

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
Mitch Hammonds, Vice President
Jesse Hunter, Secretary
Lisa Cody, Trustee
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District Administrators

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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) (<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) (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a [PPRA Complaint Form](https://studentprivacy.ed.gov/file-a-complaint) (<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 \(https://studentprivacy.ed.gov/file-a-complaint\)](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) (<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) (<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) (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) (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=/) (https://fw.escapps.net/Display_Portal?destination=/)
- [Partner Resource Network](http://prntexas.org/) (<http://prntexas.org/>)
- [SPEDTEX: Special Education Information Center](https://www.spedtex.org/) (<https://www.spedtex.org/>)
- [Texas First Project](http://www.texasprojectfirst.org/) (<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) (<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) (<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) (<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) (<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) (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](http://www.txabusehotline.org) (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) (<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>)
- [KidsHealth, For Parents, Child Abuse](https://kidshealth.org/en/parents/child-abuse.html) (<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) (<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) (<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/) (<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-america-schools) (<https://safesupportivelearning.ed.gov/human-trafficking-america-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) (<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) (<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 **Birthdays 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/) (<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 \(https://www.uiltexas.org/athletics/manuals\)](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 \(https://www.uiltexas.org/\)](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 \(https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures\)](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 \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions\)](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 \(https://www.dshs.texas.gov/immunizations/school\)](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) (<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) (<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 repellent 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) (<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](https://www.dshs.texas.gov/texas-school-health/allergies-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 \(https://tea.texas.gov/academics/tea-seizure-management-form.pdf\)](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 social 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/) (<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, audiotope, 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) (<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) (<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*](mailto: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.
- 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.

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, Foundations 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 Foundations 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 Foundations 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 ELIGIBILITY

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 Horseplay (non-aggressive) Skipping Class Leaving classroom without permission Excessive Public Display of Affection Academic Dishonesty Misbehavior during safety drill Failure to Respect the Property of Others Failure to attend Tribe Time Failure to attend Detention Failure to attend Saturday School | 3-5 5 2-10 3-5 5-10 5-10 5-10 5-10 2-5 5-10 5-10 | Friday/Saturday School School Assigned Community Service ISS ISS ISS ISS |

| Tier III Behaviors | Points | Consequence |
|--|---|----------------------------|
| Cursing toward Staff Using Racial Slander toward Student/Staff Insubordination with staff Throwing items with the potential of causing physical harm False alarm not resulting in an emergency response. Horseplay leading to aggression Theft of Property Allowing unauthorized access into the building Fighting Bullying/Harassment Vandalism/Destruction of School Property Leaving building without permission Possession or distribution of e-cig, vape, tobacco, or alcohol in part or in whole. <i>Persistent Tier II Behaviors</i> | 3-5 3-5 5 5 5 10 15 15 30 15-30 10-30 15-50 15-50 | ISS OSS DAEP Hearing |

| Tier IV Behaviors | Points | Consequence |
|--|--------|--------------|
| Aggressive physical contact with staff 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 | 50 | 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 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 | <ol style="list-style-type: none"> 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. |

| | | |
|--|---|---|
| <p>**Cell Phones must be turned off and inside the backpack (not a side pocket) while the student is on campus.**</p> | | <p>2nd offense: 1 Day of ISS 3rd offense: 3 Days of ISS 4th offense +: Additional ISS/OSS/DAEP Hearing considered.</p> |
| <p>Possession of a weapon or object with the intent to use as a weapon.</p> | <p>15</p> | <p>DAEP Hearing</p> <p>** Any student found to be in possession of any prohibited item is subject to random search protocol for the remainder of the school year.**</p> |
| <p>Possession of vape, e-cig, tobacco, or alcohol in part or whole</p> | <p>10 - 1st 20 - Each. After</p> | <p>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</p> <p>**Citation with the local court system will be filed after each infraction.**</p> <p>**Any student found to be in possession of any prohibited item is subject to random search protocol for the remainder of the school year.**</p> |
| <p>Threatening to Fight/Encouraging a fight.</p> | <p>10</p> | <p>1st offense: 1 Day of ISS 2nd offense: 3 Days of ISS 3rd offense +: ISS/OSS/ DAEP hearing will be considered.</p> |
| <p>Fighting (Mutual Combat)</p> <p>**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:</p> <ol style="list-style-type: none"> 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. | <p>15-50</p> | <p>1st offense: 3 days ISS 2nd offense: DAEP Placement</p> |

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 | <ul style="list-style-type: none"> Walk on the right Keep it Clean Be Timely | <ul style="list-style-type: none"> Clean up after yourself 6 students to a table Keep voices at acceptable volume | <ul style="list-style-type: none"> Use the nearest restroom Take care of business and exit Be timely to and from restroom | <ul style="list-style-type: none"> Quiet Volume Keep bus clean Get off at your stop |
| Be Respectful | <ul style="list-style-type: none"> Level 2 Voices Keep hands and feet to self | <ul style="list-style-type: none"> Be kind and inclusive to all at your table Wait your turn in line Appropriate language | <ul style="list-style-type: none"> Treat facilities with respect Report inappropriate activity Give people privacy | <ul style="list-style-type: none"> Use appropriate language Respect personal space Listen to bus driver |
| Be Safe | <ul style="list-style-type: none"> Get to where you are going quickly and efficiently Hall Pass | <ul style="list-style-type: none"> Push in chairs Clean up spills Use items properly | <ul style="list-style-type: none"> Wash hands Cell phones/ipads remain in backpack Keep water in sink | <ul style="list-style-type: none"> 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 |

| | |
|--|--|
| <p>situation.</p> <p>2. The student made every good faith effort to remove themselves from the situation and found no other option.</p> <p>3. The student only utilized enough force to create an opportunity to leave the situation. **</p> | |
|--|--|

** 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: | <ol style="list-style-type: none"> 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 |
| <p>Tardy Sweeps:</p> <p>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):</p> | <p>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</p> <p>**Does not apply to students who are provided a pass by their teacher.**</p> |

****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 <i>Persistent Tier I Behaviors</i> | Behavior Assistance Time (B.A.T) Saturday School School Assigned Community Service ISS |

| <u>Tier III Behaviors</u> | <u>Consequences Available</u> |
|---|-------------------------------|
| 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. <i>Persistent Tier II Behaviors</i> | ISS OSS DAEP Hearing |
| <u>Tier IV Behaviors</u> | <u>Consequences Available</u> |
| 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 <i>Persistent Tier III Behaviors</i> | 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 | <ul style="list-style-type: none"> Walk on the right side Keep it clean Be timely | <ul style="list-style-type: none"> Clean up after yourself 6 students to a table Keep voices at acceptable volume | <ul style="list-style-type: none"> Use the nearest restroom Take care of business & exit Be timely to and from restroom | <ul style="list-style-type: none"> Quiet voice Keep bus clean Get off at your stop |
| Be Respectful | <ul style="list-style-type: none"> Level 2 voices Keep hands and feet to self | <ul style="list-style-type: none"> Be kind and inclusive to all at your table Wait your turn in line Appropriate language | <ul style="list-style-type: none"> Treat facilities with respect Report inappropriate activity Give people privacy | <ul style="list-style-type: none"> Use appropriate language Respect personal space Listen to bus driver |
| Be Safe | <ul style="list-style-type: none"> Get to where you are going quickly and efficiently Hall pass | <ul style="list-style-type: none"> Push in chairs Clean up spills Use items properly | <ul style="list-style-type: none"> Wash hands Cell phones/ ipads remain in backpack Keep water in sink | <ul style="list-style-type: none"> 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.

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: _____





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

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 student 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 band-aids***
- 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 |
| <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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. |
| <p>Entry Level</p> <p>At least 5 consecutive successful days to get to Silver</p> | <p>At least 10 consecutive successful days to get to Gold</p> | <p>Highest Level</p> |

| Student Unsuccessful/Disciplinary Levels | |
|--|--|
| Orange | Red |
| Mandatory one-day placement | Mandatory two-day placement |
| <p>Students are automatically placed on the Orange level for the following reasons:</p> <ol style="list-style-type: none"> 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 | <p>Students are automatically placed on the Orange level for the following reasons:</p> <ol style="list-style-type: none"> 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 <i>*all threats taken seriously (play or not)</i> 4. Fighting |
| Consequences | |
| <ol style="list-style-type: none"> 1. Students must rewrite LTHS DAEP Rules before completing any other school work for the day. | <ol style="list-style-type: none"> 1. DAEP ISS 2. Students must rewrite the LTHS DAEP Rules before completing any other school work for the day. |

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| <ol style="list-style-type: none"> 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 <p><i>*Refusal to complete any of the above-assigned criteria results in additional days assigned to this level.</i></p> <p><i>*Students who have more than 5 orange days during their assigned time in DAEP will be required to attend a MANDATORY parent meeting.</i></p> <p><i>*10 or more Orange days could result in additional DAEP days (removal of review days if they have been assigned and).</i></p> | <ol style="list-style-type: none"> 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. <p><i>*Refusal to complete any of the above-assigned criteria results in additional days assigned to this level.</i></p> <p><i>*Students who have more than 5 red days during their assigned time in DAEP will be required to attend a MANDATORY parent meeting.</i></p> |
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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.