de almacenamiento de medicamentos en la clínica o de no seguir el procedimiento de inhalación mencionado anteriormente puede dar lugar a medidas disciplinarias graves.

Todos los medicamentos deben almacenarse en la clínica de la escuela en el envase original claramente etiquetado con el nombre del estudiante. Todos los medicamentos recetados y de venta libre que se tomen durante el día escolar

deben ir acompañados del Formulario de Medicamentos de SISD firmado por los padres. Cualquier medicamento recetado que se administre durante 10 días debe tener la firma de un médico.

Acoso sexual: El acoso sexual se define como CUALQUIER comportamiento/exposición sexual NO DESEADO, ya sea visual, verbal o física hacia otra persona, independientemente del género de los estudiantes. Esto incluye, pero no se limita a: gestos sexuales, "bromas", conversaciones inapropiadas y contacto físico inapropiado como agarrar o empujar. ALL allegations of sexual harassment will be investigated by the administration and may result in school discipline/criminal charges.

Clase de habilidades sociales: Junto con los requisitos académicos, los estudiantes de DAEP deben participar en programas de capacitación sobre el manejo del comportamiento y los procedimientos de seguridad que se enfocan en estrategias de manejo del comportamiento positivo y proactivo. Esta capacitación debe tener como objetivo la prevención y la intervención que incluya tanto la instrucción en habilidades sociales como las habilidades de resolución de problemas que abordan la diversidad, la violencia en el noviazgo, el manejo de la ira y la resolución de conflictos para enseñar a los estudiantes cómo interactuar con los maestros, la familia, los compañeros, las figuras de autoridad y el público en general, así como la capacitación anual sobre los procedimientos establecidos para denunciar el abuso, la negligencia o la explotación de los estudiantes. TAC §103.1201 (i) SISD utiliza actualmente el programa informático Ripple Effects para abordar estos requisitos.

Dependiendo de la razón de la colocación de un estudiante en DAEP, es posible que se requieran cursos adicionales como parte de su disciplina. Ejemplos de cursos certificados en línea que pueden ser requeridos incluyen: uso de drogas o alcohol y delitos de tabaco / cigarrillos electrónicos. Estos cursos tienen certificados otorgados al final del estudio, y deberán devolverse al campus de origen del estudiante.

Consejería: Además de la clase de habilidades sociales, los estudiantes participarán en sesiones de consejería en formato grupal o individual. Los estudiantes tendrán la oportunidad de reunirse con el consejero escolar antes, durante o después de la escuela, si el horario lo permite. Sin embargo, pedimos a los estudiantes que soliciten todas las reuniones con anticipación cuando sea posible. Los padres pueden comunicar sus inquietudes o solicitudes de asesoramiento a nuestro consejero escolar y programar una reunión si es necesario. Además, los consejeros del campus de origen de un estudiante visitarán al estudiante en DAEP una vez cada 2 semanas. Esto asegurará que el estudiante tenga conexión con su campus de origen durante su estadía en DAEP, y tendrá un mentor en su campus de origen para cuando regrese a un horario escolar normal.

DECLARACIÓN DEL DAEP SOBRE EL SUICIDIO, LAS AUTOLESIONES NO SUICIDAS Y EL DAÑO A OTROS:

El suicidio es la tercera causa principal de muerte entre los jóvenes de 10 a 19 años en los Estados Unidos. La seguridad de nuestros estudiantes es de suma importancia para nosotros en DAEP. **Por esta razón, todos los informes o revelaciones de un estudiante que se lesiona a sí mismo (cortarse, hablar de suicidio, etc.) o lesionar a otro estudiante (amenazas) se tomarán en serio. Se llevará a cabo una evaluación de riesgos de la situación cuando se divulgue dicha información**. Dependiendo de los resultados de la evaluación de riesgos, hay varios resultados posibles:

1) Consejería individual y notificación a los padres

2) Notificación a los padres y entrega a los padres con recursos y acuerdo para monitorear

3) En casos de daño inminente, transporte a un centro de salud mental local

4) Un informe a la policía del distrito y a la policía local

Todo el personal del campus está capacitado para identificar y denunciar las autolesiones y el comportamiento amenazante. Todos los educadores también son informantes obligatorios a CPS si se sospecha de abuso o negligencia infantil. Nuestro objetivo principal es la seguridad de su hijo mientras está con nosotros. Gracias por su comprensión en estos asuntos.

Académicos: Se espera que los estudiantes completen todas las tareas que se les asignen cada día escolar. Todas las tareas son asignadas por el campus de origen del estudiante y vienen en una variedad de formatos. La mayoría de las lecciones se asignarán a través de las plataformas de aprendizaje en línea de Edgenuity o Canvas. En caso de que un estudiante necesite una tarea en papel, estas lecciones se enviarán desde su campus de origen y se devolverán cuando el estudiante las haya completado mientras estaba en DAEP. Todos nuestros profesores pueden trabajar con los estudiantes a medida que completan sus lecciones cada día. Los maestros de DAEP complementarán este trabajo con actividades de extensión cuando todas las lecciones se completen en su campus de origen. No hay oportunidad de tiempo de inactividad en DAEP, y un estudiante debe participar en algún tipo de actividad de aprendizaje.

Teléfonos celulares: Si bien no está prohibido por el Código de Conducta Estudiantil de SISD, mientras asiste a DAEP, todos los teléfonos celulares de los estudiantes se entregarán al personal en el momento del registro matutino y deben apagarse. En caso de emergencia, los estudiantes tendrán permiso para usar un teléfono de la escuela para comunicarse con los padres. Los padres pueden llamar a la oficina (940-458-5701) para dejar un mensaje para su hijo. Los teléfonos serán devueltos al estudiante al final del día escolar.

Electronic Devices: Students are not allowed to bring iPads, MP3's or other electronic devices to DAEP. These items will be taken up and returned to a parent/guardian the first time brought. Any subsequent time items are brought without permission, the items will be kept until the end of the student's placement and released only to the parent/guardian.

Se seguirá el protocolo establecido por el Código de Conducta Estudiantil de SISD en la devolución de dispositivos electrónicos confiscados y se impondrán multas.

Si los estudiantes tienen MacBooks o iPads emitidos por SISD, el campus local recogerá estos dispositivos en el momento de la audiencia disciplinaria. A los estudiantes no se les permite tener dispositivos emitidos por el distrito en la escuela o en el hogar mientras estén asignados a DAEP.

Joyas: No se pueden usar ni traer joyas a DAEP. Si se trae, se tomará y se devolverá a un padre/tutor la primera vez que se traiga. Cualquier vez que se traigan artículos sin permiso, los artículos se guardarán hasta el final de la colocación del estudiante y se entregarán solo al padre / tutor. Esto incluye pendientes, collares, pulseras y relojes. *Los estudiantes no pueden usar tiritas para cubrir ningún piercing, esto incluye los piercings recién obtenidos.*

Dinero: Mientras asisten a DAEP, se recomienda a los estudiantes que no lleven dinero que no sea el necesario para el desayuno, el almuerzo o el transporte público. Los estudiantes nunca deben traer más de $2.50 a DAEP. Como cortesía a los padres, los funcionarios de DAEP informarán a los padres si su hijo está en posesión de cantidades excesivas de dinero y el dinero será recogido y devuelto al final del día escolar.

Procedimiento de registro: Todos los estudiantes serán registrados a su llegada para el día escolar. A los estudiantes se les pedirá que:

- Quitarse los zapatos y los calcetines
- Sacar los bolsillos (si no salen, el alumno pasará las manos por ellos para comprobar que están vacíos

- Meterse la camisa, abrocharse el cinturón
- Todos los alumnos serán revisados con un detector de metales manual
- Poner los móviles/llaves/cartera en una carpeta de bolsillo

UN ADMINISTRADOR DEL CAMPUS O UN MIEMBRO DEL PERSONAL PODRÁ REALIZAR REGISTROS MÁS EXHAUSTIVOS EN CUALQUIER MOMENTO SEGÚN SU CRITERIO.

Almuerzos: Mientras asisten a DAEP, los estudiantes pueden comprar un almuerzo caliente o traer una bolsa de almuerzo. Los estudiantes que compren un almuerzo caliente o leche, pueden usar su cuenta de almuerzo en el campus o pagar semanalmente los lunes a nuestro personal de la cafetería de LTHS. El programa DAEP participa en el programa federal de almuerzos gratuitos o reducidos. Los estudiantes que traigan su almuerzo deben seguir estas pautas:

- Los almuerzos se registrarán durante el consulte de la mañana.
- Use solo envases desechables y recipientes con el nombre de un estudiante en el exterior.
- La leche o el agua embotellada se pueden comprar o traer de casa. Las botellas de agua se colocarán cuando haya terminado el desayuno o el almuerzo. Las bebidas deben estar selladas y no pueden estar abiertas**.**
- Si un estudiante está en hojas de puntos de nivel Plata u Oro, puede traer bebidas que no sean leche o agua, como refrescos, bebidas deportivas o bebidas energéticas**. Las bebidas deben estar selladas y no pueden estar abiertas.**
- Los dulces no están permitidos en ningún momento.
- Es posible que los estudiantes no reciban comida a DAEP.

Útiles: Mientras estén en DAEP los estudiantes necesitan los siguientes útiles escolares:

1 paquete de lápices #2 (al menos 10)

1 recipiente de toallitas desinfectantes

1 cuaderno de espiral 1 caja de pañuelos

Reglas No Negociables

- Mantenga todo su cuerpo y todos los objetos en su posesión para sí mismo.
- Siga TODAS las directrices del personal la primera vez que se las den.
- Permanezca en su asiento hasta que un miembro del personal le dé la orden de moverse.
- Levante la mano en silencio para llamar la atención de un miembro del personal.
- Coloca la Hoja de Puntos Diaria en la mesa del profesor cuando entres en clase por la mañana.
- No se puede hablar en las aulas, pasillos y cafetería a menos que el personal indique lo contrario.
- Todos los temas de conversación deben seguir siendo apropiados para la escuela en todo momento.
- Usted no puede discutir por qué se le asigna al campus DAEP con otros estudiantes.
- TODO comportamiento sexualmente inapropiado resultará en una acción disciplinaria.
- Los alumnos no deben preguntar por los puntos acumulados a lo largo del día. Los profesores informarán a los alumnos de los totales según sea necesario a lo largo del día, o al final del día antes de la salida.

Procedimientos de Pasillo:

- Camine en silencio, en una sola fila en el lado derecho del pasillo. Los estudiantes deben permanecer a 2 pies de distancia mientras caminan por los pasillos.

- No hablar con nadie de otra clase.
- No haga gestos hacia nadie en el pasillo o en otra clase.
- Mantén los ojos y la cabeza mirando hacia adelante.
- Siga todas las instrucciones del maestro en el pasillo al entrar y salir.
    -

Procedimientos en los pasillos: Pausa en el baño:

- Camina tranquilamente por el pasillo.
- Los estudiantes deben permanecer a 2 pies de distancia mientras caminan por los pasillos. Ingrese al baño de uno en uno según las indicaciones del personal de DAEP.
- Salga del baño dentro de un período de tiempo razonable.
- Si por alguna razón pierde el descanso ofrecido para ir al baño, los estudiantes no podrán ir al baño sin que se les descuenten puntos de sus hojas darías.

Procedimientos al final del día:

- Los estudiantes deben permanecer en el código de vestimenta hasta que salgan del campus.
- Cuando se llame su nombre para la salida, los estudiantes recogerán su hoja diaria de puntos y luego recogerán su teléfono celular / billetera / llaves del maestro despedido.
- La expulsión del último período está en orden de nivel de comportamiento: Oro, Plata, Verde, Naranja y Rojo.
- Los estudiantes no pueden irse hasta que el maestro los despida.

Consequencias: Las consecuencias por comportamiento inapropiado pueden incluir una o más de las siguientes:

- Caída en el nivel de privilegio del estudiante DAEP –
- Asignación de ISS
- Conferencia de Padres Pérdida de días de revisión
- Colocación adicional de DAEP
- Expulsión a JJAEP (Colocación de Educación Alternativa de Justicia Juvenil)

LTHS DAEP Material escolar

Los estudiantes serán responsables de cuidar todos los materiales emitidos por el personal de DAEP. Si los materiales se pierden, dañan o destruyen, se le cobrará al estudiante una tarifa para cubrir el costo de reemplazo.

LTHS Issued Laptops:

- Los estudiantes NO pueden ir a ningún sitio social o no educativo en DAEP.
- Los estudiantes NO pueden enviar mensajes de texto a nadie durante el día escolar utilizando grupos de chat en línea o formularios de Google.
- Se pueden dar consecuencias disciplinarias como detención, caída en el nivel, pérdida de uso de la tecnología en la escuela y una colocación adicional por tomar fotografías sin permiso, o visitar sitios/aplicaciones de redes sociales inapropiados u otras violaciones de la tecnología.
- Se puede buscar contenido en las computadoras portátiles en cualquier momento a discreción del administrador.

TRANSPORTACION:

SISD NO PROPORCIONA SERVICIO DE TRANSPORTE EN AUTOBÚS A DAEP.

Vehículos de estudiantes: Todos los vehículos de estudiantes conducidos y estacionados en DAEP deben estar registrados en la oficina principal (la inscripción es gratuita). El estudiante debe tener una licencia de conducir válida, registro y comprobante de seguro antes de utilizar el estacionamiento. Esto debe hacerse durante el proceso de orientación del estudiante. Todos los estudiantes de DAEP deben estacionarse en el estacionamiento del extremo norte directamente detrás del edificio de DAEP**.** ***Los estudiantes deben abandonar el campus de LTHS inmediatamente después de su salida, ya que merodear en el campus prohibirá que el resto de los estudiantes sean despedidos y podría resultar en la eliminación de puntos al día siguiente. Los estudiantes de DAEP no pueden viajar juntos en un vehículo.***

DAEP Código de Vestimenta

Vestimenta apropiada para los estudiantes: Debido a las consideraciones de gestión estudiantil en el Programa de Educación Alternativa Disciplinaria (DAEP), que incluyen, entre otras, preocupaciones de seguridad y posible ocultación de contrabando, los siguientes requisitos de vestimenta se aplican a cualquier estudiante colocado en DAEP. NO se harán excepciones al código de vestimenta a menos que el Administrador lo autorice. **Camisa azul marino con cuello (oxford o polo), de manga larga o corta, sin marcas. Las sudaderas de cuello redondo están permitidas durante los meses más fríos. NO SE PERMITIRÁN SUDADERAS CON CAPUCHA.**

- Camisa para estar completamente metida por dentro en todo momento.
- Se puede usar una camiseta de manga larga blanca, azul marino o negra lisa debajo de la camisa con cuello si eres una persona de naturaleza fría (no se permite escribir ni dibujar en las camisetas)
- Los jeans azules deben ser usados por todos.
- Los pantalones deben ajustarse adecuadamente y no hundirse
- No se permiten "low-riders", abrazadores de caderas o joggers
- No hay telas desgastadas, sin agujeros, rasgaduras, manchas de lejía, logotipos, etc.
- No se permiten pantalones tipo "cargo" o pantalones con bolsillos grandes
- Si se usa un cinturón, el cinturón debe ser: grosor normal, solo marrón o negro
- No hay hebillas de cinturón grandes u ornamentadas, tachuelas en el cinturón, etc.
- No hay logotipos inapropiados en la hebilla o el cinturón
- Zapatos: zapatos de tenis con cordones SOLAMENTE.
- Calcetines: Deben ser apropiados para la escuela
- Todos los tatuajes DEBEN estar cubiertos, sin excepciones Sin vello facial Cabello para cumplir con la política de aseo personal de Sanger I.S.D
- No se permiten accesorios para el cabello "de moda" (lazos, extensiones de colores, etc.)
- Cabello que no cubra los ojos del estudiante
- No usar joyas en ningún momento: los piercings no se pueden cubrir con curitas
- No se permite ropa de gran tamaño; El personal de SISD determinará si la ropa es de gran tamaño Sin parafernalia de pandillas; El personal de SISD determinará la idoneidad de la vestimenta
- No se permiten bolsos, carteras o mochilas en el aula de DAEP.
- No se permiten pantalones cortos debajo de los pantalones o cualquier otra capa de ropa, con la excepción de una camiseta blanca, azul marino o negra.

LTHS DAEP Plan de Gestion Disciplinaria

Se requiere que todos los estudiantes trabajen de campana en campana en cada clase. Esto eliminará muchos de los problemas de disciplina que trajeron a los estudiantes al DAEP. Si un estudiante completa las tareas del día, cada maestro ofrecerá ejercicios de enriquecimiento y preparación para STAAR diseñados específicamente para el estudiante individual.

Niveles de privilegio de los estudiantes:

Los niveles de privilegio de los estudiantes están determinados por sus hojas de puntos diarias. Cada día, los puntos se ganan al: Llegar a tiempo, traer la hoja de puntos del día anterior firmada por el padre/tutor, estar en el código de vestimenta, completar el trabajo, permanecer en silencio en el salón de clases, pasillos y áreas comunes, levantar la mano si tiene una pregunta o necesita levantarse de su asiento por cualquier motivo, y seguir otras reglas y expectativas comunicadas del campus. Los estudiantes tienen la capacidad de ganar un total máximo de 30 puntos en un día, y para ser considerado como un día "exitoso", un estudiante debe ganar un mínimo de 20 puntos. Si un estudiante es expulsado de campus temprano con una ausencia justificada, o los estudiantes que tienen la salida anticipada incorporada en su horario, tendrán un sistema de puntos ajustado individualmente.

Los estudiantes se moverán entre los diferentes niveles de privilegio con su desempeño diario y completando con éxito sus días consecutivamente. Si un estudiante tiene un día fallido debido a su comportamiento, comenzará de nuevo desde el principio del sistema de puntos.

Niveles:

- Nivel Verde- Nivel de Entrada: Debe completar al menos 5 días consecutivos exitosos para llegar al Nivel Plata.
- Nivel Plata: debe completar al menos 10 días consecutivos con éxito para llegar al Nivel Oro.
- Nivel Oro - Nivel Más Alto Nivel Naranja - Nivel Disciplinario; Si se otorga, el nivel obligatorio de un día y los estudiantes deben obtener suficientes puntos durante el día para ganar su camino al Nivel Verde.
- Nivel Rojo - Nivel disciplinario; Si se le otorga, es obligatorio dos días antes de obtener su entrada al Nivel Verde.