

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
Board of Trustees



Regular Meeting

Monday, August 11, 2025 6:00 PM

Meetings of the Board are held at 104 Swisher Rd., Lake Dallas, TX 75065

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

Agenda

1. **Call to Order, Roll Call, and Establishment of Quorum**
2. **Moment of Silence and Pledges of Allegiance**
3. **Executive Session**

The open session of the meeting will adjourn. The Board of Trustees will reconvene in executive session pursuant to one or more of the sections of the Texas Open Meetings Act (Chapter 551 of the Texas Government Code). The Board of Trustees will reconvene in open session to take any final action, decision, or vote on a matter deliberated in executive session.

- A. Private consultation with the Board's attorney (TGC 551.071)
- B. Discussing or deliberating purchase, exchange, lease or value of real property (TGC 551.072)
- C. Discussing or deliberating negotiated contract for prospective gift or donation to the school district (TGC 551.073)
- D. Discussing or deliberating appointment, employment, evaluation, reassignments, duties, discipline, or dismissal of a public officer (TGC 551.074)
- E. Discussing or deliberating the deployment, or specific occasions for implementation of security personnel or devices; or a security audit (TGC 551.076)
- F. Discussing Security Matters regarding Emergency Operations Plans, Safety, and Security Audits (TEC 37.109)
- G. Discussing or deliberating discipline of a public school child or employee complaint against another employee (TGC 551.082)

- H. Discussing or deliberating a public school child which reveals personally identifiable information (TGC 551.0821)
- I. Investigation; exclusion of witness from a hearing during examination of another witness (TGC 551.084)
- J. Discussing economic development negotiations or offer of financial or other incentive to business prospects (TGC 551.086)

4. Public Comment

At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting. Individuals who wish to participate during the Open Comment portion of the meeting shall sign up with the presiding officer or designee before the meeting begins as specified in the Board’s procedures on public comment and shall indicate the agenda item or topic on which they wish to address the Board. An individual’s comments to the Board shall not exceed three minutes per meeting.

5. INFORMATION ITEMS

- 5.A. ***Parent & Family/Community Support:*** SHAC Membership and Annual Report
- 5.B. ***Efficient Operations:*** Budget Update
- 5.C. ***Efficient Operations:*** Bond Update
- 5.D. ***Efficient Operations:*** 2025-2026 Student Handbook
- 5.E. ***Efficient Operations:*** Construction Update

6. CONSENT AGENDA ITEMS

Consent Agenda Items are items identified as routine, procedural, informational or self-explanatory presented as a single motion to be acted on at one time.

- 6.A. **Consideration/Approval of the Minutes of the July 21, 2025, Regular Meeting**
- 6.B. **Consideration/Approval of Monthly Financial Statements**
- 6.C. **Consideration/Approval of Budget Amendment #6**
- 6.D. **Consideration/Approval of Unsolicited Donations to Lake Dallas ISD**
- 6.E. **Consideration/Approval of Lake Dallas ISD Board Operating Procedures**
- 6.F. **Consideration/Approval of ESC 11 Contracted Services Agreement**
- 6.G. **Consideration/Approval of Extracurricular Activities for Absences**
- 6.H. **Consideration/Approval of FM(Local)**
- 6.I. **Consideration/Approval of Attendance Committees**
- 6.J. **Consideration/Approval of SHAC Memberships to be appointed by LDISD Board of Trustees**
- 6.K. **Consideration/Approval of 2025-2026 MOU for Denton County JJAEP**
- 6.L. **Consideration/Approval of Updated T-TESS Appraisers**
- 6.M. **Consideration/Approval of Updated T-PESS Appraisers**
- 6.N. **Consideration/Approval of Adult and Visitor Breakfast and Lunch Costs for the 2025-2026 School Year**

7. ACTION ITEMS

- 7.A. **Efficient Operations:** Consideration/Approval of Lake Dallas ISD District of Innovation Plan
 - 7.B. **Efficient Operations:** Consideration/Approval of Request for Purchase of HVAC Services for Lake Dallas Independent School District Facilities
 - 7.C. **Efficient Operations:** Consideration/Approval of Request for Purchase of Landscaping Services for Lake Dallas Independent School District Facilities
 - 7.D. **Efficient Operations:** Consideration/Approval of Authorization to Publish the Proposed Budget, Tax Rate and the Notice of Public Meeting to Discuss Budget and Tax Rate for the 2025-2026 School Year
 - 7.E. **Efficient Operations:** Consideration and/or Action to Approve an Agreement for the Purchase of Attendance Credit (Option 3 Agreement) and to Delegate Contractual Authority to the Superintendent
- 8. Calendar, Announcements & Information**
- 8.A. **Upcoming Meetings & Events**
- 9. Executive Session (if needed)**
- 10. Adjournment**



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5.A.

Parent & Family/Community Support: SHAC Membership and Annual Report

Presenter: John Modica, Chief Operations Officer

Event: LDISD Board of Trustees Meeting

Date: August 11, 2025



Background and Purpose

- The board shall establish a local school health advisory council (SHAC) to assist the district in ensuring that local community values are reflected in the district's health education instruction.
- The SHAC's duties include recommending:
 - The number of hours of instruction for Health education Kindergarten through 8th grade
 - Policies and procedures for Health education, physical education, nutrition services, and school health services
 - Appropriate grade levels and methods for human sexuality instruction
 - Appropriate grade levels and methods for instruction on child abuse, family violence, dating violence, and sex trafficking
 - Strategies to increase parental awareness of the above mentioned items



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SHAC Membership

- The board shall appoint at least five members to the SHAC. One of those members shall serve as chair or co-chair of the SHAC. A majority of members must be parents of students enrolled in the district and who are not employed by the district.
- Currently Membership
 - 12 Parents
 - 4 District Staff Members
 - Both the Chair and Co-Chair are Board Appointed



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SHAC Membership

- TEC 28.004: The board of trustees shall appoint at least five members to the local school health advisory council. One of those members shall serve as chair or co-chair of the council.
 - Andrew Clemens
 - Courtney Martin
 - Craig Rector
 - Andie Renville
 - Lisa Walraven



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SHAC Meetings Dates from 24-25

- August 6th, 2024
- October 22, 2024
- January 16th, 2025
- May 20th, 2025



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Summary of Events

- Approved the renewal of the partnership between LDISD and North Texas Child Advocacy Center (NTCAC)
- Approved to continue utilizing Proctor and Gamble's "Always Changing Puberty Education" as part of the human sexuality instruction for 5th grade students
- Approved a partnership between LDISD and the Boys and Girls Club of Greater Tarrant County (BGCGTC)
- Provided feedback for programs and parent engagement for LDISD Child Nutrition Triennial Assessment and Wellness Plan
- Table top discussion focused on cell phone use, screen time, and conflict resolution programs for our students



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Any Questions?





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Independent School District



**LAKE DALLAS ISD
SCHOOL HEALTH ADVISORY COUNCIL (SHAC)
ANNUAL PROGRESS REPORT TO THE BOARD OF TRUSTEES**



TABLE OF CONTENTS

- A. Background and Purpose
- B. SHAC Membership
- C. SHAC Meeting Dates
- D. New Programs and Recommendations
- E. Conclusion

BACKGROUND AND PURPOSE

The board shall establish a local school health advisory council (SHAC) to assist the district in ensuring that local community values are reflected in the district's health education instruction. Education Code 28.004(a). The SHAC shall meet at least four times each year. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the council during the meeting, as well as make an audio or video recording of the meeting. All required notices and meeting information is posted on a [dedicated page](#) on the District website.

The SHAC's duties include recommending:

- The number of hours of instruction to be provided in:
 - Health education in kindergarten through grade 8; and
 - If the district requires health education for high school graduation, health education, including physical health education and mental health education, in grades 9 through 12.
- Policies, procedures, strategies, and curriculum appropriate for specific grade levels designed to prevent physical health concerns, including obesity, cardiovascular disease, Type 2 diabetes, and mental health concerns, including suicide, through coordination of:
 - Health education, which must address physical health concerns and mental health concerns to ensure the integration of physical health education and mental health education;
 - Physical education and physical activity;
 - Nutrition services;
 - Parental involvement;
 - Instruction on substance abuse prevention;
 - School health services, including mental health services;
 - A comprehensive school counseling program under Education Code 33.005 [see FFEA];
 - A safe and healthy school environment; and
 - School employee wellness;
- Appropriate grade levels and methods of instruction for human sexuality instruction;
- Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program:
 - School health services, including physical health services and mental health services, if provided at a campus by the district or by a third party under a contract with the district;
 - A comprehensive school counseling program under Education Code 33.005 [see FFEA];
 - A safe and healthy school environment; and
 - School employee wellness;

- If feasible, joint use agreements or strategies for collaboration between the district and community organizations or agencies. Any agreement entered into based on a recommendation of the SHAC must address liability for the district and community organization;
- Strategies to increase parental awareness regarding:
 - Risky behaviors and early warning signs of suicide risks and behavioral health concerns, including mental health disorders and substance use disorders; and
 - Available community programs and services that address risky behaviors, suicide risks, and behavioral health concerns.
- Appropriate grade levels and curriculum for instruction regarding the dangers of opioids, including instruction on:
 - Opioid addiction and abuse, including addiction to and abuse of synthetic opioids such as fentanyl; and
 - Methods for administering an opioid antagonist; and
- Appropriate grade levels and curriculum for instruction regarding child abuse, family violence, dating violence, and sex trafficking, including likely warning signs that a child may be at risk for sex trafficking, provided that the local SHAC's recommendations under this provision do not conflict with the essential knowledge and skills developed by the SBOE.

SHAC MEMBERSHIP

The board shall appoint at least five members to the SHAC. A majority of members must be persons who are parents of students enrolled in the district and who are not employed by the district. One of those members shall serve as chair or co-chair of the SHAC.

LDISD SHAC Current Membership

Veronica Bondurant	Parent	Voting Member
Jennifer Christy	Parent	Voting Member
Andrew Clemens	Parent (CO-CHAIR)	Voting Member
John Fabro	Teacher	Voting Member
Meredith Henson	Parent	Voting Member
Erica Kelm	School Counselor	Voting Member
Courtney Martin	Community Resource	Voting Member
Alicia McKinley	Parent	Voting Member
Josh Medlin	Parent	Voting Member
Marissa Parker	Teacher	Voting Member
Corey Ray	Director of Child Nutrition	Voting Member

Craig Rector	Parent (CHAIR)	Voting Member
Andie Renville	Parent	Voting Member
Kassandra Reynolds	Parent	Voting Member
Julie Smith	Parent	Voting Member
Marcie Townsen	Parent	Voting Member
Lisa Walraven, RN	Nurse	Voting Member
Angie Wren	Parent	Voting Member
Ginger Collier	Ex-officio School Board Member	Non-Voting Member
Kara Lucas	MS Nurse	Non-Voting Member
Haley Gomez	LDE Nurse	Non-Voting Member
Shelly Callen	CE Nurse	Non-Voting Member
Lajuenne Brewer	SSE Nurse	Non-Voting Member
John Modica	COO	Non-Voting Member

SHAC MEETING DATES

- August 6th, 2024
- October 22, 2025
- January 16th, 2025
- May 20th, 2025

NEW PROGRAMS AND RECOMMENDATIONS

- During the August meeting, the SHAC council selected a Chair and Co-Chair for the 24-25 a school year. Chair - Craig Rector, Parent and Co-Chair - Andrew Clemens, Parent. The council also approved a partnership between LDISD and the Boys and Girls Club of Greater Tarrant County (BGCGTC). The BGCGTC has the potential to provide student programs for our LDISD students designed for youth showing early warning signs of substance use, such as experimenting and/or exhibiting other problem behaviors. The programs are designed to be run with small groups or in the classroom setting and are based on the needs of the campus and how they can best implement the programs.

- During the October meeting, the SHAC committee approved the renewal of the partnership between LDISD and North Texas Child Advocacy Center (NTCAC). NTCAC provides opt in educational programs for LDISD students consisting of instruction related to the prevention of child abuse, family violence, dating violence, human sexuality, and sex trafficking.
- Another motion at the October meeting was for the elementary campuses to continue to utilize Proctor & Gamble’s “Always Changing Puberty Education Program.” This an opt in program for students where the boys and girls are taught separately and given the opportunity to write down specific questions to ask the staff member monitoring the program
- In the January SHAC meeting, the Director of Child Nutrition presented a comprehensive report for the LDISD Child Nutrition Triennial Assessment and Wellness Plan. The committee discussed current programs and educational opportunities for LDISD students in relation to this plan as well as methods to better educate and inform parents about these programs. The LDISD Health Services Coordinator also shared a comprehensive report to committee detailing the types of services provided for students and the number of visits for each campus over the past year.
- The May meeting consisted of a table talk discussion centered around cell phones, screen time, and internet access for students. The committee discussed parent monitoring applications and programs. The committee also discussed potential conflict resolution programs to research at a later date with the committee.

CONCLUSION

Since the establishment of the SHAC from [Section 28.004](#), LDISD SHACs’ responsibilities and their importance in making a positive impact on student health and learning has grown significantly. This document serves to fulfill the legislative requirement that mandates SHACs to submit a written report to the Board at least once annually. We hope that, with this report, the Board and SHAC can continue to work together to support the health and well-being of the students. Also, in this section are the curriculum resources utilized by the campuses as referenced in the NEW PROGRAMS AND RECOMMENDATIONS section of this report.

[North Texas Child AdvocacyCenter](#)

- [Happy Bear.pdf](#)
- [Kid Safety.pdf](#)
- [Personal Safety for Middle School.pdf](#)
- [Sexual Assault.pdf](#)

[Proctor & Gamble’s Always Changing and Growing Up Boys](#)

[Proctor & Gamble's Always Changing and Growing Up Girls](#)

[Boys and Girls Club](#)

- [Positive Action and Prevention Programs](#)

[LDISD Child Nutrition Triennial Assessment and Wellness Plan](#)

5.B. *Efficient Operations:* Budget Update

Presenter: Anne Haehn, CFO

Event: LDISD Board of Trustees Meeting

Date: August 11, 2025



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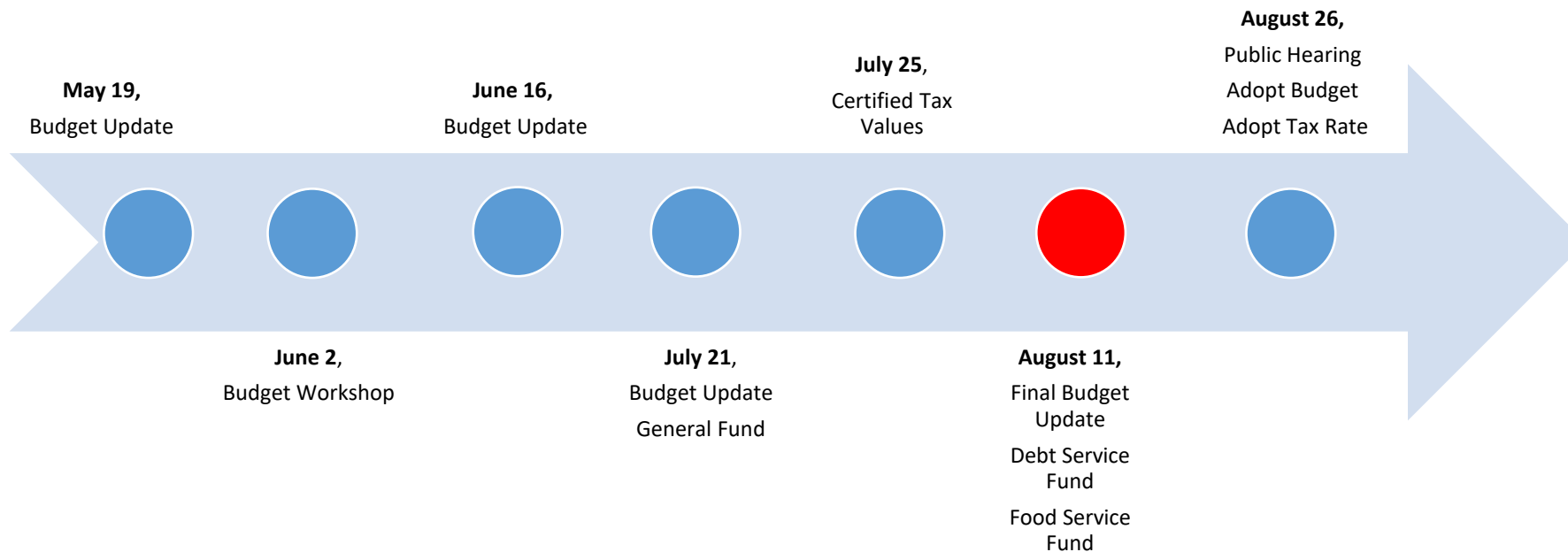
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Budget Calendar



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Texas School Finance Key Points

Revenue per student is determined by state funding formulas

- Basic allotment:
 - \$6,215 per student
 - An increase of \$55 per student

TEA calculates the state maximum compressed tax rate (MCR) -

Higher property values do not mean more overall General Fund revenue



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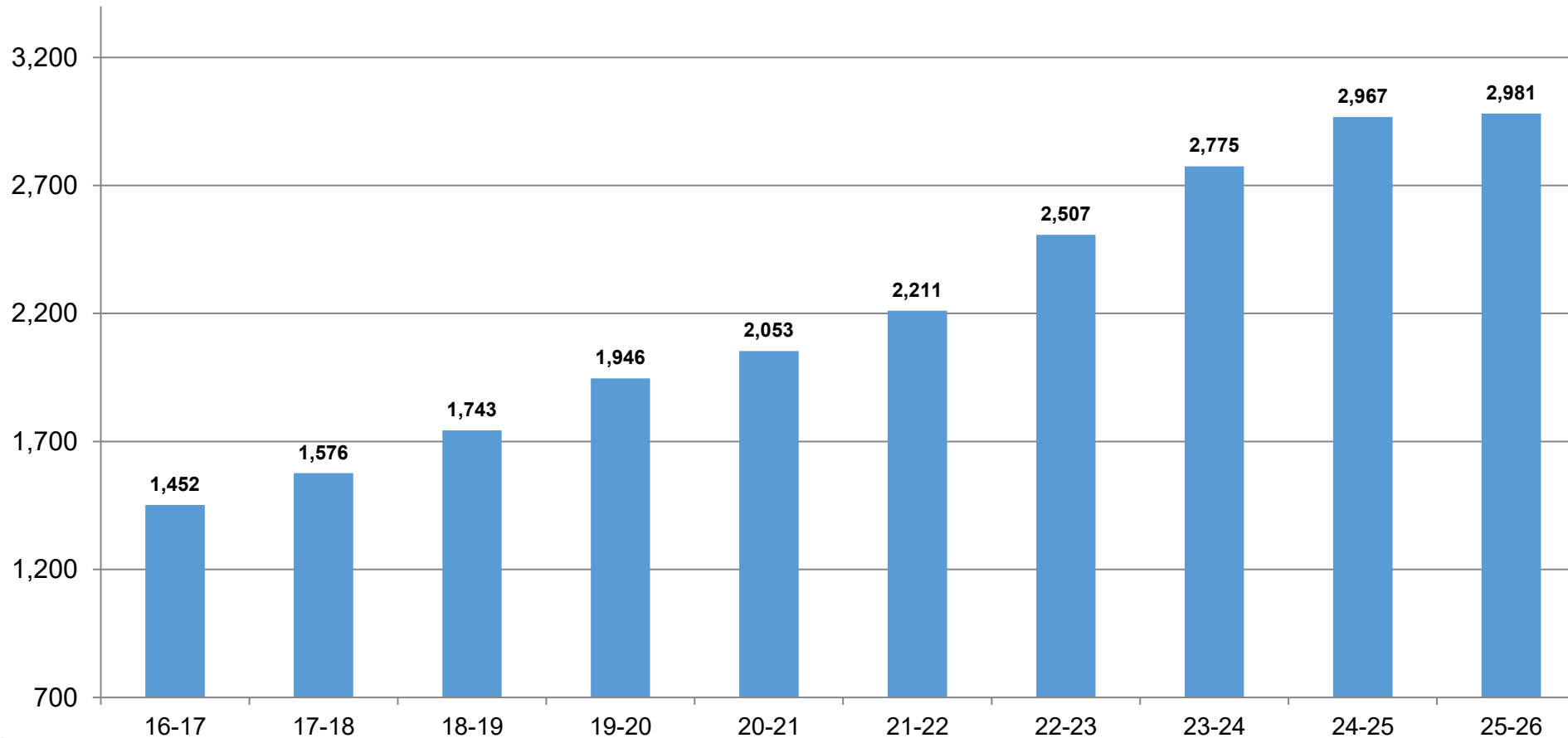
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Taxable Values -Last 10 years



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GENERAL FUND REVENUE

Local Revenue

- Property Taxes
- Interest Revenue
- Athletic Revenue
- Facility Rentals

State Revenue

- Available School Fund
- Foundation
- TRS on Behalf

Federal Revenue

- SHARS
- Federal Impact Aid
- Indirect Costs

	Adopted 2024-25 Budget	Proposed 2025-26 Budget	Increase (Decrease)	% Increase (Decrease)
Local	\$24,417,600	\$24,342,315	(\$75,285)	-0.3%
State	\$16,907,246	\$19,811,938	\$2,904,692	17.2%
Federal	<u>\$641,018</u>	<u>\$560,000</u>	<u>(\$81,018)</u>	-12.6%
Total	\$41,965,865	\$44,714,253	\$2,748,388	6.5%



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Non-Payroll Expenditures

	2024-25 Budget	2025-26 Budget	Increase (Decrease)	% Increase (Decrease)
Instruction	1,105,327	1,020,258	-85,069	-7.7%
Instruction Resources & Media Services	64,860	59,760	-5,100	-7.9%
Curriculum/Instructional Staff Development	38,815	28,440	-10,375	-26.7%
Instructional Leadership	45,950	36,150	-9,800	-21.3%
School Leadership	59,534	68,527	8,993	15.1%
Guidance and Counseling Services	66,465	57,313	-9,152	-13.8%
Health Services	12,325	12,325	0	0.0%
Student Transportation	381,993	406,993	25,000	6.5%
Co-Curricular Extracurricular Activities	247,604	312,604	65,000	26.3%
General Administration	422,569	435,742	13,173	3.1%
Plant Maintenance & Operations	3,622,254	3,912,815	290,561	8.0%
Security & Monitoring Services	797,460	184,500	-612,960	-76.9%
Data Processing Services	701,258	635,600	-65,658	-9.4%
Debt Services	0	760,430	760,430	100.0%
Facilities Acquisition and Construction	14,000	14,000	0	0.0%
Payments to Fiscal Agents	4,500	4,500	0	0.0%
JJAEP	2,000	2,000	0	0.0%
Other Intergovernmental Charges	<u>320,200</u>	<u>340,400</u>	<u>20,200</u>	6.3%
TOTAL	\$7,907,114	\$8,292,357	\$385,243	4.9%



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General Fund Expenditures

	Adopted 2024-25 Budget	Estimated 2025-26 Budget	Increase (Decrease)	% Increase (Decrease)
Payroll Expenditures	\$34,416,191	\$37,244,349	\$2,828,158	8.22%
Non-Payroll Expenditures	<u>\$7,907,114</u>	<u>\$8,292,357</u>	\$385,243	4.87%
Total	\$42,323,305	\$45,536,706	\$3,213,401	7.60%



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EFFICIENT OPERATIONS



General Fund Budget

	Adopted 2024-25 Budget	Proposed 2025-26 Budget	Increase (Decrease)	% Increase (Decrease)
Revenue	\$41,965,865	\$44,714,253	\$2,748,388	6.5%
Expenditure	<u>\$42,323,305</u>	<u>\$45,536,706</u>	\$3,213,401	7.6%
Increase (Decrease)	(\$357,440)	(\$822,453)		



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Child Nutrition Budget

	Adopted 2024-25 Budget	Proposed 2025-26 Budget	Increase (Decrease)	% Increase (Decrease)
Revenue	\$2,467,641	\$2,266,594	(\$201,047)	(8.15%)
Expenditure	<u>\$2,947,833</u>	<u>\$2,441,484</u>	(\$506,349)	(17.18%)
Increase (Decrease)	(\$480,192)	(\$174,890)		



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Debt Service Budget

	Adopted 2024-25 Budget	Proposed 2025-26 Budget	Increase (Decrease)	% Increase (Decrease)
Revenue	\$17,713,412	\$18,346,437	\$633,025	3.57%
Expenditure	<u>\$17,711,443</u>	<u>\$18,345,069</u>	\$633,626	3.58%
Increase (Decrease)	\$1,969	\$1,368		



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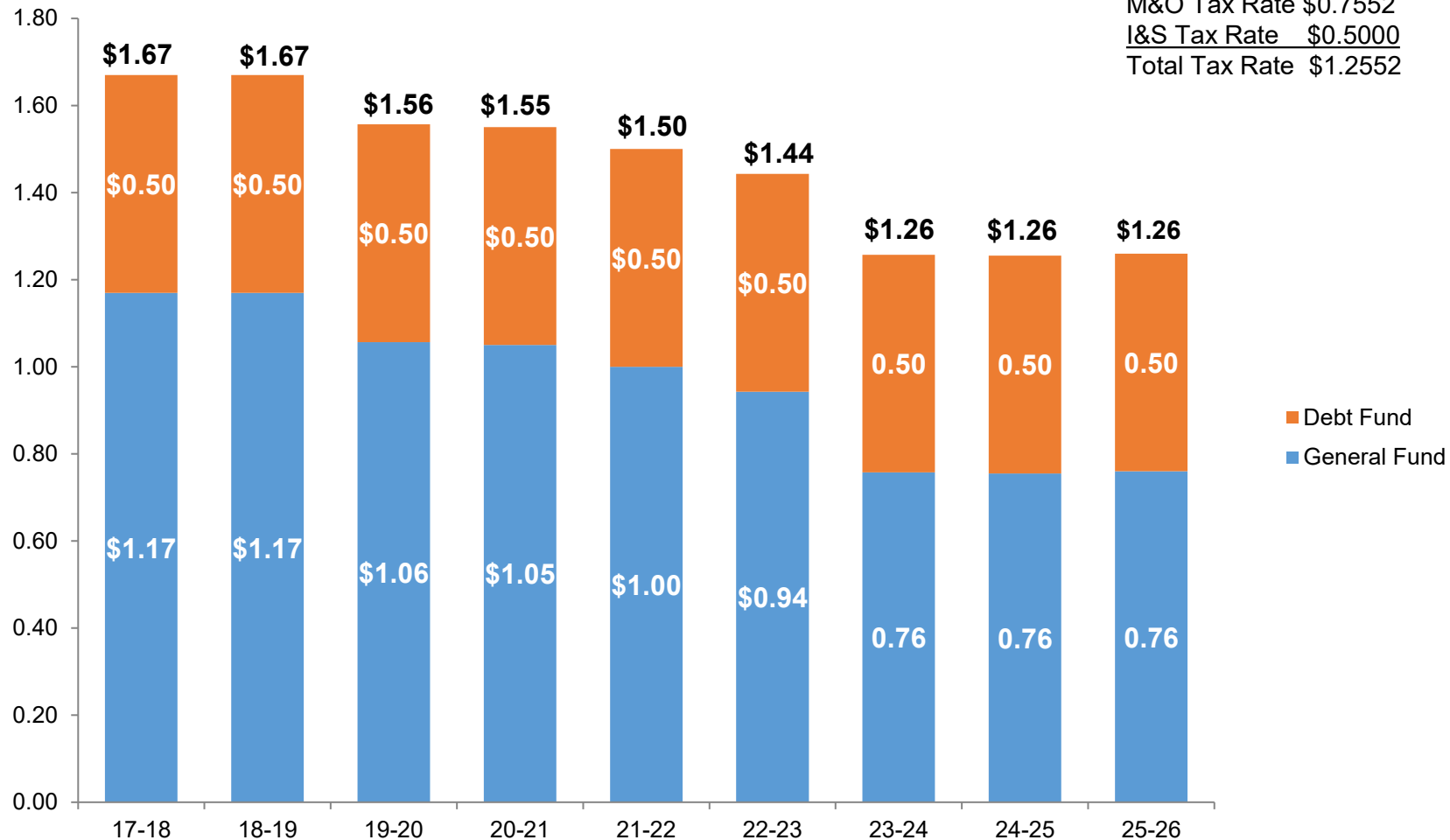
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Tax Rate

Proposed Tax Rate

M&O Tax Rate \$0.7552
I&S Tax Rate \$0.5000
Total Tax Rate \$1.2552



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Any Questions?





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5.C. *Efficient Operations* Bond Update

Presenter: Anne Haehn, CFO

Event: LDISD Board of Trustees Meeting

Date: August 11, 2025



Parameters Order on Bond Refunding

Description	Adopted Parameters
Savings	\$2,100,000
Maximum Interest Rate on Bonds Refunded	4.10%
Principal – Not to exceed	\$38,009,518
Final Maturity	August 15, 2042
Refunding must be completed by	April 20, 2026



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Actual Results on Bond Refunding

Description	Adopted Parameters	Actual Results
Savings	\$2,100,000	\$4,832,418
Maximum Interest Rate on Bonds Refunded	4.10%	3.83%
Principal – Not to exceed	\$38,009,518	\$38,009,518
Final Maturity	August 15, 2042	August 15, 2042
Refunding must be completed by	April 20, 2026	July 22, 2025



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Key Points

- Refunding produced an interest cost savings of \$3,160,948 more than what was presented in April
- Based upon the result of the 2025 Refunding Program, Lake Dallas ISD's prior refunding programs and bond prepayments have generated aggregate savings of \$37,727,520 for LDISD taxpayers since 2012
- By selling prior to 9/1/25, LDISD is estimated to earn an additional \$1.07M of I&S hold harmless funding



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LAKE DALLAS

Independent School District





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 Managing Director
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July 22, 2025

Dr. Kristin N. Brown
 Superintendent of Schools
 Lake Dallas ISD
 104 Swisher Road
 Lake Dallas, Texas 75065

Ms. Anne Haehn
 Chief Financial Officer
 Lake Dallas ISD
 104 Swisher Road
 Lake Dallas, Texas 75065

Re: Final Results – 2025 Refunding Program

Dear Dr. Brown and Ms. Haehn:

Introduction

On Tuesday, July 22, 2025, Lake Dallas Independent School District (“LDISD” or the “District”) sold its Unlimited Tax Refunding Bonds, Series 2025 (the “Series 2025 Refunding Bonds”) to refund certain of its outstanding Unlimited Tax Refunding Bonds, Series 2013, Series 2014, Series 2015, and Series 2016 (collectively, the “Bonds to be Refunded”) at a lower interest rate. This memorandum summarizes the results of the District’s 2025 Refunding Program, and particularly the savings realized for its taxpayers.

Summary of Savings – 2025 Refunding Program

At its April 21, 2025 meeting, the Board of Trustees adopted a “Parameters Bond Order” authorizing the sale of the Series 2025 Refunding Bonds if certain parameters were achieved. Based upon a significant interest rate improvement since April and favorable bond market conditions, each parameter was met, the interest rate on the District’s bonds was successfully reduced from 4.55% to 3.83% and LDISD’s actual savings totaled **\$4,832,418** (net of all costs) – Which is **\$3,160,918** more than the savings presented to the Board of Trustees back in April 2025.

Based upon the successful result of the 2025 Refunding Program, Lake Dallas ISD’s prior refunding programs and bond prepayments have generated aggregate savings of **\$37,727,520** for LDISD taxpayers since year 2012 (see table below)!

Summary of Interest Cost Savings – Bond Refunding Programs / Prepayment of Bonds			
Issue / Description	Series Refunded / Redeemed	Par Amount Refunded / Redeemed	Total Savings
Unlimited Tax Refunding Bonds, Series 2012	2001, 2002	\$ 9,340,000	\$ 2,169,081
Unlimited Tax Refunding Bonds, Series 2013	2002, 2004	9,149,072	3,235,108
Unlimited Tax Refunding Bonds, Series 2014	2004	9,625,000	2,049,609
Unlimited Tax Refunding Bonds, Series 2015	2004, 2007, 2008	19,073,048	8,498,416
Unlimited Tax Refunding Bonds, Series 2016	2005, 2007	24,882,715	7,000,445
Unlimited Tax Refunding Bonds, Series 2021	2010, 2012	7,125,000	1,363,806
Unlimited Tax Refunding Bonds, Series 2025	2013, 2014, 2015, 2016	38,009,518	4,832,418
Total - Bond Refunding Programs at a Lower Interest Rate	---	\$ 117,204,353	\$ 29,148,883
Prepayment of Series 2012 Bonds - February 2017	2012	\$ 910,000 ^(A)	\$ 411,296
Prepayment of Series 2012 Bonds - February 2018	2012	3,010,000 ^(A)	1,360,442
Prepayment of Series 2012 Bonds - February 2019	2012	2,265,000 ^(A)	1,388,492
Prepayment of Series 2015 Bonds - August 2022	2015	870,000	756,900
Prepayment of Series 2015 Bonds - August 2023	2015	3,420,000	2,746,300
Prepayment of Series 2015 Bonds - August 2024	2015	3,460,000 ^(A)	905,856
Prepayment of Series 2015 Bonds - February 2025	2015	2,700,000 ^(A)	528,188
Prepayment of Series 2016 Bonds - August 2025	2016	2,385,000 ^(A)	481,163
Total - Prepayment of Bonds Prior to Scheduled Maturity	---	\$ 19,020,000	\$ 8,578,637
Totals	---	\$ 136,224,353	\$ 37,727,520

^(A) Represents maturity value.

Summary of Annual Savings – 2025 Refunding Program

The District’s interest cost savings are summarized within the table below. In addition to the savings below, another intangible benefit associated with the 2025 Refunding Program is the reduction of the maturity value of the District’s outstanding capital appreciation bonds. Specifically, Lake Dallas ISD reduced the total maturity value of capital appreciation bonds included within the Bonds to be Refunded by **\$3,955,000** and shortened the final scheduled payment from 2031 to 2026 (i.e., a reduction of **5 years**).

2025 Refunding Program - Actual Savings						
A	B	C	D	E	F	
Fiscal Year	Existing Bond Payments	Less: Prior Payments on Bonds to Be Refunded - Before Refunding	Plus: Series 2025 Refunding Bond Payments - After Refunding	Bond Payments - After Refunding Program	Savings (Col. B - E)	
2024/25	\$ 17,703,943	\$ 825,313	\$ 822,144	\$ 17,700,775	\$ 3,168	
2025/26	13,631,194	3,730,625	8,432,500	18,333,069	(4,701,875)	
2026/27	13,629,444	3,728,675	3,133,250	13,034,019	595,425	
2027/28	13,630,444	2,579,875	1,985,250	13,035,819	594,625	
2028/29	13,628,994	5,418,875	4,821,000	13,031,119	597,875	
2029/30	12,057,294	4,997,225	4,399,000	11,459,069	598,225	
2030/31	11,776,394	4,714,175	4,120,000	11,182,219	594,175	
2031/32	10,076,669	3,134,550	2,537,500	9,479,619	597,050	
2032/33	12,061,469	4,617,150	4,022,000	11,466,319	595,150	
2033/34	13,631,744	6,772,550	6,178,750	13,037,944	593,800	
2034/35	13,630,944	4,823,050	4,225,250	13,033,144	597,800	
2035/36	13,629,094	2,868,500	2,271,250	13,031,844	597,250	
2036/37	13,630,194	2,867,000	2,271,000	13,034,194	596,000	
2037/38	8,379,644	2,335,000	1,741,250	7,785,894	593,750	
2038/39	8,379,844	2,338,750	1,743,250	7,784,344	595,500	
2039/40	8,378,544	2,337,500	1,741,500	7,782,544	596,000	
2040/41	8,380,294	1,146,250	551,000	7,785,044	595,250	
2041/42	8,377,156	1,139,250	546,000	7,783,906	593,250	
2042/43	8,378,938	-	-	8,378,938	-	
2043/44	8,380,063	-	-	8,380,063	-	
2044/45	8,380,806	-	-	8,380,806	-	
2045/46	8,379,806	-	-	8,379,806	-	
2046/47	8,380,456	-	-	8,380,456	-	
2047/48	8,378,631	-	-	8,378,631	-	
2048/49	8,377,544	-	-	8,377,544	-	
Totals	\$ 273,269,543	\$ 60,374,313	\$ 55,541,894	\$ 268,437,125	\$ 4,832,418	

Recent Legislative Changes – Additional State Funding

Senate Bill 4 (“SB4”) was enacted during the regular session of the 89th Texas Legislature and will increase the residential homestead exemption from \$100,000 to \$140,000 beginning in fiscal year 2025/26, subject to voter approval at a statewide election to be held on November 4, 2025. SB4 also provides for additional Interest & Sinking Fund (“I&S”) hold harmless funding (i.e., “ASAHE” funding) for eligible debt outstanding as of September 1, 2025; however, SB4 also contains provisions to reduce ASAHE funding for future bond prepayments.

In lieu of completing a bond prepayment in fiscal year 2025/26 to maintain LDISD’s current 50-cent I&S tax rate, as the District has done historically (i.e., see the table at the bottom of page 1 of this memorandum), by issuing the Series 2025 Refunding Bonds prior to the September 1, 2025 deadline and incorporating the additional ASAHE funding into the refunding plan, Lake Dallas ISD purposely accelerated the repayment of the Series 2025 Refunding Bonds, adding additional bond payments in fiscal year 2025/26 (i.e., highlighted in the table on page 2 herein). The revised, accelerated structure allowed the District to lower its overall borrowing cost, maximize the interest cost savings achieved and, most notably, qualify the accelerated 2025/26 bond payments for the additional ASAHE funding outlined in SB4 – Resulting in an estimated **\$1.07 million** of additional State funding assistance in year 2025/26 that the District would have forgone otherwise by completing a bond prepayment to maintain its I&S tax rate. In summary, Lake Dallas ISD was able to achieve greater savings from the 2025 Refunding Program and maximize its State funding assistance without impacting its current I&S tax rate.

Bonds to be Refunded – 2025 Refunding Program

The following table provides the District’s existing bonds that were refunded at a lower interest rate.

Series 2025 Refunding Bonds – Summary of Bonds to be Refunded					
Issue Outstanding	Principal Amount To Be Refunded	Maturities To Be Refunded	Interest Rate	Redemption Date	Redemption Price
Unlimited Tax Refunding Bonds, Series 2013	\$ 6,920,000	08/15/2026 – 2027; 2029 – 2031; 2035	3.57%	09/08/2025	100.0%
Unlimited Tax Refunding Bonds, Series 2014	4,100,000	08/15/2032 – 2034	4.00%	09/08/2025	100.0%
Unlimited Tax Refunding Bonds, Series 2015	6,550,084	08/15/2026 – 2030; 2036 – 2040	4.81%	09/08/2025	100.0%
Unlimited Tax Refunding Bonds, Series 2016	20,439,434	08/15/2026 – 2042	4.71%	09/08/2025	100.0%
Totals	\$ 38,009,518	---	4.55%	---	---

Independent Bond Rating

As is customary during the bond sale process, LDISD took part in an independent bond rating assessment conducted by S&P Global Ratings. This consisted of a review of the District's financial position, debt position, future financing needs, various economic indicators, and management practices. After a thorough review, which included a conference call with the District's Administration, Lake Dallas ISD's bond rating of "AA-" was affirmed by S&P.

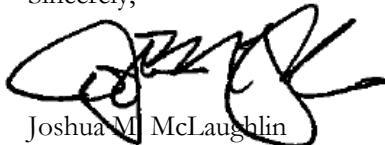
In particular, S&P cited the following credit strengths:

- ✓ Historically positive General Fund financial performance, illustrated by a long trend of small General Fund surpluses despite declining enrollment in the last few years;
- ✓ Proven fiscal management and demonstrated ability to make necessary expenditure reductions, such as hiring freezes and staffing adjustments, to maintain structural balance in the General Fund; and
- ✓ Participation in the broad and diverse Dallas-Fort Worth metropolitan statistical area, providing residents with access to significant employment opportunities throughout the metroplex.

Closing

Congratulations on the successful implementation of LDISD's 2025 Refunding Program. The actions of the District's Administration and Board of Trustees have reduced the District's existing bond payments for Lake Dallas ISD's taxpayers. Should any questions arise, additional information is preferred or if we may be of any assistance, please let us know. We thank you for the opportunity to be of service to Lake Dallas ISD and hope you are pleased with the results!

Sincerely,



Joshua M. McLaughlin
Managing Director



Alison M. Long
Managing Director

5.D.

Efficient Operations: 2025-2026 Student Handbook

Presenter: John Modica, Chief Operations Officer
Event: LDISD Board of Trustees Meeting
Date: August 11, 2025



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Parent Rights to Review Instructional Materials

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus by request.



STUDENT SUCCESS



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COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Parent Consent

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs from their child's campus.



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ENGAGEMENT



EFFICIENT OPERATIONS



Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence.



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EFFICIENT OPERATIONS



School Library Advisory Council

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 may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list through a designated district form or they can contact the campus librarian or campus administration directly.



Any Questions?



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LAKE DALLAS

Independent School District



STUDENT SUCCESS



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EFFICIENT OPERATIONS



FALCONS
first





Lake Dallas ISD Student Handbook
2025-2026 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at jmodica@ldisd.net or 940-497-4039.

Lake Dallas ISD Student Handbook

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Lake Dallas ISD Student Handbook

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 Lake Dallas ISD Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

Therefore, parents and students should become familiar with the Lake Dallas ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at <https://www.ldisd.net/students/student-handbooks>. 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 at your child’s campus.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration

Lake Dallas ISD Student Handbook

office, and an unofficial electronic copy is available at <https://pol.tasb.org/PolicyOnline?key=392>.

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:

John Modica
Chief Operations Officer
jmodica@ldisd.net
940-497-4039

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 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:

John Modica
Chief Operations Officer
jmodica@ldisd.net
940-497-4039

Section One: Parental Rights

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

Lake Dallas ISD Student Handbook

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological or Psychiatric Evaluation

Unless required under state or federal law, a district employee or contractor of the district will not conduct a psychological or psychiatric 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.

The district utilizes The Children's Advocacy Center for North Texas for educating our students on human sexuality. There are multiple programs facilitated each school year. Information for each program will be sent out to parents via email two weeks prior to the program being implemented. For further information, see the district's human sexuality instruction website at <https://cacnorthtexas.org/en/education>.

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

Lake Dallas ISD Student Handbook

- 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.

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.

The district utilizes The Children's Advocacy Center for North Texas for educating our students on human sexuality. There are multiple programs facilitated each school year. Information for each program will be sent out to parents via email two weeks prior to the program being implemented. For further information, see the district's human sexuality instruction website at <https://cacnorthtexas.org/en/education>.

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.

Lake Dallas ISD Student Handbook

- 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 Before 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:

Lisa Walraven BSN, RN, NCSN
Health Services Coordinator
lwalraven@ldisd.net
904-497-4031

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

Lake Dallas ISD Student Handbook

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 60 percent on the grade 5 mathematics STAAR or in the top 40 percent on 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.

Lake Dallas ISD Student Handbook

Prohibiting the Use of Corporal Punishment

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

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

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

Note:

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

Limiting Electronic Communications between Students and District Employees

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

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)

Lake Dallas ISD Student Handbook

- 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 year. [See Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information, included in the forms packet.]

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

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: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; weight and height of members of athletic teams; enrollment status; and student identification numbers or identifiers that cannot be used alone to gain access to electronic education records.

For all other purposes, directory information shall include student name, photograph, honors and awards received, grade level, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

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.

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[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:

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- 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.]

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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 and Plan

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.

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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.

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus by request. Please contact your child's teacher or campus for more information.

[For information about parental access to any online library catalog and library materials, including records of their child's checked out 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

Barbara Pitt
Executive Director of Curriculum & Instruction
bpitt@ldisd.net
940-497-4039

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.

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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
- Records relating to school library materials the child obtains from a school library [See Library (All Grade Levels) for more information.]
- 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.

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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)

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- 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 the custodian of all records for currently enrolled students at the assigned school. The Chief Operations Officer 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:

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Lake Dallas High School
Dr. Colleen Grindle
cgrindle@ldisd.net
940-497-4039

Lake Dallas Middle School
Jessica Bovan
jbovan@ldisd.net
940-497-4037

Corinth Elementary
Ashley Fay
afay@ldisd.net
940-497-4010

Lake Dallas Elementary
Kerri Blevins
kblevins@ldisd.net
940-497-2222

Shady Shores Elementary
Jennifer Bryant
jbryant@ldisd.net
940-497-4035

You may contact the custodian of records for students who have withdrawn or graduated at:

John Modica
Chief Operations Officer
jmodica@ldisd.net
940-497-4039

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.

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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 FL(LOCAL) and is available at the principal's or superintendent's office or on the district's website at <https://pol.tasb.org/PolicyOnline?key=392>.

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 virtual or hybrid courses offered by the district or another district or school
- Graduation requirements

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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.

More information is available 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. 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 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

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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

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- 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:

Dr. Kelly O'Sullivan
Deputy Superintendent of Schools
kosullivan@ldisd.net
940-497-4039

[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.

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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:

Barbara Pitt
Executive Director of Curriculum & Instruction
bpitt@ldisd.net
940-497-4039

[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

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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:

Dr. Jay Weidenbach
Executive Director of Special Programs
jweidenbach@ldisd.net
940-497-4039

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:

Carol Parker
Transition Teacher
cparker@ldisd.net

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

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- 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:

Dr. Jay Weidenbach
Executive Director of Special Education
jweidenbach@ldisd.net
940-497-4039

[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.

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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.]

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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 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

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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 and mental health appointments
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form
- Absences for attendance in a released time course in religious instruction
- 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 Wi-Fi 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 Personal Communications 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)]

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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.

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Ages 6-18

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

The notice will:

- Remind the parent of 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

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 fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The 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 attendance committee will consider:

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- 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 — Exemptions 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 9:30am.

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)

Any student's absence because of a personal illness must be accompanied by a statement from a doctor or health clinic verifying the illness or condition that caused the student’s absence from school to be considered an excused absence.

When a student is absent from class for a medical or legal appointment, the absences will be excused when the school is provided with documentation from the medical or legal provider. Once again, the student has 3 business days from his or her return to school to provide proper documentation, or the absence will be considered unexcused.

A student whose absence is excused for an appointment with a healthcare professional shall not be penalized for the absence if the student commences classes or returns to school on the same day of the appointment and brings a note from the healthcare professional verifying the appointment.

A consultation over the phone or via video (telemedicine) is considered an appointment with a healthcare professional. An appointment with a school nurse is not considered a meeting with a healthcare professional for school funding purposes. (per Texas Education Agency Student Attendance Policy)

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. All parent notes will be considered unexcused absences.

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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 and District local policy. See policy FEA (Legal & Local).

Early Dismissal

If a student must leave campus early for any reason other than a school-sponsored event, the student must be signed out. Parent permission is required for any student prior to leaving campus.

Parent pick-up and parent sign-out are only at the front office of the school. If anyone other than the parent is coming to pick up a student, the parent must notify the school about who is coming. Anytime a parent comes into the school to pick up, please bring a valid ID.

Going home sick

If a student is ill, he or she must go to the nurse's office to be assessed by the school nurse prior to being able to leave campus. If the student checks out "sick" or "personal" without seeing the nurse, the absence will not be excused.

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 on the district's form. A parent may access the required form by *contacting the campus nurse*.

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)

Lake Dallas 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

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- 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 <https://www.ldisd.net/about-us/required-postings>. 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.

Contact the principal for information about this opportunity.

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

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- 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

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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 submitting a tip by texting, calling or email. Information can be found on the district website at <https://www.sandyhookpromise.org/say-something-tips/>.

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](#).

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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:

- Agricultural, Food and Natural Resources
- AV Technology and Communication
- Business Management and Administration
- Education and Training
- Finance
- Health Science
- Human Services
- Law, Public Safety, Corrections and Security
- Science, Technology, Engineering and Mathematics
- Welding

Admission to these programs is based on the course requirements and grade level.

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.]

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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 <https://www.ldisd.net/about-us/required-postings>. Abuse includes physical abuse, including sexual abuse, and mental 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

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- 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. [See 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:

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- 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. Texas Health and Human Services also manages early intervention counseling programs.

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To find out what services may be available in your county, see Texas Health and Human Services' [Family Support Services Program Locator](https://fss.hhs.texas.gov/Programs_Available_In_Your_County/default.asp) (https://fss.hhs.texas.gov/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 online 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://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide) (<https://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide>)
- [National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools) (<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools>)

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

The District shall include in the calculation of class rank grades earned in all courses to which state graduation credit is applied including high school credit earned at the middle school, unless excluded below.

The calculation of class rank shall exclude:

- grades earned in or by physical education,
- athletics,
- cheerleading,
- drill team,
- dance,
- band,
- a local credit course.

Grades received for the following courses shall not be included in the computation of grade average, class rank, and honor graduate status:

- credit by examination for acceleration,

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- credit by examination with prior instruction,
- grades received in virtual learning courses (ex. Courseware software) offer for advancement or credit recovery, including but not limited to summer school,
- courses taken for credit recovery, and
- courses offered during summer school for advancement of credit recovery.

Semester grades shall be used for averaging and calculating class rank. Weights shall be assigned and used in computing averages and ranks. The weighted numerical system on a four point scale shall be as follows:

- 4.0 = Basic and Regular Classes.
- 4.5 = Pre-Advanced Placement and Honors.
- 5.0 = Advanced Placement Courses and Concurrent Enrollment.

Points shall not be awarded for a failing semester grade or if the course is not completed.

Class Ranking for top 10% and top 25% are calculated after the completion of 11th grade year. Class ranking for determining the top 10 students, including valedictorian and salutatorian, are calculated at the end of the 3rd nine weeks period of the senior year.

Note: To be included in the top 10% automatic admission, students must earn the distinguished level of achievement.

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

1. Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation, not including summer school; and
2. Not have engaged in any serious misconduct violations of the Student Code of Conduct, including removal to a Disciplinary Alternative Education Program (DAEP), a suspension or expulsion during his or her last two semesters.

In case of a tie in weighted GPAs, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

1. The weighted grade average shall be computed to a sufficient number of decimal places until the tie is broken.
2. If a tie still remains, the student with the highest numerical grade average of all Honors, AP and Dual Credit courses taken shall be designated.
3. If a tie still remains, the student with the longest continuous enrollment at the District high school shall be designated.

[See policy EIC for more information.]

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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 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/fall 2026 term through the spring 2027 term, the University will admit the top five 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

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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), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN)
- Enrollment in courses taught in conjunction and in partnership with North Central Texas College, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities

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

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 *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. **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** for information on CTE and other work-based programs.

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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 contacting your child's campus.

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.]

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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 grievance policy at FNG(LOCAL) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is available in the district's online policy manual at <https://pol.tasb.org/PolicyOnline?key=392> and is attached to this handbook as an appendix. A parent may file a grievance by submitting the district grievance form to the campus principal. The district's grievance forms are available on the district's website at <https://www.ldisd.net/about-us/board-of-trustees/resolving-complaints> and at the principal's or superintendent's office. A parent may also submit a grievance electronically by emailing jmodica@ldisd.net.

In general, the written grievance 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 appeal to the Level II Administrator.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at FNG(LOCAL).

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

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<https://www.ldisd.net/about-us/required-postings> and the coordinator for this campus is listed below:

Lake Dallas High School
Dr. Colleen Grindle
cgrindle@ldisd.net
940-497-4039

Lake Dallas Middle School
Jessica Bovan
jbovan@ldisd.net
940-497-4037

Corinth Elementary
Ashley Fay
afay@ldisd.net
940-497-4010

Lake Dallas Elementary
Kerri Blevins
kblevins@ldisd.net
940-497-2222

Shady Shores Elementary
Jennifer Bryant
jbryant@ldisd.net
940-497-4035

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

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- 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.

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Academic Counseling

Elementary and Middle 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.

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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.

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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 elementary school 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

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the district's policy is available in the principal's office and in the superintendent's office or on the district's website at <https://pol.tasb.org/PolicyOnline?key=392>. [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 die by 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>)
- [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]

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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 Sex-Based Harassment

Sexual harassment and sex-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.

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact *the Health Services Coordinator* 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.

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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 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).

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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.

The distance learning opportunities that the district makes available to district students are offered in a partnership with North Central Texas College (NCTC).

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]

Virtual and Hybrid Instruction

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction through virtual or hybrid courses offered by the district or by another district or school to earn course credit for graduation.

Depending on the virtual or hybrid 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 virtual or hybrid 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 virtual or hybrid course offered by the district by contacting the school counselor.

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 campus 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.

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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 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.

Each campus principal shall designate times, locations, and means by which nonschool literature that is appropriate for distribution, as provided in this policy, may be made available or distributed by students to students or others at the principal's campus. [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 campus principal for prior review. The campus principal 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.]

Each campus principal shall designate times, locations, and means by which nonschool literature that is appropriate for distribution, as provided in this policy, may be made available or distributed to students or others at the principal's campus. 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)

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- 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)

Elementary Campus Dress Code

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:

1. All students must be clean and neatly groomed.
2. Student's hair must be clean and groomed; the style shall not create a distraction. Any extreme style or color that causes a disruption to the educational environment will not be allowed.
3. Clothing, which in the opinion of the professional staff would be deemed inappropriate or offensive for school in general, shall not be allowed: i.e.: including, but not limited to; split sides (on shirts, skirts, or pants), see-through clothing, halters, bare midriffs, pajamas, fishnet tops, tops with "spaghetti" straps, bike shorts, pants or shorts with frayed edges and clothes with holes in them. No revealing clothing.
4. Hats, caps, sweatbands, beanies, bandanas, or other head-covering apparel will not be worn in the building.
5. Students may wear pants, shorts, dresses, or skirts and must adhere to the following guidelines:
 - Shorts, dresses, and skirts may not be shorter than fingertip length when the arms are relaxed at the side. The same applies for splits in skirts or dresses.
 - Holes in jeans must follow the same fingertip length requirements.
 - Athletic shorts, such as Nike Tempo style, must also meet fingertip length uniformly around the leg.
6. If yoga pants, leggings, jeggings, or other form-fitting pants are worn, the buttocks and pelvic region must be covered by their top at all times.
7. All students shall wear appropriate undergarments. Undergarments shall not be visible.
8. Students may not wear clothing that advertises by name or symbolizes things not allowed in schools, including but not limited to weapons, drugs, gangs, alcohol, tobacco, sex, profanity, obscenities and suggestive slogans.
9. Jewelry may be worn with the following guidelines: no large hoop earrings and no excessive amounts of jewelry.
10. Shoes will be hard or rubber soled and properly fitted. No flip flops or backless footwear.
11. Students should dress appropriately for the weather.
12. Label all clothes with the student's name: coats, sweaters, sweatshirts, etc.

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13. Unclaimed clothing is periodically donated to community charities.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Secondary Campus Dress Code

1. All students must wear their school issued ID during the school day at all times. Middle school and high school students must wear a current school-issued ID in order to enter school athletic events. The ID should be clearly visible on the student's torso with the picture facing out, either hanging on a lanyard around the neck, or clipped to the upper chest area. IDs are not to be defaced/altered in any manner. If an ID is lost or damaged, follow your campus procedures for a replacement. There will be a campus-based cost associated with printing any replacement IDs.

2. Student's hair must be clean and groomed; the style shall not create a distraction. Any extreme style or color that causes a disruption to the educational environment will not be allowed.

3. Hats, caps, sweatbands, beanies, bandanas or other head covering apparel will not be worn in the building.

4. Pillows, blankets, and other bedding items are not allowed on campus.

5. Students may wear earrings. Facial jewelry is limited to studs or small hoops on the nose; other facial piercings cannot be covered by a bandage. No jewelry, trinkets, piercing chains, or other apparel items that have spikes, are noisy, and/or promote undue distractions in the school environment shall be permitted. Mouth grills are not permitted. Excessive or costume makeup is also prohibited.

6. Shoes are required at all times. House shoes or slippers are not acceptable.

7. Undergarments are required and must not be visible.

8. Students may wear pants, shorts, dresses, or skirts and must adhere to the following guidelines:

- Shorts, dresses, and skirts may not be shorter than fingertip length when the arms are relaxed at the side. The same applies for splits in skirts or dresses.
- Holes in jeans must follow the same fingertip length requirements.
- Athletic shorts, such as Nike Tempo style, must also meet fingertip length uniformly around the leg.

9. If yoga pants, leggings, jeggings, or other form-fitting pants are worn, the buttocks and pelvic region must be covered by their top at all times.

10. Biker style spandex shorts are prohibited.

11. Pajamas, pajama pants, onesies, or costumes/costume accessories of any type are not acceptable.

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12. The shoulder seams of all blouses, shirts and dresses must have a minimum shoulder to neck seam length of at least 3 ½ inches. Shirts that show the bare midriffs when students' hands are extended above the head are not permitted. Low-cut shirts, dresses or any clothing that exposes undergarments is prohibited.

13. Students will not be allowed to wear clothing or have exposed tattoos that advertise by name or symbol any products that are not permitted in schools (including, but not limited to weapons, drugs, alcohol, or tobacco). Profane, vulgar, violence, obscene, or sexually suggestive slogans whether stated or implied are also prohibited.

14. Clothing that represents a group or style that disrupts or distracts from the learning environment is prohibited. Gang related attire or symbols are prohibited in any form.

15. Due to safety precautions, oversized jeans and shirts (pants with wide legs, extra big pockets, tall tees or loose fitting garments), trench coats (oversized coats) will not be permitted.

16. Dress for social functions will be determined by the sponsors of those functions and will be announced prior to the occasion.

17. Face masks (or gaiter style face mask coverings) may be worn for health-related concerns. Masks (or gaiter style face masks) worn for health-related concerns should not be of a design that causes a disruption to the educational environment. If an administrator deems a mask or gaiter inappropriate or a disruption to the educational environment, the school administrator will provide the student with a replacement mask to wear.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

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

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- 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 or Psychiatric 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 *the Director of Technology*, ghamilton@ldisd.net.

[See Elementary and Middle School campuses provide summer school to prepare students for the administration of the Math and/ or Reading STAAR test(s) and for students for promotion to the next grade in the areas of math and reading.

Lake Dallas High School offers summer school for students seeking to gain credit for a class or classes previously taken (credit recovery), or with administrative approval, a class for acceleration.

Tardies (All Grade Levels)

Students are provided adequate time to get from class to class. Students who arrive to class within the first 10 minutes after the bell will be counted tardy for the class. Students who arrive to class after the first 10 minutes may be counted absent for the class. The third tardy in a semester is considered excessive. Excessive tardies will result in further disciplinary action. Tardies are accumulated on a per class basis so teachers will only track student tardies for their class. Tardies will start over at the beginning of each nine-week grading period. A referral to the Assistant Principal will only be written after a Teacher Detention is assigned, even if the number of tardies has surpassed 3 for the 9 weeks.

Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)]

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

In accordance with state law, the district prohibits the use of a personal communication device (such as cell phones, tablets, and smartwatches) while on school property during the school day. For more information about permitted use in certain circumstances and disciplinary measures that apply to this prohibition, see the Student Code of Conduct and policy FNCE(LOCAL).

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.

Texas House Bill 1481 prohibits students from using personal devices capable of communication, such as but not limited to: telephone, cell phones (such as a smartphone or flip phones), tablets, laptops, fitness trackers with messaging features, Bluetooth earpieces/earbuds or Bluetooth headphones, smartwatches, wearable devices, gaming devices, meta glasses, two-way radio devices, paging devices, or any other device capable of telecommunication or digital communication/messaging while on school property during the school day. The use of personal communication devices within locker rooms and restroom areas continues to be prohibited, at all times, as outlined in the Student/Parent Handbook. Effective beginning with the 2025-2026 school year, students must keep all personal devices secured in their personal bags for the entire school day, including lunch, passing periods, and restroom breaks.

If a student uses a personal communications device without authorization during the school day, the student will be disciplined in accordance with the Student Code of Conduct.

Confiscated communications devices that are not retrieved by the student or the student's parent will be stored in accordance with administrative regulations. [See policy FNCE for more information.]

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

The district is not responsible for damaged, lost, or stolen communications devices.

Instructional Use of Personal Electronic Devices

Students must obtain prior approval to use personal electronic devices allowed by law for instructional purposes while on campus. The district may not permit use of a prohibited personal communication device except as required by law. [See Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices] Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

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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. [See [LDISD Acceptable Use Policy](#)]

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.

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

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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.

Parental Consent

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs from their child's campus.

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](#)

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(<https://www.uil texas.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 \(https://www.uil texas.org/\)](https://www.uil texas.org/) for additional information on all UIL-governed activities.]

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.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

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

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- Student Council
- High School class level elections
- Specific clubs at secondary campuses

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 virtual or hybrid course.

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.]

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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)
12	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.]

Elementary Campuses Grading Guidelines

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The assigning of a grade in a particular course should reflect a student's mastery of the skills and content of the course. Report card grades for Elementary students shall be assigned according to the following criteria:

Summative activities such as major projects and tests

Before a summative (major) 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 before summative assessment. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project.

- Formative activities such as homework, class work, daily quizzes, and class participation. These grades should be a balanced representation of the types of work completed during the course of the grading period.
- During each grading period, at least ten (10) grades shall be recorded in the foundation curriculum areas (Language Arts, Math, Science/Health, and Social Studies). In the enrichment curriculum areas (Fine Arts, Physical Education, and Technology Applications) a minimum of six (6) grades shall be recorded. Major projects may not have a due date of the last week of a marking period.
- Grades (and all portions of grades) shall not be awarded or reduced for any nonacademic activities such as compliance grades (or points) for returning a report card, incomplete paper headings, etc. Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.

An Incomplete (I) will be issued based on the following criteria:

- Nonattendance in class
- Zero assignments turned in
- Enrolling the last fifteen days of the grading period without grades from the previous school
- Withdrawing prior to end of the grading period

Students are responsible for completing assigned work in a satisfactory manner and within the timelines specified. Teachers shall ensure that students are aware of missed assignments and shall make every reasonable effort to assist students in completing the work. If a grade of "0" is assigned to a student, the teacher will inform the student and contact the parents if the problem persists.

In determining nine weeks grades, a variety of assessment strategies should be used. Grades shall not be weighted.

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Fine Arts, Technology Applications and Physical Education grades should only reflect a student's progress on curriculum goals. Behavior and conduct are not to be included in the subject report card grade. Behavior and conduct will be addressed through a social/work habits portion of the report card.

Communication Timelines and Review of Materials

- Work that is graded shall be returned and recorded in the Gradebook within three (3) class days of the date received by the teacher.
- Major projects/papers shall be graded and returned within the same grading period that they are completed and submitted to the teacher.
- Students shall have the right to review their test scores. All tests given shall be graded, returned and recorded within three (3) class days of the date the test was administered.
- Upon student/parent request, students shall have all graded tests (including test questions) returned for their personal records. Exceptions will be district created assessments. These tests may be reviewed at the parent's request by the student and the parents.

Homework

Homework should be evaluated in a timely manner and used as a method to provide students with specific feedback on their performance of the assigned tasks. Homework should only be assigned for reinforcement of skills and concepts taught in class.

Late Work

When an assignment is submitted after a deadline, a maximum penalty of ten (10) points per class meeting may be deducted from the grade with a maximum of 30 points deducted. Teachers will use professional discretion in determining when such a deduction is appropriate.

Make-up Work

- All students shall be allowed to make up work when they are absent from class. 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 choose to give students more than one day for each day missed to makeup assignments.
- In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
- Make-up tests or quizzes should be administered during tutorial time 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.

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- Modifications of this procedure, which may require administrative approval, should be discussed with the appropriate administrator in a timely manner.

Progress Reports and Parent Conferences

- After the first six-weeks of the first grading period and at the mid-point of each of the successive grading periods, progress reports will be given to every student in grades 1-5.
- Students are to return the progress report signed by a parent if the average is below 75 and documentation shall be maintained by the teacher.
- If a progress report is not returned within two days of the distribution of progress reports, the teacher will initiate parent contact for any student whose average is 75 or below. This parent contact date and method shall be documented and maintained by the teacher.
- The time period after the progress report but before the report card is an important period to monitor a student's cumulative grade. When a student's grade drops from passing to failing after the progress report has been issued, parents must be notified immediately by the teacher in writing or by phone. Documentation of contact shall be kept by the teacher for verification purposes.
- Parent conferences will be scheduled at the end of the 1st and 3rd grading periods.

Promotion, Retention and Award of Credit Curriculum Mastery

- Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See EHBC]

Mastery shall be determined as follows:

- Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.
- In grades 1–4, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.
- In grade 5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas, a grade of 70 or above in three of the

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following areas: language arts, mathematics, science, and social studies, and mastery of the math and reading STAAR.

- Special education students will be evaluated for success according to the achievement of the Individual Education Plan (IEP) goals and mastery expectations.

Reassessment Policy

- A teacher shall reteach and retest a class when 30% or more of that class has failed a summative assessment. The teacher shall record the higher of the two grades earned for those students being retested.
- Reassessment should occur within two weeks of the original assessment.
- When less than 30% of a class has failed an assessment, a teacher may reteach and retest individual students who have failed the assessment if the circumstances merit such consideration, i.e. poor test performance, serious illness, death of a family member, etc. When determining whether a retest is appropriate, a teacher may consider a student's level of academic effort and/or progress.
- Before any reassessment occurs, a student shall receive appropriate remediation.

Tutorials

All students are eligible for tutorials. Parents shall be notified when the student's performance in mathematics or reading/language arts is below expectations for the child's current grade level or if their grade average is failing. For documentation purposes, student attendance at tutorials will be recorded.

Social/Work Habit Grades

Social/work habit grades reflect student behavior during a reporting period. The following grade designations will be used:

- (Excellent)
- (Satisfactory)
- (Needs Improvement)
- (Unsatisfactory)
- A "U" must not be given unless the teacher has contacted the parent AND discussed the unsatisfactory conduct grade with a campus administrator.

Pre-Kindergarten & Kindergarten Grading Information

A developmental report shall be used to indicate progress at pre-kindergarten and kindergarten levels. The reports reflect the Texas Essential Knowledge and Skills (TEKS) for these grade levels. Documentation of observable skills shall be kept in the grade book.

Pre-kindergarten and kindergarten parents shall receive a progress report each grading period. Parent conferences shall be scheduled for parents of pre-kindergarten and

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kindergarten students at the end of the first and fourth grading period. The following marking system shall be used:

Marking System (All Subjects)
E = Excellent Progress
S = Satisfactory Progress
N = Needs Improvement
U = Unsatisfactory Progress

Promotion Standards

Teachers shall make recommendations for promotion based on the following criteria:

- Mastery of objectives in the Texas Essential Knowledge and Skills (TEKS)
- Social development and work habits

Grades 1-5 Grading Information

In grades 2-5, all grades shall reflect student performance in the Texas Essential Knowledge and Skills (TEKS). In the areas of language arts, mathematics, science/health, and social studies, teachers shall record in the grade book a minimum of ten grades per subject. Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

In fine arts, teachers shall evaluate at least one performance and/or product during each nine weeks period in which the students participate in the class. Students may be evaluated in a variety of areas, including visual arts, music, theatre arts or dance. The students shall be evaluated based on the completion of the components leading to the performance/product. The expectation of the students is to perform satisfactorily. Those exceeding or falling short of the normal expectation may be noted on the report card. Language arts include reading, written and oral communication, the writing process, and spelling. Science and health shall be combined.

Progress Reports

A written progress report shall be given to every student at the three week interval of the grading period. Parents shall also receive written notification if the professional educator notes a substantial change in a student's performance at any point during the grading period.

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Subject Marking System

In order to meet the state requirements of numerical recording for promotion standards, numerical grades shall be recorded in the grade book. From the numerical grades in the grade book, the following corresponding marking system shall be used on both the students' work and on the report cards:

Marking System

(ELAR, Math, Science, Social Studies, Social Development/Work Habits)
E - Excellent = 90-100
S - Satisfactory = 80-89
N - Needs Improvement = 70-79
U - Unsatisfactory = 0-69
Marking System (Fine Arts, P.E.)
E = Excellent
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

In addition to the nine-week report card, parents of students with disabilities will receive a report detailing the following:

- The student's progress toward annual goals specified in the Individualized Education Program
- The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

The campus principal will designate the personnel responsible for these reports.

Semester and Yearly Averages

Semester and yearly averages shall be computed in the areas of language arts, mathematics, science/health, and social studies. The averages shall be computed as follows:

Grading Period	Portion of Yearly Average
Grading Period 1	1/2 of first semester average (or 50%)
Grading Period 2	1/2 of first semester average (or 50%)

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First Semester	1/2 of yearly average
Grading Period 3	1/2 of second semester average (or 50%)
Grading Period 4	1/2 of second semester average (or 50%)
Second Semester	1/2 of yearly average
Yearly Average	1st and 2nd semester grades averaged

Promotion Standards

In order to be promoted to the next grade, students must demonstrate the proficiencies listed below:

- An overall average of “70” or above, computed by averaging yearly grades for language arts, mathematics, science/health, and social studies
- A yearly average of “70” or above in three of the following:
 - Language Arts
 - Mathematics
 - Science/health
 - Social studies
- Testing Requirements: Grade 5: Successful completion of the state assessments in reading and math.

Secondary Campuses Grading Guidelines (Grades 6-12)

The assigning of a grade in a particular course should reflect a student’s mastery of the skills and content of the course. Report card grades shall be assigned according to the following criteria:

Summative Activities such as Major Projects and Tests

Before a summative (major) 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 before summative assessment. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project. AP and Honors summer assignments are exempt from the restrictions contained in this paragraph.

Formative activities include homework, class work, daily quizzes, and class participation. These grades should be a balanced representation of the types of work completed during

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the course of the nine-weeks-grading period.

Grades (and all portions of grades) shall not be awarded or reduced for any non-academic activities such as compliance grades (or points) for returning a report card, incomplete paper headings, etc.

Course assignments and unit evaluation shall be given to determine student grades in a subject.

An average of 70 or higher shall be considered a passing grade. An incomplete (I) will be issued based on the following criteria:

- Non-attendance in class,
- Zero assignments turned in,
- Enrolling the last fifteen days of the grading period without grades from the previous school,
- Withdrawing prior to end of the grading period.

Students are responsible for completing assigned work in a satisfactory manner and within the timelines specified. Teachers shall ensure that students are aware of missed assignments and shall make every reasonable effort to assist students in completing the work. If a grade of “0” is assigned to a student, the teacher will inform the student and contact the parents if problem persists.

In determining report card grades, a variety of assessment strategies should be used.

Communication Timelines and Review of Materials

- Work that is graded shall be returned and recorded in the Gradebook within three (3) class days of the date received by the teacher. Exceptions shall be discussed with the campus principal for approval.
- Students shall have the right to review their test scores. All tests given shall be graded, returned, and recorded within three (3) class days of the date the test was administered.
- Upon student/parent request, students shall have all graded tests (including test questions) returned for their personal records. Exceptions will be district created assessments. These tests may be reviewed at the parent’s request by the student and the parents.

Homework

Homework should be evaluated in a timely manner and used as a method to provide students with specific feedback on their performance of the assigned tasks. Homework should only be assigned for reinforcement of skills and concepts taught in class.

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Late Work

Students are responsible for completing assigned work in a satisfactory manner and within the timelines specified. Teachers shall ensure that students are aware of missed assignments and shall make every reasonable effort to assist students in completing the work. Teachers may allow a student a reasonable opportunity to make up or re-do a class assignment or exam for which the student received a failing grade.

In the spirit of our mission to increase rigor and student expectations, the following criteria are to serve as guidelines for calculating grades for late work.

- Assignments submitted on time may receive full credit
- Assignments submitted after the deadline may be reduced up to 10%. The assignment can be reduced an additional 10% each subsequent week after the original deadline. All late work is due four days before the end of the grading period.

Example: Mr. Smith assigns an assignment worth 100 points due on September 1st. The highest point value available for this assignment on September 2nd is a 90. Each week following the original due date, the grade may be deducted 10 additional points. If Mr. Smith assigns an assignment worth 50 points, the assignment would be deducted 5 points after the due date and an additional 5 points each week it is late.

Make-Up Work

All students shall be allowed to make up work when they are absent from class.

- 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 choose to give students more than one day for each day missed to make-up assignments.
- In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
- Make-up tests or quizzes should be administered during tutorial time 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. Modifications of this procedure, which may require administrative approval, should be discussed with the appropriate administrator in a timely manner.

Progress Reports

At the end of first six-weeks of the first grading period and during the fourth week of each

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9- week grading period thereafter, progress reports will be given to every student.

The time period after the progress report but before the report card is an important period to monitor a student's cumulative grade. When a student's grade drops from passing to failing after the progress report has been issued, parents must be notified immediately by the teacher in writing or by phone. Documentation of contact shall be kept by the teacher for verification purposes.

Curriculum Mastery

Course credit shall be based on mastery of the curriculum.

Mastery shall be determined as follows:

- Course assignments and unit evaluation shall be used to determine student grades in a subject.
- An average of 70 or higher shall be considered a passing grade.
- Special education students will be evaluated for success according to the achievement of the Individual Education Plan (IEP) goals and mastery expectations.

Reassessment Policy

A student is allowed to reassess one time for each major assessment within the same grading period if the student does the following:

- Student formally requests to reassess and provides reasoning
- Attends at least one tutorial session between the original exam date and the date
- Provides evidence to the teacher of progression in the learning of the tested concepts

The student can earn up to 85% with the higher of two assessments being recorded.

This reassessment policy would not include summative assessments classified as project based. Projects can include but are not limited to presentations, physical or electronic products, speeches, lab reports, writings assignments, etc.

Project-Based Assessment Guidelines

- Project is assessed using a rubric with clear criteria that is given to the students at the time the project is assigned.
- Project scoring criteria is clearly communicated to course standards.
- Project is broken down into parts:
 - Each part is given a suggested due date prior to the deadline of the completed project.
 - Each part is assessed and is given feedback, providing several checkpoints for the student to measure his or her progress.

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A teacher shall reteach and reassess a class when the class average on a summative assessment is below 70%.

Tutorials

All students are eligible for tutorials. Tutorials are especially encouraged for students under the following criteria:

- Grade average is failing.
- Grade average is 70-75, (in danger of failing)
- Following student's absences

For documentation purposes, student attendance at tutorials will be recorded.

Grades 6-8 Grading Information

In grades 6-8, all grades shall reflect student performance in the Texas Essential Knowledge and Skills. Students shall receive numerical scores in all subjects. Teachers of core subjects will enter at least one minor grade per week and three major grades per nine-week grading period.

Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/ compositions; journals; and portfolios.

Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

Progress Reports

Progress report will be made available to parents of all students through the district's Student Information System (Skyward). Parents shall also receive notification if the professional educator notes a substantial change in a student's performance at any point during the nine-week period.

Grading Period Averages and Report Cards

Students shall receive numerical scores in all subjects. In each regular and honors course, students will have at least one formative assessment each week of the grading period. Students will have at least three summative assessments each grading period. The end of the grading period report card will be calculated by weighting minor assessments at 60% and major assessments at 40%.

The following marking system shall be used on the students' work, in the grade book, and on the report card:

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All Subject Marking System
90-100 = A
80-89 = B
70-79 = C
0-69 = F

In addition to the nine-week report card, parents of students with disabilities will receive a report detailing the following:

- The student’s progress toward annual goals specified in the Individualized Education Program;
- The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

The campus principal will designate the personnel responsible for these reports.

MS Semester Averages

The semester average shall be computed as follows:

Grading Period	Portion of Yearly Average
Grading Period 1	47.5% of the first semester average
Grading Period 2	47.5% of the first semester average
First Semester Exam	5% of first semester average
First Semester	½ Yearly Average
Grading Period 4	47.5% of the second semester average
Grading Period 5	47.5% of the second semester average
Second Semester Exam	5% of second semester average
Second Semester	½ Yearly Average
Yearly Average	1 st and 2 nd semester grades averaged

Note: A yearly grade will not be given in one-semester courses.

Middle School Final Exam Policy

The final exam schedule and exemption criteria will be communicated out from the middle school. The maximum number of questions on a final exam is 50. If a project is assigned in lieu of a traditional assessment, teachers will give two formative assessment grades in the grading period and one summative assessment grade in the “Semester Final” column.

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Credit Earned for High School Level Courses

Courses that may earn high school credit will be weighted according to the high school course averages described above. Credit for all high school level courses will be awarded by semester. To receive credit for a course, a student must maintain an average of 70% or above for the semester. Credit for both semesters shall be earned by a student:

- Who earns passing grades for both semesters; or
- Whose average of both semesters is 70 percent or greater;
- For a single semester course (1/2 credit) credit is awarded if the final grade average is 70 or greater.

Grading Deadlines

Any assignments or assessments given the last week of the grading period will count towards the following grading period. This week is designed for reteaching needed concepts, reinforcing learning, or providing for extension in learned concepts.

Grades 9-12 Grading Information

In grades 9-12, all grades shall reflect student performance in the Texas Essential Knowledge and Skills (TEKS). Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

Progress Reports

A written progress report shall be sent at least once during the grading period to parents of students with an average grade of less than 75 in any subject. Parents shall also receive written notification if the professional educator notes a substantial change in a student's performance at any point during the nine weeks period.

Final Exams

Students are not permitted to take semester exams prior to the regular scheduled date unless approved by the principal. If exams are missed, they must be taken within five business days after the last day of the semester. If an exam is not taken on schedule or within the two-week period, a zero will be recorded for the exam. Exceptions must be approved by the principal prior to the missed exam. Final exams will be 15% of the student's semester grade.

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Grading Period Averages and Report Cards

Students shall receive numerical scores in all subjects. In each regular and honors course, students will have at least one formative assessment each week of the grading period. Students will have at least three summative assessments each grading period. The end of the grading period report card will be calculated by weighting minor assessments at 60% and major assessments at 40%.

****AP courses adhere College Board guidelines****

****Dual Credit courses adhere to their affiliated university's guidelines****

All Subject Marking System
90-100 = A
80-89 = B
70-79 = C
0-69 = F

HS Course Averages

The course average for classes shall be computed as follows:

Grading Period	Portion of Yearly Average
Grading Period 1	42.5% of the first semester average
Grading Period 2	42.5% of the first semester average
First Semester Exam	15% of first semester average
First Semester	½ Yearly Average
Grading Period 4	42.5% of the second semester average
Grading Period 5	42.5% of the second semester average
Second Semester Exam	15% of second semester average
Second Semester	½ Yearly Average
Yearly Average	1 st and 2 nd semester grades averaged

Credit Earned for High School Level Courses

Credit for all high school level courses will be awarded by semester. To receive credit for a course, a student must maintain an average of 70% or above for the semester. Credit for both semesters shall be earned by a student:

- Who earns passing grades for both semesters; or
- Whose average of both semesters is 70 percent or greater;

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- For a single semester course (1/2 credit) credit is awarded if the final grade average is 70 or greater.

Grading Deadlines

Any assignments or assessments given the last week of the grading period will count towards the following grading period. This week is designed for reteaching needed concepts, reinforcing learning, or providing for extension in learned concepts.

Lake Dallas ISD's Academic Integrity Policy

Academic integrity is necessary to fulfill our district's mission statement to "engage all students to reach their full academic and social potential." In order to reach our goal of academic excellence, it is necessary to fully outline an honor code and consequences for violations of this code. As students enter colleges, universities, and workplaces, honesty will be expected, and dishonesty will come with serious penalty. Such penalties at that time could include automatic course failure, expulsion, and loss of employment. To prepare our students to their fullest potential, cheating, dishonesty, and plagiarism will not be tolerated in Lake Dallas Independent School District. All offenses will accumulate in an Academic Integrity Folder for the duration of a student's academic career.

- Cheating is defined in Dictionary.com as: "to practice fraud or deceit, to violate rules or regulations or to take an examination or test in a dishonest way, as by improper access to answers."
- Some examples of cheating are, but are not limited to, the following:
 - Submitting someone else's work as your own.
 - Allowing someone else to use your work to submit as his/her own.
 - Looking at another student's answers with or without his/her knowledge and using them as your own answer on either daily or assessment assignments.
 - Doing someone else's work for them.
 - Submitting work done by your parent, sibling or friend as your own.
 - Discussing or revealing questions on a quiz or test to someone who has not yet taken the test.
- Improper use of artificial intelligence
- Using an electronic device to gain knowledge or retrieve answers during a test.
- Use of crib or cliff notes without teacher's permission.
- Programming a calculator to assist you on a test.
- Dishonesty is defined in Dictionary.com as: "disposed to lie, cheat, or steal; not worthy of trust or belief." Some examples of dishonesty are, but are not limited to, the following:
 - Agreeing with others to commit academic dishonesty.
 - False reporting on experiments or reporting results that did not occur.

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Plagiarism is defined in Dictionary.com as: “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work, as by not crediting the author.” Some examples of plagiarism are, but are not limited to, the following:

- Purchasing or receiving in any manner another person’s work and submitting it for a grade, such as a research paper.
- Presenting anything as an original idea that was original work of another person.
- Directly quoting or paraphrasing another’s written or spoken words without notating and giving that person credit.

First Unintentional Plagiarism Offense

This occurs when a student has plagiarized a part of a paper, as a result of misunderstanding proper documentation techniques. An offense may be deemed unintentional only during the freshman year, or for recent transfer students. This unintentional offense is not applicable for any AP or Pre AP students. The teacher will schedule a meeting with the student to identify the plagiarism and how it should be corrected. The following are the possible actions taken:

Student Actions	Teacher Actions
Meet with the teacher and make the corrections	Report unintentional offense, grade reflects corrections.
Refuse to meet and or make corrections	Report unintentional offense, grade will be a zero.

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First Offense Consequences

Actions	Responsible Party
Conference with student to determine if cheating/dishonesty/plagiarism occurred.	Teacher
Document any cheating/dishonesty/plagiarism occurrence or observation	Teacher
If it is concluded that infraction occurred report the incident to the campus administrator.	Teacher
Consequence(s): <ul style="list-style-type: none"> • Parent Notification • Possible detention or day in ISS • Possible removal from NHS • Possible zero on an assignment 	Teacher and/or Campus Administrator
Documentation placed in Academic Integrity Folder as a part of the student's record	Campus Administrator

Second Offense Consequences

Actions	Responsible Party
Conference with student to determine if cheating/dishonesty/plagiarism occurred.	Teacher
Document any cheating/dishonesty/plagiarism occurrence or observation	Teacher
If it is concluded that infraction occurred report the incident to the campus administrator.	Teacher
Consequence(s): <ul style="list-style-type: none"> • Parent Notification • Possible day(s) in ISS • Possible removal from NHS • Possible removal from Honors or AP courses • Possible zero on an assignment 	Teacher and/or Campus Administrator
Documentation placed in Academic Integrity Folder as a part of the student's record	Campus Administrator

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Third Offense Consequences

Actions	Responsible Party
Conference with student to determine if cheating/dishonesty/plagiarism occurred.	Teacher
Document any cheating/dishonesty/plagiarism occurrence or observation	Teacher
If it is concluded that infraction occurred report the incident to the campus administrator.	Teacher
Possible Consequence(s): <ul style="list-style-type: none"> • Parent/Student Conference • Notification to organization sponsors • Possible day(s) in ISS • Possible removal from NHS • Possible removal from Honors or AP courses • Possible zero on an assignment 	Teacher and/or Campus Administrator
Documentation placed in Academic Integrity Folder as a part of the student's record	Campus Administrator

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:

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- 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

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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

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Fine Arts	1	1
<i>Speech</i>	0.5	0.5
<i>Health</i>	0.5	0.5
Electives	4	6
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).

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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.

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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 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 the distinguished level of achievement or 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 distinguished level of achievement or 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.]

Performance Acknowledgements

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Dual Credit

- 12 college credit hours with a grade of 3.0 or higher
- Associate Degree

Bilingualism and Bi-literacy

Complete all ELA requirements with a minimum grade average of 80, and one of the following:

- 3 credits, same language, minimum grade average of 80 or higher
- Demonstrate proficiency in the TEKS for Level IV or higher in a language other than English with a minimum grade average of 80 or higher
- Completion of 3 credits in foundation subject area courses in a language other than English with a minimum grade average of 80
- Demonstrate proficiency in one or more languages other than English through
 - score of 3 or higher on a CBAP exam,
 - performance on a national assessment of language proficiency in a language other than English, at least Intermediate High or equivalent.

In addition, student must have participated in and met the exit criteria for a bilingual or ESL program, scored at the Advanced High level on the TELPAS.

AP Exam

- Score of 3 or above on an AP exam College Entrance Exam
- PSAT/NMSQT score that qualifies the student for recognition as a commended scholar or higher by the College Board
- Achieving college readiness benchmark score on at least 2 subject area tests on the ACT PLAN exam
- Earning a combined critical reading and math score of at least 1250 on the SAT
- Earning a composite score on the ACT of 28 (excluding writing)
- Complete a certification for business or industry

Foundation Plan Distinguished Program

A student may earn a distinguished level of achievement by successfully completing:

- 4 credits in math - including Algebra 2
- 4 credits in science
- remaining curriculum requirements
- curriculum requirements for at least 1 endorsement

A student must earn distinguished level of achievement to be eligible for top 10% automatic admission.

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Graduation Activities

Graduation activities will include:

- *Rosecutting*
- *Graduation*

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

The following students and student groups shall be recognized at graduation ceremonies:

- Valedictorian
- Salutatorian

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 Fees (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.

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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 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.

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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.

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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.

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- 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 Delivery Systems

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 delivery system to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine delivery system" is an epinephrine delivery system, including an auto-injector or nasal spray, 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 delivery system.

Epinephrine delivery systems include brand-name devices such as EpiPens® and Neffy®.

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Authorized and trained individuals may administer an epinephrine delivery system 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.

Authorized and trained individuals may administer an unassigned epinephrine delivery system to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine delivery system is available.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists

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

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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 or Psychiatric 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 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 kindergarten-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.

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 middle school student physical activity programs and requirements, please see the principal.

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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:

Barbara Pitt
Executive Director of Curriculum & Instruction
bpitt@ldisd.net
940-497-4039

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.

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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 <https://www.ldisd.net/about-us/required-postings> 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*

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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 <https://www.ldisd.net/departments/child-nutrition/food-allergies-special-dietary-requests>.

[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 Health Services Coordinator:

Lisa Walraven BSN, RN, NCSN
Health Services Coordinator

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lwalraven@ldisd.net

904-497-4031

- The district lead school counselor:

Jenifer Lovejoy

High School Lead Counselor

jlovejoy@lisd.net

940-497-4039

- The local public health authority, *Lisa Walraven*, which may be contacted at lwalraven@ldisd.net.
- The local mental health authority, *Lisa Walraven*, which may be contacted at lwalraven@ldisd.net.

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 <https://pol.tasb.org/PolicyOnline?key=392>.

- 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 Improvement Plan can be found on the district's website at <https://www.ldisd.net/about-us/required-postings>

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

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For more information about these procedures and access to the District Improvement Plan, please contact:

Dr. Kelly O’Sullivan
Deputy Superintendent of Schools
kosullivan@ldisd.net
940-497-4039

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

During the preceding school year, the district’s School Health Advisory Council (SHAC) held *four* meetings. Additional information about the district’s SHAC is available from the <https://www.ldisd.net/departments/health-services/shac>.

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 <https://www.ldisd.net/departments/health-services/shac>.

[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:

Lisa Walraven BSN, RN, NCSN
Health Services Coordinator
lwalraven@ldisd.net
904-497-4031

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

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- 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

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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 LDISD campuses are closed; therefore, students are not allowed to leave campus during lunch.

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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 School Grade Levels

If a 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

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will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

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.

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The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at <https://pol.tasb.org/PolicyOnline?key=392>.

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 sex-based harassment:

Mollie Avelino
Chief of Staff
mavelino@ldisd.net
940-497-4039

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:

Dr. Jay Weidenbach
Executive Director of Special Education
jweidenbach@ldisd.net
940-497-4039

- For all other concerns regarding discrimination, see:

Mollie Avelino
Chief of Staff
mavelino@ldisd.net
940-497-4039

[See policies at FB, the FFH series, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to

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medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website at: ldisd.net.

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. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 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: *Parent Teacher Associations (PTA), Watch Dogs, Communities in Schools, Foster a Grandparent, and various other volunteer opportunities.*
- 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:

John Modica
Chief Operations Officer

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jmodica@ldisd.net

940-497-4039

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 Dr. Kelly O’Sullivan Deputy Superintendent of Schools
kosullivan@ldisd.net
940-497-4039

- 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 third Monday of each month at 5:30 p.m. at the LDISD Central Services Building at 104 Swisher Rd, Lake Dallas Texas, 75065. An agenda for a regular or special meeting is posted no later than 3 business days before each meeting at 104 Swisher Rd, Lake Dallas Texas, 75065 and online at <https://meetings.boardbook.org/Public/Organization/859>. [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 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

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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

Grades 1-8

In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and

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skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See Grade-Level Classification on page 54.]

Students will also have multiple opportunities to retake EOC assessments. [See Graduation on page 58 and Standardized Testing on page 97.]

Repeating *Prekindergarten -Grade 8* at Parent Request

A parent may request in writing that a student repeat prekindergarten, kindergarten, or any grade in grade 1-8. 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.

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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 nine weeks.

At the end of the fourth nine weeks grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See Working Together for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal 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

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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

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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 school counselor and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See Personal Graduation Plans for information related to the development of personal graduation plans for high school students.]

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Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a \$500 fine) to a Class A misdemeanor (punishable by a \$4000 fine, a year in jail, or a combination of the two).

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 submitting a tip by texting, calling or email. Information can be found on the district website at <https://www.sandyhookpromise.org/say-something-tips/>.

- 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.

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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 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.

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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: the district website, Parent Square mass communication, social media, and local news stations.

[See Parent Contact Information and Automated Emergency Communications]

SAT, ACT, and Other Standardized Tests

[See Standardized Testing]

Schedule Changes (Middle and High School Grade Levels)

Students or parents contact your child's counselor/academic advisor for information about 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:

David Marroquin
Director of Facilities and Maintenance
dmarroquin@ldisd.net
940-497-3737

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.

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To apply for free or reduced-price meal services, contact:

Corey Ray
Director of Child Nutrition
cjray@ldisd.net
940-497-4039

[See policy COB 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. [See policy CO for more information.]

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, 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

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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.]

[See policy COB for more information.]

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 *campus principal*. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child’s school assignment area may contact the district’s IPM coordinator:

David Marroquin
Director of Facilities and Maintenance

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dmarroquin@ldisd.net

940-497-3737

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 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 may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list through a designated district form or they can contact the campus librarian or campus administration directly.

The district will provide to parents a record of each time the parent's child checks out a library material that includes the title, author, genre, and return date of the library material through by browsing the Destiny Discovery Library Catalog under [LDISD Library Media Services](#)

A parent may access to the school's library or any available online catalog by selecting their appropriate school under [LDISD Library Media Services](#).
(<https://www.ldisd.net/students/library-media-services>)

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian with questions or comments about their child's campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district's website.

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.

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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.

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.

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)]

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

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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.

Personal Communications 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

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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)

[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:

Dr. Jay Weidenbach
Executive Director of Special Education
jweidenbach@ldisd.net
940-497-4039

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.

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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: Athletic games/events; Announcements and Class News, other applicable events as determined by the campus administration.

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)

Elementary and Middle School campuses provide summer school to prepare students for the administration of the Math and/ or Reading STAAR test(s) and for students for promotion to the next grade in the areas of math and reading.

Lake Dallas High School offers summer school for students seeking to gain credit for a class or classes previously taken (credit recovery), or with administrative approval, a class for acceleration.

Tardies (All Grade Levels)

Students are provided adequate time to get from class to class. Students who arrive to class within the first 10 minutes after the bell will be counted tardy for the class. Students who arrive to class after the first 10 minutes may be counted absent for the class. The third tardy in a semester is considered excessive. Excessive tardies will result in further

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disciplinary action. Tardies are accumulated on a per class basis so teachers will only track student tardies for their class. Tardies will start over at the beginning of each nine-week grading period. A referral to the Assistant Principal will only be written after a Teacher Detention is assigned, even if the number of tardies has surpassed 3 for the 9 weeks.

Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

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, Bullying (All Grade Levels), and A Student with Physical or Mental Impairments Protected under Section 504, for other transfer options.]

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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.

The district has identified the following areas where hazardous traffic conditions and/or a high risk of violence exist for students who live within two miles of the campus:

<https://www.ldisd.net/departments/transportation-services>

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. For additional information, please contact:

Trent Stinson

Director of Transportation

tstinson@ldisd.net

940-497-4026

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 *Trent Stinson, Director of Transportation, tsinson@ldisd.net*.

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

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- 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 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 or *Executive Director of Special Programs* that 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.]

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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]

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Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

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 child's campus.

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.

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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.

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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.

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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.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

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Appendix: Freedom from Bullying Policy

Note to Student Handbook developer: State law requires that the district's policy on bullying be distributed in its Student Handbook(s).

On April 6, 2023, TEA publicized minimum standards for bullying prevention policies and procedures in accordance with state law. TASB Policy Service included recommended revisions to FFI(LOCAL) in Update 121 in June 2023. TASB recommends that districts adopt revisions to this policy prior to the beginning of the 2023-24 school year. Districts should update the appendix to the student handbook containing FFI(LOCAL) as soon as the board adopts revisions to the policy.

The following has been formatted for the district to more easily insert its FFI(LOCAL) policy here rather than in the body of the handbook.

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=392&code=FFI#legalTabContent>.

Below is the text of Lake Dallas 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 *August 14th 2023*.

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

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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

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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

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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.

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Appendix: Student Rights and Responsibilities Policy

Note to Student Handbook developer: State law requires that the district's policy on student rights and responsibilities be distributed in its Student Handbook(s).

SB12 added Education Code Chapter 26A, which requires a board-adopted policy for addressing a grievance to meet specific requirements. Include the text of your current FNG(LOCAL) below. TASB Policy Service will recommend revisions to FNG(LOCAL) in Update 126 later this year. After board action on recommended revisions, changes to this section may be required to align with policy.

The following has been formatted for the district to more easily insert its FNG(LOCAL) policy here rather than in the body of the handbook.

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=392&code=FNG#legalTabContent>. Below is the text of Lake Dallas ISD's policy FNG(LOCAL) as of the date this handbook was finalized for this school year.

Student Rights and Responsibilities: Student and Parent Complaints/Grievances

Policy FNG(LOCAL) adopted on *August 12, 2024*

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

Other Complaint Processes

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

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

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9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

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

Extracurricular Activity Complaints

For a complaint concerning a student's participation in an extracurricular activity that does not involve a violation of a right guaranteed by Education Code Chapter 26, the Level Two decision is final and may not be appealed to the Board.

Notice to Students and Parents

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

Guiding Principles

Informal Process

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

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

Formal Process

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

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

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

Freedom from Retaliation

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

General Provisions

Filing

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

Scheduling Conferences

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

Response

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

Days

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

Representative

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

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

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Consolidating Complaints

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

Untimely Filings

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

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

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

Complaint and Appeal Forms

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

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

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

Level One

Complaint forms must be filed:

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

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

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

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

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

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

Level Two

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

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

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

The Level One record shall include:

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

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

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

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

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Level Three

With the exception of complaints regarding extracurricular activities, described above, if the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board..

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

If the appeal notice is untimely, not on the District's form, or incomplete in any material way, the Superintendent, after consultation with the Board President, may dismiss the complaint and provide written notice of dismissal to the complainant.

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

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

The Level Two record shall include:

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

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

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

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

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

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

5.E. *Efficient Operations:* Construction Update

Presenter: Wes Eversole, Construction Project Specialist
Event: LDISD Board of Trustees Meeting
Date: August 11, 2025



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Construction Schedule

August 2024 -

- Completion of Band Hall Renovation and Choir Renovation

January 2025 -

- Completion of Tennis Courts

July 2025 -

- Completion of Band Hall Expansion
- Completion of High School Classroom CATE Renovation
- Completion of New CATE Building

August 2025 -

- Completion Performance Hall Renovation - Back of the House
- Completion of the TV Studio



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



CTE Building



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



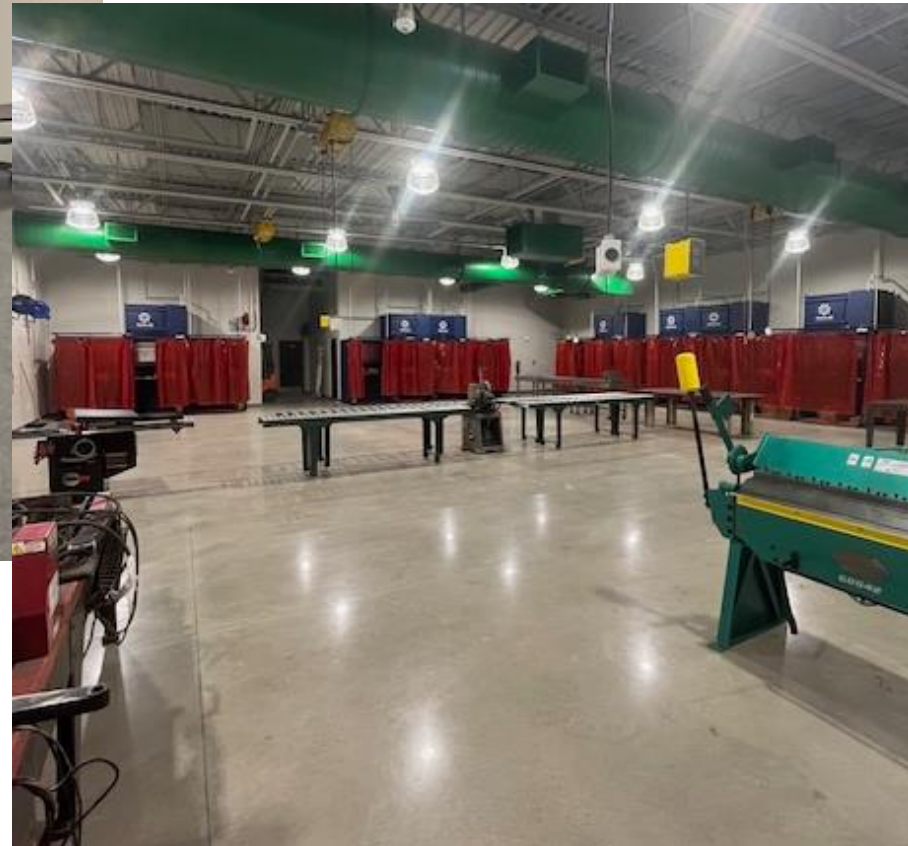
PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



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COMMUNITY SUPPORT



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EFFICIENT OPERATIONS





STUDENT SUCCESS



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COMMUNITY SUPPORT



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ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



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COMMUNITY SUPPORT



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ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS

LAKE DALLAS

Independent School District



Minutes of Regular Meeting

The Board of Trustees

Lake Dallas Independent School District

A Regular Meeting of the Board of Trustees of Lake Dallas Independent School District was held Monday, July 21, 2025, beginning at 5:30 PM at 104 Swisher Rd., Lake Dallas, TX 75065.

PRESENT: President Lance Stacy, Vice President Ginger Collier, Secretary Mark Tucker, Trustees Scott Baird, Bruce Smith, Aaron Appleby, Greg Bartley and Superintendent Dr. Kristin N. Brown

1. Call to Order, Roll Call, and Establishment of Quorum – 5:30 PM

2. Moment of Silence and Pledges of Allegiance

President Lance Stacy led the moment of silence. The pledges of allegiance were led by Mollie Avelino, Executive Director of HR

3. Introductions

Mollie Avelino, Executive Director of HR, introduced new Falcon District and Campus Leaders.

- Mikaela Pyle - Director of Bands, LDHS
- Charles Drake Lawson – Assistant Principal, LDHS

4. Executive Session

The open session of the meeting adjourned at 5:34 pm. The Board of Trustees moved to executive session pursuant to one or more of the sections of the Texas Open Meetings Act (Chapter 551 of the Texas Government Code).

The Board reconvened to open session at 6:05 pm.

5. Public Comment

Persons desiring to address the Board of Trustees were given the opportunity to sign up to speak.

No one signed up to speak to the Board

6. Information Items

A. *Efficient Operations*: 2023 Taxable Value Audit Findings

Anne Haehn, CFO, introduced Missy Pope and Dr. Walker from Pope Audit Group, LLC to present an explanation of the 2023 Taxable Value Audit Findings.

B. *Efficient Operations*: 2025-2026 Employee Handbook

Mollie Avelino, Executive Director of HR, presented changes to the 2025-2026 Employee Handbook.

C. *Efficient Operations*: 2025-2026 Budget Presentation

Anne Haehn, CFO, presented a budget update for the 2025-2026 school year.

7. CONSENT AGENDA ITEM

Consent Agenda Items are items identified as routine, procedural, informational or self-explanatory presented as a single motion to be acted on at one time.

It was MOVED by Bruce Smith and SECONDED by Aaron Appleby to approve the Consent Agenda as presented.

A. Consideration/Approval of the Minutes of the July 14, 2025, Board Workshop Meeting

- B. Consideration/Approval of the Minutes of the June 16, 2025, Regular Meeting
- C. Consideration/Approval of Budget Amendment #5
- D. Consideration/Approval of Monthly Financial Statements and Quarterly Investment Report
- E. Consideration/Approval of Education Service Center Region 11 Benefits Cooperative Interlocal Agreement Resolution and Agreement
- F. Consideration/Approval of Purchases Over \$75,000
- G. Consideration/Approval of Unsolicited Donations to Lake Dallas ISD
- H. Consideration/Approval of 2025-2026 Employee Handbook
- I. Consideration/Approval of 2025-2026 T-PESS Appraisers and Calendar
- J. Consideration/Approval of 2025-2026 T-TESS Appraisers and Calendar
- K. Consideration/Approval of Audit Engagement Letter
- L. Consideration/Approval of Interlocal Cooperation Agreement for Property Tax Assessment and Collection between Denton County and Lake Dallas ISD
- M. Consideration/Approval of the Resolution for Extracurricular Status of 4-H Organization between Denton County Texas 4-H Organization and Lake Dallas ISD
- N. Consideration/Approval of Interlocal Cooperation Agreement for Shared Governance Communications & Dispatch Services System between Denton County and Lake Dallas ISD
- O. Consideration/Approval of Interlocal Cooperation Agreement Between Denton County and the Lake Dallas Independent School District Police Department for the Use of the Denton County Radio Communications System
- P. Consideration/Approval of Board Resolution Extending Depository Contract
- Q. Consideration/Approval of DEC(Local)

MOTION PASSED 7-0

Lance Stacy, President – Yay
 Ginger Collier, Vice President – Yay
 Mark Tucker, Secretary – Yay
 Trustees:
 Scott Baird – Yay
 Bruce Smith – Yay
 Aaron Appleby – Yay
 Greg Bartley – Yay

8. ACTION ITEMS

- A. ***Efficient Operations:*** Consideration/Approval of TASB Delegate and Alternate for TASB Delegate Assembly
 Dr. Kristin N. Brown, Superintendent, presented to the Board the opportunity to sit as a TASB Delegate or Alternate for the TASB Delegate Assembly being held at TxEDCON25 on September 13, 2025.

The Delegate Assembly is where those voices come together to develop a common vision — the best public schools we can provide for Texas students.

For decades, trustees have amplified their voices by working together on key priorities for Texas public education at the TASB Delegate Assembly-TASB’s official membership meeting where every member has a vote on the direction of the organization.

During the Assembly, Delegates discuss and vote on a variety of action items - from electing TASB directors and officers to approving the education issues included in the TASB Advocacy Agenda. As Active Members, each local school board and regional education service center board has the exclusive right to appoint a Delegate who will speak for their board and community.

Trustee, Scott Baird presented himself for TASB Delegate and Trustee, Greg Bartley presented himself as Alternate.

It was MOVED by Ginger Collier and SECONDED by Mark Tucker to approve the TASB Delegate and Alternate for the TASB Delegate Assembly as presented.

MOTION PASSED 7-0

Lance Stacy, President – Yay
Ginger Collier, Vice President – Yay
Mark Tucker, Secretary – Yay
Trustees:
Scott Baird – Yay
Bruce Smith – Yay
Aaron Appleby – Yay
Greg Bartley – Yay

- B. Efficient Operations:** Consideration/Approval of 2025-2026 Employee Compensation Plan and Pay Increases

Anne Haehn, CFO, presented the 2025-2026 Employee Compensation Plan and recommended pay increases.

It was MOVED by Aaron Appleby and SECONDED by Greg Bartley to approve the 2025-2026 Employee Compensation Plan and Pay Increases as presented.

MOTION PASSED 7-0

Lance Stacy, President – Yay
Ginger Collier, Vice President – Yay
Mark Tucker, Secretary – Yay
Trustees:
Scott Baird – Yay
Bruce Smith – Yay
Aaron Appleby – Yay
Greg Bartley – Yay

- C. Efficient Operations:** Consideration/Approval of 2025-2026 Student Code of Conduct
John Modica, Chief Operations Officer, presented a summary of changes to the 2025-2026 Student Code of Conduct.

It was MOVED by Mark Tucker and SECONDED by Ginger Collier to approve the 2025-2026 Student Code of Conduct as presented.

MOTION PASSED 7-0

Lance Stacy, President – Yay
Ginger Collier, Vice President – Yay
Mark Tucker, Secretary – Yay
Trustees:
Scott Baird – Yay
Bruce Smith – Yay
Aaron Appleby – Yay
Greg Bartley – Yay

- D. Efficient Operations:** Consideration/Approval of 2025-2026 Student Fees
John Modica, Chief Operations Officer, presented Student Fees for the 2025-2026 school year.

It was MOVED by Aaron Appleby and SECONDED by Bruce Smith to approve the 2025-2026 Student Fees as presented.

MOTION PASSED 7-0

Lance Stacy, President – Yay
Ginger Collier, Vice President – Yay
Mark Tucker, Secretary – Yay
Trustees:
Scott Baird – Yay
Bruce Smith – Yay
Aaron Appleby – Yay
Greg Bartley – Yay

- E. ***Efficient Operations:*** Consideration/Approval of Policy FD(Local)
John Modica, Chief Operations Officer, presented revisions to Policy FD(Local).

It was MOVED by Scott Baird and SECONDED by Greg Bartley to approve Policy FD(Local) as presented.

MOTION PASSED 7-0

Lance Stacy, President – Yay
Ginger Collier, Vice President – Yay
Mark Tucker, Secretary – Yay
Trustees:
Scott Baird – Yay
Bruce Smith – Yay
Aaron Appleby – Yay
Greg Bartley – Yay

- F. ***Efficient Operations:*** Consideration/Approval of Policy FNCE(Local)
John Modica, Chief Operations Officer, recommended a new FNCE(Local) policy to replace the existing one.

It was MOVED by Bruce Smith and SECONDED by Ginger Collier to Approve Policy FNCE(Local) as presented.

MOTION PASSED 7-0

Lance Stacy, President – Yay
Ginger Collier, Vice President – Yay
Mark Tucker, Secretary – Yay
Trustees:
Scott Baird – Yay
Bruce Smith – Yay
Aaron Appleby – Yay
Greg Bartley – Yay

- G. ***Student Success:*** Consideration/Approval of Policy EFB(Local) and Resolution Establishing a Local School Library Advisory Council
Dr. Kelly O’Sullivan, Deputy Superintendent, presented SB 13 which establishes new procedures for the acquisition and review of school library materials. As a result, an update to EFB(Local) is necessary to meet the new legislative requirements. Additionally, a corresponding resolution must be approved by the Board of Trustees if establishing a Local School Library Advisory Council.

It was MOVED by Aaron Appleby and SECONDED by Ginger Collier to approve EFB (local) and Resolution Establishing a Local School Library Advisory Council as presented.

MOTION PASSED 7-0

Lance Stacy, President – Yay
Ginger Collier, Vice President – Yay
Mark Tucker, Secretary – Yay
Trustees:
Scott Baird – Yay
Bruce Smith – Yay
Aaron Appleby – Yay
Greg Bartley – Yay

9. Calendar, Announcements & Information

A. Upcoming Meetings & Events

Dr. Kristin N. Brown, Superintendent, presented upcoming events occurring between board meetings.

10. Executive Session

The open session of the meeting will adjourn. The Board of Trustees will reconvene in executive session pursuant to one or more of the sections of the Texas Open Meetings Act (Chapter 551 of the Texas Government Code). The Board of Trustees will reconvene in open session to take any final action, decision, or vote on a matter deliberated in executive session.

The Board did not move to Executive Session.

12. Adjournment

The meeting was adjourned at 7:06 pm

Lance Stacy, Board President

Ginger Collier, Vice President

LAKE DALLAS ISD
 COMPARISON OF REVENUE AND EXPENDITURES
 GENERAL FUND
 JUNE 2025

	Prior Month YTD	Current Month YTD	Current Budget	Balance	%
REVENUE					
Local Revenue	23,348,113	23,450,103	24,472,850	1,022,747	95.8%
State Revenue	11,095,579	12,448,620	16,907,246	4,458,626	73.6%
Federal Revenue	356,743	478,839	641,019	162,180	74.7%
Total Revenue	34,800,434	36,377,561	42,021,115	5,643,554	86.6%
EXPENDITURES					
Instruction	17,349,956	19,246,012	23,479,357	4,233,345	82.0%
Inst. Res./Media Services	344,042	382,834	468,696	85,862	81.7%
Curriculum Dev. & Inst. Staff Devel	688,585	755,624	781,431	25,807	96.7%
Inst. Leadership	454,294	505,083	677,367	172,284	74.6%
School Leadership	1,670,204	1,864,193	2,269,025	404,832	82.2%
Guidance/Counseling/Evaluation	1,129,101	1,265,025	1,344,332	79,307	94.1%
Health Services	281,840	315,862	366,863	51,001	86.1%
Pupil Transportation	1,382,392	1,509,133	1,743,191	234,058	86.6%
Cocurr./Extracurr. Activities	947,936	1,035,178	1,269,836	234,658	81.5%
Gen Administration	1,316,387	1,495,797	1,781,338	285,541	84.0%
Plant Maintenance & Operations	4,476,597	4,944,730	5,814,573	869,843	85.0%
School Monitoring Services	708,342	773,969	977,325	203,356	79.2%
Data Processing Services	995,829	1,125,292	1,268,960	143,668	88.7%
Community Services	4,921	4,921	4,922	1	100.0%
Facilities Acq. & Construction	17,600	17,600	18,600	1,000	94.6%
Payments to Fiscal Agents	12,000	12,000	12,000	0	100.0%
Payments to JJAEP Program	0	0	2,000	2,000	0.0%
Other Intergovernmental Charges	202,123	271,506	320,200	48,694	84.8%
Total Expenditures	31,982,147	35,524,759	42,600,016	7,075,257	83.4%
Grand Revenue Totals	34,800,434	36,377,561	42,021,115		
Grand Expenditure Totals	31,982,147	35,524,759	42,600,016		
Grand Totals	2,818,287	852,803	(578,901)		

LAKE DALLAS ISD
 COMPARISON OF REVENUE AND EXPENDITURES
 FOOD SERVICE FUND
 JUNE 2025

	Prior Month YTD	Current Month YTD	Current Budget	Balance	%
REVENUE					
Local Revenue	671,486	675,296	610,067	(65,229)	110.7%
State Revenue	40,196	44,578	43,128	(1,450)	103.4%
Federal Revenue	1,179,655	1,193,543	1,814,446	620,903	65.8%
Total Revenue	1,891,337	1,913,418	2,467,641	554,223	77.5%
EXPENDITURES					
Food Service	2,224,808	2,326,934	2,947,833	620,899	78.9%
Total Expenditures	2,224,808	2,326,934	2,947,833	620,899	78.9%
Grand Revenue Totals	1,891,337	1,913,418	2,467,641		
Grand Expenditure Totals	2,224,808	2,326,934	2,947,833		
Grand Totals	(333,471)	(413,516)	(480,192)		

LAKE DALLAS ISD
 COMPARISON OF REVENUE AND EXPENDITURES
 DEBT SERVICE FUND
 JUNE 2025

	Prior Month YTD	Current Month YTD	Current Budget	Balance	%
REVENUE					
Local Revenue	15,254,847	15,301,022	16,040,494	739,472	95.4%
State Revenue	1,785,996	1,801,061	1,672,918	(128,143)	107.7%
Total Revenue	17,040,843	17,102,083	17,713,412	611,329	96.5%
EXPENDITURES					
Debt Services	6,550	6,550	17,696,556	17,690,006	0.0%
Total Expenditures	6,550	6,550	17,696,556	17,690,006	0.0%
Grand Revenue Totals	17,040,843	17,102,083	17,713,412		
Grand Expenditure Totals	6,550	6,550	17,696,556		
Grand Totals	17,034,293	17,095,533	16,856		

LAKE DALLAS ISD
BALANCE SHEET
GENERAL FUND, FOOD SERVICE AND DEBT SERVICE
AS OF JUNE 30, 2025

General Fund

Cash & Investments	43,011,611
Receivables	2,619,617
Deferred Expenses	1,789
Total Assets	<u>45,633,018</u>
Current Payables	(29,990,073)
Accrued Expenses	(76,642)
Deferred Revenue	(420,988)
Total Liabilities	<u>(30,487,703)</u>
Reserve for Encumbrances	1,669,235
Undesig. Fund Balance	(15,145,315)
Reserve for Encumbrances	(1,669,235)
Total Equity	<u>(15,145,315)</u>

Food Service

Cash & Investments	1,854,618
Receivables	13,888
Total Assets	<u>1,868,506</u>
Current Payables	(864,751)
Accrued Expenses	(28,253)
Deferred Revenue	(99,311)
Total Liabilities	<u>(992,315)</u>
Reserve for Food Encumbrances	(215,470)
Undesig. Fund Balance	445,734
Reserve for Encumbrances	(1,106,454)
Total Equity	<u>(876,191)</u>

Debt Services

Cash & Investments	18,746,137
Receivables	1,355,769
Total Assets	<u>20,101,906</u>
Current Payables	(139,943)
Deferred Revenue	(210,959)
Total Liabilities	<u>(350,902)</u>
Reserve for Long Term Debt	(2,638,116)
Undesig. Fund Balance	(17,112,887)
Total Equity	<u>(19,751,003)</u>

LAKE DALLAS ISD BUDGET AMENDMENT REQUEST

Number: **6**

Org:

FUND	FUNC	OBJECT	SUB OBJ	ORG	YEAR	PROG CODE	DESCRIPTION	CURRENT BUDGET	INCREASE/ (DECREASE)	PROPOSED BUDGET
------	------	--------	------------	-----	------	--------------	-------------	-------------------	-------------------------	--------------------

EXPENDITURES (USE WHOLE DOLLAR AMOUNTS ONLY.)

199	23	6395	00	103	0	99	Supplies/materials	8000	800	8800
199	12	6395	00	103	0	99	Supplies/materials	2,000	200	2,200
199	13	6291	00	103	0	99	Consulting Services	10000	-1000	9000
Total Expenditures								20000	0	20000

REVENUES										
										0
										0

TOTAL REVENUES 0 0 0

NET CHANGE TO FUND BALANCE 0
+INCREASE/(DECREASE)

EXPLANATION:
 End of year balance of the budget

Processed by _____
 Date: _____

(ADMINISTRATIVE OFFICE USE ONLY)

D. B. C.

ORIGINATOR

6/10/25

DATE

A. King

SUPERVISOR/PRINCIPAL

8/1/25

DATE

DIRECTOR OF ACCOUNTING

DATE

White copy to be filed in Board Book

Yellow copy to be filed in Administration Office

Pink copy to be retained by Supervisor

SUPERINTENDENT

DATE

BOARD SECRETARY

DATE

BOARD PRESIDENT

DATE

LAKE DALLAS ISD BUDGET AMENDMENT REQUEST

Number: 6
 Org.: _____

FUND	FUNC	OBJECT	SUB	ORG	YR	PROG	LOC	DESCRIPTION	CURRENT	INCREASE/ (DECREASE)	PROPOSED
			OBJ			CODE			BUDGET	BUDGET	BUDGET

EXPENDITURES (USE WHOLE DOLLAR AMOUNTS ONLY.)

199	11	6398	01	001	0	11	148	Computer Supply	1200	-1200	0
199	11	6219	01	001	0	11	148	Prof Services	6500	1200	7700
199	11	6395	01	001	0	11	148	Supply & Materials	10000	-179	9821
199	11	6249	01	001	0	11	148	Maint & Repair	8000	179	8179
199	36	6395	01	001	0	99	148	Supplies	500	-244	256
199	36	6395	01	041	0	99	148	Supplies	1630	-1057	573
199	36	6499	01	041	0	99	148	Misc/Fee Due	1500	1057	2557
199	36	6499	01	041	0	99	148	MISC/Feed Due	1500	244	1744
											0
											0
											0
											0
											0
											0
											0
											0
											0
											0
											0
TOTAL EXPENDITURES									30830	0	30830

NET CHANGE TO FUND BALANCE 0
 +INCREASE/(DECREASE)

EXPLANATION:
 Moved money to cover overages 2024-2025 school year.

Processed by _____
 Date: _____
 (ADMINISTRATIVE OFFICE USE ONLY)



 ORIGINATOR



 SUPERVISOR/PRINCIPAL

7/31/25

 DATE

7/31/25

 DATE

 DIRECTOR OF ACCOUNTING

 DATE

 SUPERINTENDENT

 DATE

 BOARD SECRETARY

 DATE

 BOARD PRESIDENT

 DATE

White copy to be filed in Board Book
 Yellow copy to be filed in Administration Office
 Pink copy to be retained by Supervisor



Board Meeting Date: August 11, 2025

**Board Policy CDC (Local)
Unsolicited Gifts**

The Board delegates to the Superintendent the authority to accept unsolicited gifts on behalf of the District. However, any gift that the potential donor has expressly made conditional upon the District's use for a specified purpose, or any gift of real property, shall require Board approval. Once accepted, a gift becomes the sole property of the District.

Criteria for Acceptance

The District shall not accept any gift that would violate or conflict with policies of or actions by the Board or with federal or state law. Before the Superintendent accepts a gift or recommends acceptance of a gift to the Board, as applicable, the Superintendent shall consider whether the gift:

1. Has a purpose consistent with the District's educational philosophy, goals, and objectives;
2. Places any restrictions on a campus or District program;
3. Would support a program that the Board may be unable or unwilling to continue when the donation of funds is exhausted;
4. Would result in ancillary or ongoing costs for the District;
5. Requires employment of additional personnel;
6. Requires or implies the endorsement of a specific business or product [see GKB for advertising opportunities];
7. Would result in inequitable funding, equipment, or resources among District schools or programs;
8. Obligates the District or a campus to engage in specific actions; or
9. Affects the physical structure of a building or would require extensive maintenance on the part of the District.

The Superintendent recommends the Board of Trustees accepts the following donations:

Campus/Dept.	Donor	Description	Value
LDHS	Walmart	Donation to LDHS	\$2,000
		Total	\$2,000

Lake Dallas ISD Board Operating Procedures



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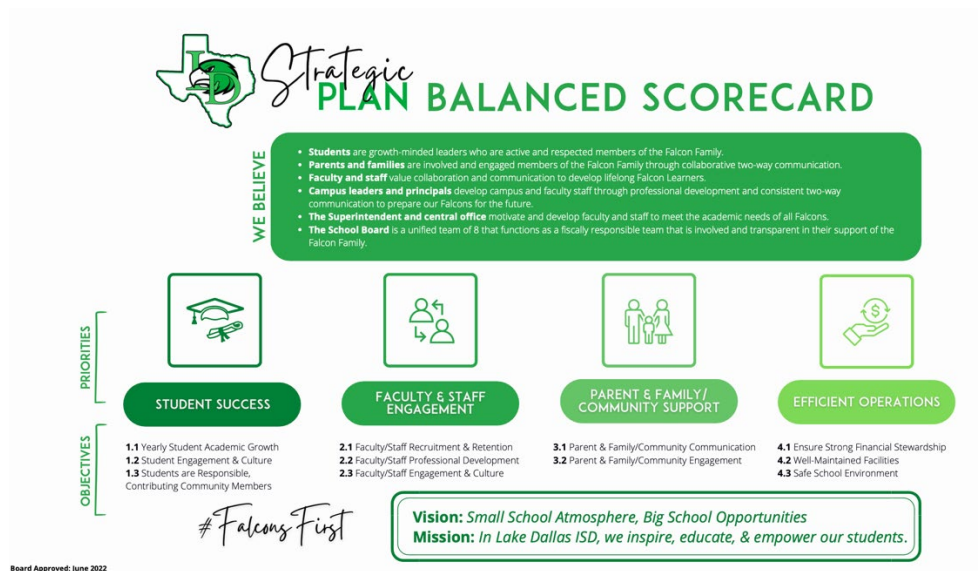
I. Mission, Vision, Beliefs, Strategic Plan

Mission: In Lake Dallas ISD, we inspire, educate, & empower our students.

Vision: Small School Atmosphere, Big School Opportunities

Beliefs:

- Students are growth-minded leaders who are active and respected members of the Falcon Family.
- Parents and families are involved and engaged members of the Falcon Family through collaborative two-way communication.
- Faculty and staff value collaboration and communication to develop lifelong Falcon Learners.
- Campus leaders and principals develop campus and faculty staff through professional development and consistent two-way communication to prepare our Falcons for the future.
- The Superintendent and central office motivate and develop faculty and staff to meet the academic needs of all Falcons.
- The School Board is a unified team of 8 that functions as a fiscally responsible team that is involved and transparent in their support of the Falcon Family.



II. Code of Ethics (BBF (LOCAL))

As a member of the Board, I shall promote the best interests of the students and the District as a whole, and to that end, shall adhere to the following ethical standards:

1. Fair, just and impartial decisions and actions.
2. Accord others the respect I wish for myself.
3. Encourage expressions of different opinions and listen with an open mind to others' ideas.
4. Accountability to the public by representing District policies, programs, priorities, and progress accurately.
5. Responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
6. Ensure prudent and accountable use of District resources.
7. Recognize that decisions must be made by the Board as a whole and make no personal promise or take private action that may compromise performance or responsibilities.
8. Tell the truth.
9. Express opinions and views during the discussion of motions but following the vote shall respect the majority decision as the decision of the Board.
10. Shall not discuss any information or express opinions in public when the district is involved with third party negotiations.
11. Make decisions in terms of the educational welfare of all children in the District and on fact rather than supposition, opinion, or public favor.
12. Refuse to surrender judgment to any individual or group at the expense of the District as a whole.
13. Consistently uphold all applicable laws, rules, policies, and governance procedures.
14. Hold confidential all matters and information that is privileged under applicable laws or will needlessly harm employees, individuals or the District if disclosed.
15. Focus attention on fulfilling the Board's responsibilities of goal setting, policymaking and evaluation.
16. Diligently prepare for and attend Board meetings by studying the material in the Board packet and when possible, presenting or resolving questions beforehand by contacting the Superintendent or administrative staff.
17. Refrain from individual involvement in activities the Board has delegated to the Superintendent.
18. Seek continuing education that will meet legal requirements and enhance my ability to fulfill my duties effectively.
19. Use of social media, texting or other forms of electronic communication are subject to open records requests, and therefore are prohibited during board meetings.

III. Board Agendas

Meeting Dates

- The superintendent will develop an annual board calendar that will include regular and special meeting dates of the Board of Trustees.
- The calendar will include those items that are cyclical and/or recurring for consideration at board meetings.
- The calendar will be reviewed monthly for updates and revisions.

Conducting Board Meetings

Quorum

Any time four or more trustees are gathered to discuss school district business, it is considered a meeting and must be posted as such according to board legal policy. If less than four trustees are present, school district business cannot be conducted. Social functions, conventions, ceremonial events, forums, and similar functions are not considered meetings so long as formal action is not taken.

Opening Meeting

The Board President will announce a moment of silence for all to observe. The board will open each regular meeting by reciting the Pledge of Allegiance to the U.S. and Texas flags. The pledges may be led by a trustee, staff or guests invited for this purpose.

Placing Items on Agenda

Items may be placed on the agenda per Policy BE (Local). The deadline for submitting items for inclusion on the agenda is the third calendar day before regular meetings and the third calendar day before special meetings.

Preparation of Agenda

In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. On the written request of at least two Board members for a subject to be included on the agenda of a meeting, the Superintendent shall include on the preliminary agenda of the meeting all topics that have been timely submitted by Board members.

Before the official agenda is finalized for any meeting, the Superintendent shall consult the Board President to ensure that the agenda and the topics included meet with the Board President's approval.

In reviewing the preliminary agenda, the Board President shall ensure that any topics the Board or at least two Board members have requested to be addressed are either on that agenda or scheduled for deliberation at an appropriate time in

the near future. The Board President shall not have authority to remove from the agenda a subject requested by at least two Board members without the specific authorization of the Board members.

Board members will make every effort to discuss their proposed action items and policy changes with the Superintendent prior to submitting. The Superintendent will provide all Board members with information on the item, administration position, and recommendations prior to the board meeting. Any requested agenda item will appear on the next regular board meeting agenda, if the legally required notice is provided.

A Board member shall not ask the Superintendent during a board meeting, to put an item on the next agenda, if the item is not posted on the current board agenda for such action is not a posted item.

Agenda items will not be posted with vague language. Specific language will be required to ensure community understanding of the agenda item.

In accordance with state requirements, no member may place an item on the agenda less than 72 hours in advance of a meeting, except in an emergency involving public health or safety as per Texas Government Code and Policy BE (Legal).

Board members must provide pertinent and relevant backup material for their agenda items. Items posted on the agenda may be postponed if adequate information is not provided or is not available for the next board meeting.

District Administrative Staff and/or District legal counsel will prepare "Recommended Motions for Agenda Items" as necessary, to be used at the discretion of the Board.

Repeated Agenda Items

An agenda item acted on by the Board shall not be returned more than once in a board year (May-April) either by the Board or the Administration. The reason for returning the item must be included.

Student and Employee Recognition

The Recognitions, geared towards students, and Introductions, will be planned and distributed throughout the calendar year so that they are timely to the issue, but not so numerous as to take more than 30 minutes of Board Meeting time, unless approved by the Board President.

Board Reports

Board members may not make Reports to the Board during regular board meetings unless otherwise listed on the agenda. All board member comments must be relevant to posted board agenda items.

Agenda Posting

All agendas will be posted in the front of the building, published for the community electronically and provided electronically to board members through Board Book. Board members who prefer paper copies of board agendas must notify the Superintendent at least 24 hours in advance of the scheduled board meeting.

Personnel Issues

All personnel issues must be conducted in an executive session unless specifically required by the Texas Open Meetings Act, to be conducted in an open meeting. All discussions involving personnel are considered confidential.

Questions about Agenda Items

Board agenda questions prior to the Board meeting and after the Board receives their Board Books, must be addressed by the Superintendent prior to the board meeting.

- All questions, information requested, or information provided regarding a specific board agenda item will be shared with all members writing via email regarding board agenda items with the name of the board member submitting the question or requesting the information.
- All questions or requests should be directed to the Superintendent.

Purchases over \$75,000

Agenda items for new proposals, programs, projects over \$75,000 or of significant impact on the educational process will be placed on the consent agenda for approval unless the purchase is related to approval of

construction projects.

Action Agenda Items

All Action items will be individual and not be listed as compounded votes. Any item such as facility change or Bond items, shall be included as an Action Item.

Consent Agenda Items

The Consent Agenda items will be all items except for major items. The items will address District business, which is recurring or routine in nature. The consent agenda will group together and acted upon by one vote without separate discussion. Voting results for all consent agenda items will be specified in the minutes.

Consent agenda items may include business reports, personnel approvals, purchases over \$75,000, donations to the district, annual approvals or any items discussed during previous workshops or board meetings.

Background materials for each agenda item will be furnished to the board in the meeting's supporting documents.

A trustee may request that an item be withdrawn for individual consideration. The best effort should be made to notify the Superintendent in advance, of any interest to pull a Consent Agenda Item for discussion during a Board Meeting. This will allow the Superintendent to prepare additional information for review during the public meeting.

Order of Business

The order of business for regular Board meetings shall be as set out in the agenda accompanying the notice of the meeting. At the meeting, the order in which posted agenda items are taken may be changed by consensus of Board members.

Rules of Order

The Board shall observe the parliamentary procedures as found in *Robert's Rules of Order, Newly Revised*, except as otherwise provided in Board procedural rules or by law. Procedural rules may be suspended at any Board meeting by majority vote of the members present.

Voting Policy

Voting shall be by voice vote or show of hands, as directed by the Board President. Any member may abstain from voting, and a member's vote or failure to vote shall be recorded upon that member's request. [See BDAA(LOCAL) for the Board President's voting rights]

Special Meetings

The Board President shall call special meetings at the Board President's discretion or on request by two members of the Board.

Any request for a Special meeting must be in writing to the Superintendent and the Board President with a statement specifically requesting a Special board meeting, including the agenda item(s) to be discussed. Special Meetings called by two or more board members must be requested at least five days prior to the requested meeting. This will allow the Superintendent 48 hours to develop the agenda, seek approval of the agenda and post within the required 72 hour minimum. The posting of the agenda and agenda review will follow the same process as a regular board meeting.

Executive Session

Agenda items for Executive Session must follow the legal requirements. Exceptions will not be permitted. The posted agenda will ordinarily list the topics to be discussed in executive session. Tex. Gov't Code 551.041

During Executive Session, the Superintendent will present information outlined on the board agenda. All information discussed in Executive Session is confidential and may not be discussed outside of the set time.

Entering Executive Session. The Board may enter into executive session after the following requirements have been met:

- The Board has first been convened in open meeting for which notice has been given.
- The presiding officer has publicly announced in open meeting that an executive session will be held.
- The presiding officer has identified the sections of Chapter 551, Tex. Gov't Code, which authorize the holding of such executive session.
- The presiding officer has publicly announced that no final action,

decision, or vote will be taken by the Board while in executive session.
551.101

Matters Under Discussion. Executive sessions are authorized for the following purposes:

- For a private consultation with the Board's attorney with respect to pending or contemplated litigation, settlement offers, and matters where the attorney's duty to the Board, pursuant to the Code of Professional Responsibility of the State Bar of Texas, clearly conflicts with the provisions of the Open Meetings Act (to be identified as Legal Matters in the notice). 551.071
- To discuss the purchase, exchange, lease, or value of real property and negotiated contracts for prospective gifts or donations (to be identified as Real Estate/Donations in the notice). 551.072
- To consider the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee, unless such officer or employee requests a public hearing (to be identified as Personnel in the notice). Atty.Gen.Op. H-496 (1975), 551.074
- To consider discipline of a public-school child or children unless an open hearing is requested in writing by a parent or guardian of the child (to be identified as Hearings in the notice). 551.082
- To consider the deployment or specific occasions for implementation of security personnel or devices. 551.076
- To deliberate regarding the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives, to follow, in consultation with representatives of employee groups, under consultation agreements formerly provided for by Section 13.901 of the Texas Education Code. 551.083
- To discuss any other item authorized by law to be considered in executive session.

Actions, Decisions or Votes. No final action, decision, or vote shall be taken while the Board is in closed or executive session. The Board shall reconvene the open meeting after an executive session, prior to adjourning the meeting. 551.102

Record of Items Discussed in Executive Session. The Certified Agenda is kept in the Superintendent's Office. These records are not subject to open

records and may only be opened upon direction of a judge's order.

No Board Member shall publicly discuss matters that were discussed in an executive session.

The superintendent shall attend and participate in all executive session meetings except when the board is considering the superintendent's contract, evaluation or performance or is resolving conflicts between individual trustees.

All final votes, actions, or decisions regarding the closed meeting items will be taken in open meeting.

In the event of the superintendent's illness or board president approved absence, the superintendent's designee shall attend executive session with permission from the board president.

The board president may invite individuals to address a topic during closed Meeting.

Only topics related to the cited section of the Texas Open Meetings Act prior to convening in closed meeting may be discussed in closed meeting.

Given the legal and sensitive nature of closed meetings, trustees understand that all such meetings are strictly confidential.

Public Participation

At all meetings of the board, the president shall allot time to hear persons who desire to make comments to the board.

The procedures for public comment will be printed on the agenda and/or the Board President may announce the rules for public participation.

Any person may address the board at a board meeting during Open Forums on the agenda. A citizen must register to speak using the appropriate forms and policies prior to the opening of the board meeting. At the direction of the president, public comments relating to a specific agenda item may be postponed until that item is discussed.

The president, upon reviewing the requests to speak and determining that

several persons wish to speak on the same topic, may direct those persons to combine their points and appoint one person to represent their concerns on that topic.

Speakers will be called on a first-come, first-serve basis except for current students who will always be allowed to speak first.

Individual time limits are a maximum of three (3) minutes. This time may be adjusted to accommodate a high number of speakers.

No action may take place in response, but the Board may consider future action.

Any complaints against employees must be made in closed session in accordance with Policy GF (Local).

Citizens who wish to file a complaint about specific employees will be directed to the district's grievance policy and made aware that public discussion of complaints against district employees may unduly prejudice the board if employees seek recourse through the formal grievance process.

Questions asked by the public on topics posted on the agenda may be answered during the discussion of that agenda item.

Comments or questions on topics not on the posted agenda may be referred to the superintendent for consideration and later response. The superintendent may designate an administrator to resolve concerns brought forth in public comment.

The board vests in its president or presiding officer authority to terminate the remarks of any individual when such individual does not adhere to the established rules.

Response to Citizens Addressing the Board

- Trustees will listen attentively to comments.
- If a speaker brings a complaint about an individual district staff person, the president will stop the speaker and the speaker will be reminded of the formal grievance process available to them as outlined in policy.

Board Member Conduct

- All board members are expected to adhere to the Code of Ethics and be guided by Robert's Rules of Order and the Board Operating Procedures.
- Discussion should go through the President [(see Policy BE (LOCAL)], with questions to staff going through the Superintendent. The Superintendent will identify staff to answer questions on behalf of the Administration.
- If during a meeting, a Board member violates Robert's Rules of Order or the Board Operating Procedures, the following disciplinary procedures will be enforced:
 - President or any member will ask for a recess and the President and Vice- President will talk privately with the offending board member. If an officer is the offender, the other officers will speak to the offending Board Member.
 - If the offending member continues to be in violation, a public warning will be issued in open session, by the President.
 - If the offending Board member continues to be in violation, any member of the Board may call for removal of the offending Board member from that meeting, requiring a 2/3 vote according to Robert's Rules of Order for disruption of a Public Meeting, and/or public censure at a future meeting properly noticed under the Open Meetings Act.

Board Member Voting

- All members, including the Board President, will vote on all action items, making their vote clear to the public [see Policy BE (LOCAL)].
- As provided in Ed. Code 11.051 and Policy BE (Legal), at a Board Meeting, the Board must provide the Superintendent an opportunity to present an oral or written recommendation to the Board on any item that is voted on by the Board at the meeting before the vote is called.
- A member will not abstain from voting except by legal right which must be stated by the Board Member who wishes to abstain at that time.

Inappropriate Audience Participation

- When a member or members of the public are disruptive, they will receive a verbal warning from the Presiding Officer.
- When a member or members of the public continue with a second

infraction, the Presiding Officer will ask for the person or persons to be escorted out of the room and/or off the premises and he/she/they may not return during that meeting.

- Trustees will not respond to or enter discussion with the audience during the meeting since items on the agenda will be discussed as appropriate and scheduled. Items not on the agenda are not allowed in discussion.
- The board designates the president as its spokesperson if a response to the speaker is required. The president will limit responses to those allowed by law:
 - Statements of fact, and
 - References to board policy.

Agenda item discussion by Board members

- Every Board Member will have the opportunity to discuss an item at least once before the item may be tabled or postponed.
- The Board President will read the agenda items and either call for a motion or call on the Board Member placing an item on the agenda to open discussion and explain their reasons for placing an item on the agenda.
- Presiding Officer or any Board Member will limit their discussion to the pros and cons of the item under discussion.

IV. Board Workshops

District workshops may be scheduled through the Board President. Workshops are intended to focus on additional information or in-depth review of specific topics related to finance, instruction and programming.

All Board Workshops are subject to the same legal and procedural requirements as regular board meetings.

V. Board Members

Authority of Board Members Board Policy BBE (Legal and Local)

Unless authorized by the board, a member of the board may not, individually, act on behalf of the board. The Board has final authority to determine and interpret the policies that govern the schools and, subject to the mandates and limits imposed by state and federal authorities, has complete and full control of the District. Board action shall be taken only in meetings that comply with the Open Meetings Act.

Requesting Information

A Board Member may request existing information and/or reports only through the Superintendent. The Board will be notified about all requests for information and all reports requested through the Superintendent.

All Board Inquiries will be submitted through the Superintendent's Office in by email requested, rationale of request or comments. Administration will acknowledge receipt of requests by the end of the second workday.

Consultation with the Attorney

In most cases, the Board will request the Superintendent to consult with the School District attorney on behalf of the Board. The Superintendent does not need prior permission to seek counsel on behalf of the School District. The Board President may consult with the attorney as deemed necessary.

Visiting Campuses/Departments as a Board Member

A Board member shall adhere to any posted requirements for visitors to first report to the main office of a District facility, including a school campus. Visits during the school or business day shall not be permitted if their duration or frequency interferes with the delivery of instruction or District operations.

Board Members may attend special events on campuses to represent the Board in support of activities, PTA meetings, open houses, community functions, public meetings, and other events where the school community or general public is invited.

A Board Member who is at a campus or at any school function shall be expected to model exemplary behavior. Under no circumstances shall the

Board Member attempt to undertake a management role, usurp the authority of any District employees, or attempt to direct District employees in the conduct of their activities.

Board Members will call the Superintendent's office prior to visiting campuses or departments, if the Board Member is not acting as a parent or grandparent. Board Members shall comply with all posted requirements, while on school campuses.

Individual classroom visits will be made by invitation only, and campus administrators will be notified in advance. Trustees shall not visit a campus in an attempt to evaluate personnel on that campus.

Visiting Campuses/Departments as an individual

A Board member who is a parent, guardian or grandparent of a child at a campus may attend parent/teacher conference and other scheduled meetings at a campus on the same basis as other parents, guardians, and grandparents.

Campus staff members may have difficulty viewing trustees as parents, rather than as trustees. Therefore, when visiting a campus or classroom as parents, trustees shall:

- Make it clear that they are acting as parents,
- Follow the same rules and guidelines for all parents regarding campus visits,
- Never request nor accept extraordinary consideration for their children.

Visiting Campus/Department During Elections

Trustees running for re-election shall not request or accept support from district employees during work time or make campus visits in conjunction with campaigning for a board position.

Board Member Participation in Another Entity's Function or Meeting

If a quorum of the Board attends another entity's function or meeting, no member may answer questions, provide information or engage in a discussion of school business.

VI. Board Authority

Trustees as individuals shall not exercise authority over the district, its property, or its employees.

Trustees will avoid personal involvement in activities the board has delegated to the superintendent.

Representing the board of trustees

Except for appropriate duties and functions of the president, an individual member may not act on behalf of the Board without the express authorization of the board. Without such authorization, no individual member may commit the board on any issue.

A Board Member may, with approval of the Board, represent the Board at events, meetings or convenings outside of the Boardroom. (i.e. Chamber of Commerce, Rotary, etc.) Board members attending events on behalf of the board must provide regular updates through the Superintendent's office.

The Board of Trustees will hand students their diplomas during commencement. The graduation list will be split proportionately amongst the board members in attendance. The order of distribution will be the President, Vice President, Secretary and then by tenure of the remaining serving Board Members. Board Members may distribute a diploma to a family member not on their designated sheet according to the Nepotism Chart from the Texas Association of School Boards (TASB) for a student that meets the guidelines up to a third degree family member by blood relation or a second degree family member by marriage.

Board Members who do not run for re-election may participate in graduation ceremonies for the purpose of distributing diplomas to a family member (graduating son, daughter, grandson, granddaughter) if the family member is a graduating Senior in the May of such election year. For example, a board member opts to not run for school board in May of 2028, however, if their designated family member is graduating, they will be

permitted to distribute the family members diploma at the 2028 graduation ceremony.

VII. Board Officers

Role and Authority of Board Member and/or Board Officer

As set out in the Education Code §11.151 and Policy BAA (Legal), the Trustees, as a body corporate, have the exclusive power and duty to govern and oversee the management of the public schools of a district. (See Policy BAA (Legal) for duties.

No Board Member or officer has authority outside of a Board meeting.

Board members cannot direct employees about performance of duties.

The Board President shall:

- Preside at all Board meetings and provide every Board Member an opportunity to speak on all issues.
- Appoint committees if needed.
- Call special meetings.
- Meetings may be called by the Board President or by two Board Members.
- Sign all legal documents required by law after it has been reviewed by legal counsel.
- As a signer of all District checks, the President shall complete required documentation for the District's banking firm.
- The president is responsible for the new trustee orientation attendance and completion.
- The president is responsible for required annual Team of Eight training.
- The president may officiate at district events.

The Vice-President shall:

- Act in capacity of President in the absence of the President.
- Sign or countersign warrants or other documents as necessary.

The Secretary shall:

- Keep, or cause to be kept, an accurate record of the proceedings of Board Meetings.
- Send, or cause to be sent, all notices of Board meetings.

- Act in role of President in the absence of the President and Vice-President.
- Sign or countersign warrants and other documents as necessary.
- Along with the president, the secretary signs all required minutes, contracts, etc.
- The secretary is responsible for signing a certified agenda of all closed meetings.

Selection of Officers

At the first meeting after the election and certification of newly elected Board Members, the members of the Board shall organize by electing the following officers:

- A president, who shall have been a member of the Board for at least one year prior to election.
- A vice-president, who shall be a member of the Board.
- A secretary, who shall be a member of the Board.

A vacancy in the office of the president will be filled by the vice president. The board will elect an officer to any vacancy other than president.

VIII. Training

New Board Member Training

- All newly elected trustees are required to receive orientation.
- The superintendent's office is responsible for arranging this orientation.
- Suggested orientation topics include but are not limited to:
 - Board Operating Procedures,
 - Board Policy Manual,
 - District organizational chart and staff responsibilities,
 - Parliamentary Procedures, and
 - Regional, state, and national affiliations and activities.
- A newly elected or appointed trustee, having served less than 12 months, is required to complete training on a variety of topics, including, but not limited to:
 - Local orientation,
 - Introduction to the Texas Education Code (TEC),
 - Texas Open Meetings Act,
 - Cybersecurity,
 - Child Abuse Prevention,
 - Evaluating and Improving Student Outcomes (EISO),
 - Team Building, and
 - An additional 10 hours of continuing education in topics of choice.

Continuing Education Requirements for Board Members

Trustees are required to complete training as specified in the Texas Education Code: training requirements may be adjusted by the Texas Legislature, by the State Board of Education, or by the Texas Education Agency.

An experienced trustee, serving more than one year, is required to receive the following training, including but not limited to:

- Update to the TEC following a legislative session,
- Cybersecurity,
- Child Abuse Prevention,
- EISO training,
- Team Building, and
- An additional 5 hours of continuing education in topics of choice.

To the extent possible, the entire board shall participate in continuing education programs together.

Annually, as prescribed by law, each trustee's training hours will be read into the minutes, announcing the name of each trustee who has completed the required continuing education, who has exceeded the required hours, and who is deficient in the required hours.

Trustees may share information from continuing education programs/conferences during allotted time at board meetings or by written report, as appropriate.

Board Travel

The Board should also be held to the same requirements for travel as District employees. Board travel will be planned and budgeted for annually. Anything outside that plan, will be taken to the Board for prior approval.

In compliance with Board policy and administrative regulation, Board Member travel must be approved and processed by submitting the appropriate paperwork through the Superintendent's Office.

Travel arrangements will be handled through the Superintendent. All arrangements must be finalized at least two weeks prior to travel, unless extenuating circumstances exist.

- Travel to the Regional School Board Conference/Meetings will be selected by individual board meetings.
- TASB Winter Governance, TASB SLI and the TASB Delegate Convention will be offered to all Board Members annually. Any Board member selected for Leadership TASB will be permitted to travel at the district's expense.
- All Board Members will be invited to attend at least one legislative conference, advocacy training or capital visit annually. The Board will utilize the Board adopted advocacy plan and/or Board adopted legislative priorities.
- The Board will travel to at least one national conference per year.

- The Board may travel to support students in extra-curricular activities at the area level and above.
- Additional travel will be placed on the Board agenda for discussion.
- The Superintendent will oversee all arrangements for travel. The Superintendent will be required to attend all Regional, legislative/advocacy sessions, TASB and National Conferences, unless otherwise approved by the Board President. At the Superintendent's discretion, additional administrators may attend applicable trainings, with the Board.
- Advance for travel-related expenses will be paid for hotel, parking, flight/mileage and per diem. Additional expenses such as taxi, luggage fees and/or shuttle services will be reimbursed only with approved receipts. Please note that taxi/shuttle services are only permitted to and from the hotel and airport. Other expenses incurred during the conference will not be reimbursed. All expenses will be arranged to minimize travel costs. In state travel method will be determined by individual board members (mileage or flight). Out of state travel will be scheduled using an airline. If a board member opts to drive to an out of state event, mileage will be limited to the cost of the airline price paid for other board members.
- Based on the information provided, the Superintendent's Office staff will make transportation arrangements using the District's approved vendor(s) for travel and the Board's budget code for travel.
- Hotel reservations and conference registration will also be made by the Superintendent's staff using a corporate card issued in the name of the Superintendent or CFO. Use of personal credit cards is not permitted and will not be reimbursed. Each Board Member will be responsible for incidental fees while traveling. School District credit cards will not be used for incidentals.
- In the event that any other reasonable and allowable travel-related expenses are incurred by a Board Member requiring his or her use of personal funds, a written request for reimbursement must be submitted

with itemized, signed receipts for review, approval and processing by the Superintendent. The request and receipts must be submitted within seven (7) business days of the Board Member's return from travel to the Superintendent's Office. At the time of submission, the Superintendent will review the request and receipts in order to ensure all necessary information has been submitted. Requests not approved by the Superintendent within seven (7) business days of receiving the request and supporting documentation may be submitted to the Board President for consideration and approval at a called board meeting.

Late registration will be allowed for any trustee whose professional schedule may be unpredictable.

Cancellation of conference registration, hotel and travel accommodations, etc. must be completed within the allowable "cancellation" timeline established by the vendor or sponsoring entity. Every attempt must be made by the trustee to notify the Executive Assistant to the Superintendent of such cancellation plans as soon as plans need to be changed. For cancellations not completed within the designated timeline, the loss of reimbursement eligibility and/or monetary commitment of the district shall be borne by the individual trustee responsible for the cancellation, unless the cancellation is the result of personal illness, family emergency, or a professional emergency.

Trustees shall submit a statement of all authorized expenses incurred, including receipts to the extent feasible, documenting actual expenses and in accordance with procedures applicable to trustee expense reimbursement.

Trustee Vacancy

Trustee vacancies will be filled within the guidelines of state law.

Team of Eight Training

The Superintendent will coordinate an annual Team of Eight Training through the direction of the Board President. The training is required for all board members,

IX. Evaluation of the Superintendent

Evaluations will be conducted in closed meeting two times annually, approximately January and June.

Formative Evaluation

The formative evaluation process (June) will consist of the board meeting in closed session to review current district progress toward goals and objectives set forth in the previous superintendent evaluation.

The board will then discuss with the superintendent areas of accomplishment as well as areas in need of additional focus. The board may develop a document summarizing results of the formative evaluation.

The document will be signed by the president and provided to the superintendent in a timely manner.

The board may discuss the superintendent's contract at the formative evaluation; any modifications to the superintendent's contract require action of the board in open meeting.

Summative Evaluation

A summative evaluation will be conducted in closed meeting annually in January and must include discussion of the superintendent's contract.

The superintendent will prepare a State of the District report for board review and possible action.

During the summative evaluation meeting, the board may

- determine any modifications to the superintendent's contract,
- including, but not limited to, contract term extensions, salary increases, and changes in benefits.

Modifications to the superintendent's contract require action of the Board in open meeting.

Specific details of the superintendent's evaluation are to be kept confidential and are not subject to the Texas Freedom of Information Act.

The board shall strive to accomplish the following during the summative evaluation:

- Clarify to the superintendent his or her role, as seen by the board.
- Clarify to trustees the superintendent's role, as expressed in the superintendent's job description and the district's goals and objectives.
- Foster an early understanding among new trustees of the evaluation process and the superintendent's current performance objectives and priorities.
- Develop and sustain a harmonious working relationship between the board and the superintendent.
- Identify accomplishments and areas of improvement, as applicable.

The Superintendent evaluation shall be completed no later than January 30th of each year.

The Superintendent will be provided a copy of the Board evaluation instrument at least 90 days prior to the evaluation.

Each Board Member will have the opportunity to individually complete an evaluation instrument prior to the board meeting for the evaluation of the Superintendent.

The final evaluation of the Superintendent will be based on consensus of the Board.

X. Evaluation of the Board

Board Evaluation/Team Building

- The board is required to participate in a minimum of three contact hours of Board Team Building annually.
- Board Team Building may be used to review and modify board priorities that will be used to establish district goals and objectives that guide planning and budgeting.
- The board may also use this time to conduct a board self-evaluation. To the extent that the meeting does not violate the Texas Open Meetings Act, the evaluation may include:
 - Board operating procedures,
 - Trustee training,
 - Conflict resolution,
 - Working relationships with the superintendent,
 - Conduct of board meetings,
 - Long-range planning and goal setting,
 - Relationship with the community, and
 - The board's role in achieving district goals and objectives.

Evaluation of the Board BG (LOCAL)

The Board will evaluate itself annually to measure effectiveness.

Evaluation of the Board will be conducted in a workshop session by the end of the fiscal year, as per BBD (EXHIBIT).

XI. Communication

It is important for each Board Member to be accessible to their constituents and the District Administration via phone, email and mail as means of communications. The District will communicate with the Board members via email, phone calls, Remind and/or Board Book.

Information sent to any Board Member will be distributed to all Board members.

Board members will keep the Superintendent informed of issues important to the District.

Individual Board members cannot speak in an official capacity outside the Board Room or call or attend meetings as a representative of the Board without prior authorization of the Board.

The Board of Trustees encourages input; however, anonymous calls or letters will not receive Board attention, discussion, or response and will not result in directives to the Administration (except for Hot Line Reports).

The Board, individually and collectively, shall not discuss public business or public policy over which the Board has control with employees of the District other than the Superintendent. Furthermore, the Board, individually and collectively, shall not have discussions with anyone regarding an employee's employment, assignment, reassignment, salary and benefits, evaluation, or other terms and conditions of employment with any employee other than the Superintendent.

The Board agrees to address and resolve all disputes, disagreements, and complaints with the Superintendent in a professional, timely, and legal manner.

Individual Board members shall not meet with or discuss District business with vendors, current or prospective unless discussed as part of the board agenda in open session unless otherwise permitted by law.

Communication with Other Trustees

Communication with other trustees (in any forum other than a meeting duly posted, in which a quorum is present) regarding district issues/items should be avoided to ensure compliance with the Texas Open Meetings Act.

Board electronic and written communications regarding district issues should be routed through the superintendent's office so that information can be disseminated and/or questions can be addressed in this manner, rather than among and between trustees. All questions and information will be reported to all board members through written weekly reports and with the name of the board member submitting the question or requesting information.

Trustees shall be cognizant of The Texas Open Meetings Act responsibilities to avoid walking quorums.

Response to Signed Letters of Complaint

The Lake Dallas ISD Board of Trustees encourages input. A signed letter will be forwarded to the Superintendent for a response, with a copy sent to all the Board members.

Communication with the public

- Trustees are encouraged to participate in community activities as liaisons between the public and the district. When doing so, trustees are expected to:
 - Relay information about district goals,
 - Clarify a trustee's limitations, obligations, and responsibilities as an individual member of the board,
 - Support Board of Trustees decisions,
 - Interact in a positive manner,
 - Listen politely and respectfully to comments,
 - Make no commitment on behalf of the board or district,
 - Avoid criticizing district personnel, and
 - Refer questions about specific district activities to the appropriate staff person who can best answer the questions.

Response to anonymous letters of complaint

The Board and Superintendent shall not respond or investigate anonymous complaints.

Communicating with the Media

- The president or, in his or her absence, the vice president will serve as the board spokesperson to the media on issues regarding board actions.
- The superintendent or, in his or her absence, a specified designee shall be the official district spokesperson to the media on district issues.
- Trustees asked for individual comments or opinions by the media/press are to qualify those statements as being the opinion of the individual trustee and not representative of the board as a whole or of the district.
- Trustees should notify the Superintendent any time a request for comment or interview is made by members of the media in order for interviews to be coordinated and scheduled.

Communication from vendors

Members of the Board of Trustees shall not knowingly accept or engage in communication, which is initiated by vendors, proposers or potential proposers or their respective agents (“Vendors”).

If approached by a Vendor regarding any issue related to an ongoing solicitation the Board Member shall take the following action, upon determining the prohibited nature of the communication:

- Immediately terminate the communication.
- Refer the individual to the Superintendent, as appropriate, for any information requested.
- Notify the Superintendent of the improper contact.

If the communication involves a Public Complaint, the Vendor should be referred to the Superintendent.

Contact with potential District vendors even when not involved in an ongoing solicitation should be minimized by Board Members to the extent possible to avoid the appearance of impropriety. If approached by a vendor regarding doing business with the District, a Board Member shall refer the individual to the Superintendent or information regarding doing business with the District.

If competitive procurement is required by law, or policy, Board Members shall not recommend or comment on the desirability of any particular vendor, proposer or potential proposer. The Board is permitted to reject the recommendation of the selection committee or Administration and select a

different vendor from among the proposers. The Board's re-evaluation shall be based solely upon the criteria published in the RFP or solicitation and not based upon their personal views.

Under the Professional Services Procurement Act, a provider of professional services may not be selected on the basis of competitive bids. The selection and award for such services must be based on demonstrated competence and qualifications to perform the services, for a fair and reasonable price. Accordingly, the qualifications of and award to professionals responding to a request for qualifications may be discussed and considered by the Board. See Board Policy CH (Legal).

The Superintendent will present recommendations regarding purchases to the Board through meeting agendas. All discussions regarding purchasing will be shared with all Board Members.

XII. Requesting Information. Board Policy BBE (Local)

No individual Board member shall direct or require District employees to prepare reports derived from an analysis of information in existing District records or to create a new record compiled from information in existing District records. Directives to the Superintendent or other custodian of records regarding the preparation of reports shall be by Board action. Any requests for information to the Superintendent will be included in the weekly report with the name of the board member requesting the information.

Access to Information

An individual trustee, acting in his or her official capacity, shall have the right to see information pertaining to district fiscal affairs, business transactions, governance, and personnel matters, including information that properly may be withheld from members of the general public in accordance with the Public Information Chapter of the Government Code.

- Individual trustees shall not have access to confidential student records unless there is a legitimate educational interest in the records in accordance with board policies.
- All requests by a trustee for compilation of data, other than copies of existing records, shall be directed to the superintendent. The superintendent will prepare requested reports and distribute them to the entire board. If the preparation of the requested report is expected to consume excessive staff time and resources, the superintendent will confer with the president to determine whether the requested report should be placed on an upcoming agenda for possible action.
- In general, requests for information made by one trustee that require compilation of a written report shall be shared by the superintendent with all trustees.
- A family member (related by consanguinity “blood” within the third degree or by affinity “marriage” within the second degree) of a trustee should not serve on district committees. Appointment of a family member diminishes the perception of transparency as well as trustee access to information which should be equal and timely for all trustees.
- Trustee participation in organizations as a representative of the Board of Trustees should be the President or the President’s designee. If a trustee cannot regularly attend, a new trustee should be designated.

Information from these meetings is reported to the board by sending all notes/summaries to the Superintendent to distribute in weekly updates.

Communication with attorneys. Board Policy BDD (Local)

Individual Board members shall channel legal inquiries through the Superintendent, Board President, or Board's designee, as appropriate, when seeking advice or information from the District's legal counsel. Advice from legal counsel shall be reported to the Board upon request of the Board or when deemed necessary by the Superintendent, Board President, or Board's designee.

XIII. Complaints

Complaints or Concerns to Trustees

If employees, parents, students, or other members of the public bring concerns or complaints to an individual Board member, he or she shall refer them to the Superintendent or another appropriate administrator, who shall proceed according to the applicable complaint policy.

When the concern or complaint directly pertains to the Board's own actions or policy, for which there is no administrative remedy, the Board member may request that the issue be placed on the agenda.

- Listen briefly and respectfully. Remind the complainant of the board's responsibility to remain impartial and noncommittal because complaints may ultimately be brought to the board on appeal.
- Determine if the complainant wishes to express dissatisfaction or desires some action be taken to resolve an issue.
- Complainants who desire some action be taken should be directed or referred to the appropriate policy outlining grievance procedures and informed that the steps listed in policy are necessary to protect everyone's rights while following an orderly process.
- Employees, students, parents, or other members of the public who bring concerns or complaints to an individual trustee shall be directed by that trustee to the district's chain of command process to insure active, effective communication.
- The complainant should first discuss the problem with the person in authority closest to the problem.
- As Trustees, we want to help, but by becoming involved early in the process, we risk endangering our responsibility of serving in a Level III Grievance should the issue progress. If not satisfied with the resolution of the problem, the complainant should go to the administrative supervisor of the person.
- The administrative supervisor will help the complainant initiate any correspondence or forms required by policy and attempt to resolve the complaint.
- If still not satisfied, the complainant may appeal to the superintendent or a designee for resolution.

- If the superintendent is unable to resolve the issue or the complainant is still not satisfied, the formal complaint is brought to the board following local policy.
- Trustees should notify the superintendent of the complaint, as necessary. If an administrative response is required, the superintendent or designee will reply to the email with a copy of that reply being sent to each trustee for information.
- As necessary, the superintendent or designee shall guide the complainant to the appropriate staff member as outlined in the board policy complaint process.
- When the concern or complaint directly pertains to the board's own actions or policy, for which there is an administrative remedy, the trustee may request that the issue be placed on the board meeting agenda.
- Anonymous calls or letters will not receive the board's attention, discussion, or response and will not be referred to the administration for action.
- When a complaint regarding the superintendent is received by a trustee, the trustee may forward the complaint to the president. If the receiving trustee and/or president deem the complaint worthy of further consideration by the board as a whole, the complaint should be discussed at the next board meeting if urgent or during the superintendent's next evaluation.

Citizen Request/Complaint to Individual Board Member

When a citizen complains to a Board Member, the Board Member should:

- Remind the citizen of due process and that the Board Member must remain impartial in case the situation goes before the Board.
- Refer citizen to the Superintendent's Office.
- Board Member shall inform the Office of the Superintendent but should not discuss the complaint with any other District personnel.
- When appropriate, the Superintendent or designee shall communicate with the citizen in a timely manner and follow-up with the Board member.
- The Board, individually or collectively, shall promptly refer all significant criticisms, complaints, and suggestions, regardless of the source, called to its attention to the Superintendent for study and appropriate action or recommendation. The Superintendent shall promptly investigate such matters and shall inform the Board of the results or status of such matters.

- Any anonymous complaints will not be investigated by the Board or the Superintendent.

Responding to Employee Complaints

- Employees may not contact Board Member for School-based issues.
- When an employee contacts a Board Member about a grievance, the Board Member should:
 - Remind employee of chain-of-command.
 - Remind employee of the due process procedure and remain impartial.
 - Board Member should discuss the incident with the Superintendent in a confidential fashion but should not discuss the incident with any other district personnel.

XIV. Conflicts of Interest

Chapter 176 of the Texas Local Government Code requires a records administrator of a school district to file a conflicts disclosure statement if:

- the school district has contracted with a person or is potentially conducting business with the person, and the superintendent, trustee or a family member of any of these is either an employee or has a business relationship with the person, and receives taxable income or has been given by a person one or more gifts that have an aggregate value of \$250.00 in a year preceding the date the local government official became aware of the facts that trigger the filing requirement. The statement must be filed with the records administrator no later than 5:00 p.m. on the 7th day after the date the officer becomes aware of the facts that

XV. Participation in District Commencement Exercises or as a Board Representative at District Activities

Sitting trustees are encouraged to participate in district commencement exercises. Trustees retiring from board service at the end of their term may be allowed to participate in commencement exercises if desired in a commencement occurring within 30 days of their retirement.

XVI. Board Operating Procedures

Reviewing Board Operating Procedures

- Standard Board Operating Procedures will be reviewed and updated annually as a part of Board training and orientation.
- The Board will review and/or adopt the Board Procedures and Board Code of Conduct annually, at a regular monthly meeting.
- These Board Procedures are intended to guide and assist the Board of Trustees in the conduct of its business. They are not intended to confer legal rights on any other person.
- These Board Procedures are not intended to take precedence over Board Policy. If there is a conflict or inconsistency between these Procedures and Local Board Policy, every effort will be made to revise Board Procedures to reflect Board Policy or state or federal law.



LAKE DALLAS ISD Contract Summary Report

Last Year Enrollment: 3717

<u>Contract</u>	<u>Lock Date</u>	<u>Enroll Start</u>	<u>Enroll End</u>	<u>Total</u>
Benefits Co-op	08/08/2025	09/01/2025	08/31/2026	--
Comprehensive Services Basic Contract	03/12/2025	09/01/2025	08/31/2026	\$650.00
HR Systems	08/08/2025	09/01/2025	08/31/2026	\$10,001.26
Instructional Solutions and Support	08/08/2025	09/01/2025	08/31/2026	\$37,318.08
OnDataSuite	08/08/2025	09/01/2025	08/31/2026	\$6,250.00
Superintendent & School Board Member Training	08/08/2025	09/01/2025	08/31/2026	\$1,000.00
Technology Services	08/08/2025	09/01/2025	08/31/2026	\$5,000.00
Texas Curriculum Management Program Cooperative (Formerly TEKS Resources)	08/08/2025	09/01/2025	08/31/2026	\$32,772.80
TSDS (PEIMS, TIMS, UID, Core Collections)	08/08/2025	09/01/2025	08/31/2026	\$5,195.00

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

Signature of Board President or Designee

Date Approved by Board of Trustees

Signature of Superintendent or Designee

Date

Designated District Contact

E-mail of District Contact

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

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

ESC Region 11 Executive Director Signature

FM(Legal)

The board of a district may adopt a policy establishing the number of times a student who is otherwise eligible to participate in an extracurricular activity may be absent from class to participate in an extracurricular activity sponsored or sanctioned by the district, UIL, or an organization sanctioned by board resolution. The policy must permit a student to be absent from class at least 10 times during the school year, and the policy prevails over any conflicting policy adopted by the SBOE.

An extracurricular activity is an activity sponsored by the UIL, a board, or an organization sanctioned by board resolution. The activity is not necessarily directly related to instruction of the essential knowledge and skills but may have an indirect relation to some areas of the curriculum.

Extracurricular activities include, but are not limited to, public performances, contests, demonstrations, displays, and club activities. In addition, an activity is subject to this policy if any one of the following criteria applies:

1. The activity is competitive;
2. The activity is held in conjunction with another activity that is considered extracurricular;
3. The activity is held off-campus, except in a case in which adequate facilities do not exist on campus;
4. The general public is invited; or
5. An admission is charged.

In accordance with the Student Attendance Accounting Handbook (SAAH)

- A student not actually on campus at the time attendance is taken may be considered in attendance if the student is participating in an activity that is approved by your local school board and is under the direction of a professional staff member, an adjunct staff member, or a paraprofessional staff member of your school district.

Recognized Extracurricular Activities for Absences

- Athletic events including individual competitions, games, or tournaments
- Fine/Performing Arts events including individual competitions, showcases, or productions
- Superintendent or Campus Principal approved activities or events
- Career and Technology Education programs including individual competitions, showcases, trainings, or required testing
- School sponsored field trips for academic courses or student organizations

Consent Action Item

Presented August 11th, 2025

LDISD Board of Trustees Regular Board Meeting

Official Symbols

The official symbols of the District shall be established by the Board. All District purchases that include District symbols that are defined by this policy and administrative regulations shall be preapproved by the Superintendent or designee prior to purchase. In addition, administrative regulations shall include when exceptions may be made to this policy. All existing items shall be grandfathered until the item is replaced under this policy.

Colors

The District colors shall be kelly green and white; however, black and/or gray may be used as accent colors.

Mascot

The District mascot shall be the falcon.

High School Song

The high school song shall be:

Hail, Lake Dallas High School
Hats off to you.
May you ever find us
Loyal and True.
Glory to the Green and White.
We'll ever be true.
Here's to the school we love,
Here's a toast to you.

Fight Song

The high school fight song shall be:

Oh, when those brave old
FALCONS fall in line,
We're gonna win
This game another time,
And for the dear old school
We love so well,
We're gonna stand right up
And YELL and YELL and YELL!
We're gonna
FIGHT, FIGHT, FIGHT
For every score,
And then we'll circle round

And score some more!
We're gonna roll those
(opponents)
In the ground, all around...
FIGHT, FIGHT, FIGHT!
YEA, GREEN! YEA, WHITE!
YEA, FALCONS!
FIGHT! FIGHT! FIGHT!

**Extracurricular
Activity Absences**

The District shall make no distinction between absences for University Interscholastic League (UIL) activities and absences for other extracurricular activities approved by the Board. A student shall be allowed in a school year a maximum of ten extracurricular absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition.

Exempt Courses

In addition to the courses defined as honors courses at FM(LEGAL), the District identifies Pre-Advanced Placement (AP) courses as honors courses for the purpose of eligibility in extracurricular activities.

**Use of District
Facilities**

School-sponsored student groups may use District facilities with prior approval of the appropriate administrator. Other student groups may use District facilities in accordance with policy FNAB.

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The official symbols of the District shall be established by the Board. All District purchases that include District symbols that are defined by this policy and administrative regulations shall be preapproved by the Superintendent or designee prior to purchase. In addition, administrative regulations shall include when exceptions may be made to this policy. All existing items shall be grandfathered until the item is replaced under this policy.

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[For eligibility of a private school student, including a homeschool student, to participate in extracurricular activities, see FD(LOCAL).]

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In addition to the courses defined as honors courses at FM(LEGAL), the District identifies Pre-Advanced Placement (AP) courses as honors courses for the purpose of eligibility in extracurricular activities.

**Use of District
Facilities**

School-sponsored student groups may use District facilities with prior approval of the appropriate administrator. Other student groups may use District facilities in accordance with policy FNAB.

FEC (Legal)

A board shall appoint one or more attendance committees to hear petitions for class credit or a final grade by students who have not met the 90 percent rule and have not earned class credit or a final grade by completing a principal's plan. Classroom teachers shall comprise a majority of the attendance committee.

FEC(Local)

The Board authorizes the establishment of an attendance committee or as many attendance committees as necessary for efficient implementation of state law.

The Campus Attendance Committees as set by the Board of Trustees is composed of the following staff members:

- Campus Principal or Assistant Principal
- Counselor
- School Nurse
- Classroom Teacher
- Classroom Teacher
- Classroom Teacher
- Classroom Teacher

Consent Item

August 11th, 2025

LDISD Board of Trustees Regular Board Meeting

SHAC Membership

- TEC 28.004: The board of trustees shall appoint at least five members to the local school health advisory council. One of those members shall serve as chair or co-chair of the council.
 - Andrew Clemens
 - Courtney Martin
 - Craig Rector
 - Andie Renville
 - Lisa Walraven



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Chief JPO Matt Marick



210 S. Woodrow Ln.
Denton, TX 76205

DENTON COUNTY JUVENILE PROBATION

Phone (940) 349- 2400
Fax (940) 349-2402

August 8, 2025

Dr. Kristin N. Brown
Superintendent
Lake Dallas ISD
104 Swisher Rd.
Lake Dallas, Texas 75065

Dear Superintendent Brown,

Attached you will find the 2025-2026 Memorandum of Understanding (MOU) for the Denton County JJAEP as approved by the Denton County Juvenile Board on 8/1/2025.

I am requesting that the MOU document be presented to your school board for approval and then signed by your Board President.

Once signed by your Board President, please return an electronic copy of the signature page to me and I will obtain Judge McCary's signature and then provide you with a completed electronic copy of the signature page.

Please feel free to contact me if you further information or assistance.

Sincerely,

DAVID G. LENINGTON
Assistant Director
Denton County Juvenile Probation
(940) 349-2437
Dave.Lenington@dentoncounty.gov

Attachment:
2025-2026 Memorandum of Understanding for Denton County JJAEP

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into pursuant to Chapter 37 of the Texas Education Code ("TEC") by and between the following Independent School Districts ("ISDs"): Denton ISD, Aubrey ISD, Pilot Point ISD, Lewisville ISD, Krum ISD, Ponder ISD, Sanger ISD, Argyle ISD, Northwest ISD, Lake Dallas ISD, Little Elm ISD, Carrollton-Farmers Branch ISD, Valley View ISD, Gainesville ISD, Decatur ISD, and Muenster ISD; and the Denton County Juvenile Justice Alternative Education Program ("JJAEP") as the agent for the Juvenile Board of Denton County, Texas ("DCJB"), of Denton County, Texas.

WHEREAS Denton County, Texas, has a population greater than 125,000 and the DCJB has been mandated by TEC Section 37.011 to develop a Juvenile Justice Alternative Education Program subject to the approval of the Texas Juvenile Justice Department ("TJJD"); and

WHEREAS the ISDs are located within Denton County or have requested to participate in the JJAEP; and

WHEREAS the ISDs have been mandated by the TEC Section 37.007 (a), (d), and (e) to expel students for enumerated serious offenses; and

WHEREAS the ISDs have the discretion to expel students under TEC Sec. 37.007 (b), (c), and (f); TEC Sec 37.0081; TEC Sec 37.309; and

WHEREAS the State of Texas has determined that public school students who engage in conduct that endangers the school population should be removed from the regular school setting and educated in a separate setting in order for school districts to fulfill their primary mission of educating Texas youth; and

WHEREAS the parties hereto agree that the JJAEP is a cooperative effort between the educational community and the juvenile justice system with the primary goals of the program being the education of students with *behavioral* problems and rehabilitation of juvenile offenders, but not the treatment of *emotional* problems;

NOW THEREFORE THE PARTIES AGREE THAT:

I. ADMINISTRATION OF DENTON COUNTY JJAEP

- 1.01 The daily administration for the JJAEP will be conducted by the Denton County Juvenile Probation Department ("DCJPD") under the direction of the Chief Juvenile Probation Officer. The DCJPD shall conform the JJAEP to the standards and guidelines of TJJD. Furthermore, the DCJPD shall be responsible for and maintain all reports, data, assessments, and the like necessary to permit and allow examination for compliance with the TEC.

II. STUDENT PLACEMENT, DUE PROCESS, AND TERM OF PLACEMENT

- 2.01 The parties to this MOU acknowledge that the TEC §37.010 (a) requires that every expelled student who is not detained or receiving treatment under an order of the

Juvenile Court must be enrolled in an educational program. It is therefore the intent of the parties that the JJAEP provide an educational program for expelled students.

- 2.02 Students who are expelled from participating ISDs will be afforded the appropriate due process within the respective ISD as provided by school district policy and federal and state law.
- 2.03 As the ISDs have elected to contract with the JJAEP, as the agent for and of DCJB, pursuant to TEC §37.011(p), for the placement of students expelled under TEC §37.007(b), (c), and (f), §37.0081; §37.309; any student, under the age of 19 years of age, who has been expelled from an ISD may be placed in or ordered or required to attend the JJAEP.
- 2.04 Every student who has been expelled from an ISD as a mandatory expulsion (i.e., pursuant to TEC §37.007(a), (d), or (e)), and for whom information has been provided by the ISD from which the student has been expelled to the Juvenile Court in accordance with Texas law and this MOU, may be placed in or ordered or required to attend the JJAEP regardless of the final disposition of the case. After the expelling ISD has received notice under Texas Family Code §52.041(d), placement in the JJAEP shall continue as set out in the expelling ISD's expulsion order; however, the expelling ISD shall review and may reconsider its expulsion decision.
- 2.05 Every student, under the age of 19 years of age, who has been expelled from an ISD as a discretionary expulsion (i.e., pursuant to TEC §37.007(b), (c), or (f); §37.0081; §37.309), and for whom information has been provided by the ISD from which the student has been expelled to the Juvenile Court in accordance with Texas law and this MOU, may be placed in or ordered or required to attend the JJAEP regardless of the final disposition of the case. After the expelling ISD has received notice under Tex. Fam. Code §52.041(d), placement in the JJAEP shall continue as set out in the expelling ISD's expulsion order; however, the expelling ISD shall review and may reconsider the terms and conditions of its expulsion order.
- 2.06 The JJAEP shall, for each student taken into custody for conduct listed in §37.007 (a) and regardless of the location of the conduct, use its best efforts to ascertain whether the conduct for which the student was taken into custody would subject the student to mandatory expulsion. If the JJAEP ascertains that the conduct for which the student was taken into custody is such that it would subject the student to mandatory expulsion, the Juvenile Court may immediately order the student to attend the JJAEP, pending resolution of any ISD disciplinary action, including any expulsion hearings.
- 2.07 It is the intent of the parties hereto that, for each expelled student who is placed in the JJAEP on a mandatory expulsion, such placement will be conditioned on the student's completion of a period of "successful days", as set forth/described in the JJAEP student code of conduct, equal to the number of expulsion days ordered by the ISD. Pursuant to TEC §37.010, students must remain in the JJAEP for the full period ordered by the Juvenile Court, unless the student's school district agrees to readmit the student before the date ordered by the Juvenile Court. The "full period" shall mean a period of "successful days," as set forth/described in the JJAEP student code of conduct, that equals the number of days the student was ordered to complete by the Juvenile Court, unless the student's school district agrees to readmit the student before the date ordered by the Juvenile Court.

- 2.08 It is the intent of the parties hereto that, for each expelled student who is placed in the JJAEP on a discretionary expulsion, such placement will be conditioned on the student's completion of a period of expulsion, as set forth/described in the JJAEP student code of conduct, equal to the number of expulsion days ordered by the ISD. Pursuant to TEC §37.010, students must remain in the JJAEP for the full period ordered by the Juvenile Court, unless the student's school district agrees to readmit the student before the date ordered by the Juvenile Court. The "full period" shall mean the actual number of expulsion days as set forth/described in the JJAEP student code of conduct or that the student was ordered to complete by the Juvenile Court, unless the student's school district agrees to readmit the student before the actual number of expulsion days have been met as set by the expelling ISD or the Juvenile Court, as applicable.
- 2.09 In order to avoid undue disruption in the educational process of students attending the JJAEP under this MOU for a mandatory expulsion, the ISD expelling the student shall assign and order a term of expulsion that is not less than thirty (30) school days and no more than 180 school days — unless the expelling ISD conducts a review of the student's placement at least every 180 school days.
- 2.10 In order to avoid undue disruption in the educational process of students attending the JJAEP under this MOU for a discretionary expulsion, the ISD expelling the student shall assign and order a term of expulsion that is not less than thirty (30) school days and no more than 60 school days. The term of discretionary expulsion may exceed 60 school days, by mutual agreement between the JJAEP and the ISD, either at the time of the expulsion or extended if the student serving the same has violated or is in non-compliance with the rules and regulations of the JJAEP.
- 2.11 A term of placement, except for a term of placement based upon TEC §37.007(e), may be commuted or reduced, by agreement between the JJAEP and the ISD, if the student serving same has not violated and is in compliance with the rules and regulations of the JJAEP.
- 2.12 Notwithstanding anything set out herein, an ISD shall not be obligated or required to pay for a Juvenile Court placement when the student has not been expelled from an ISD.
- 2.13 Notwithstanding anything set out herein, under no circumstance shall an ISD be obligated or required to pay for a Juvenile Court placement or order requiring a student expelled from an ISD as a discretionary expulsion to attend the JJAEP beyond the period of expulsion, unless the affected ISD has been notified by the Juvenile Court and said ISD consents, in writing, to such placement.
- 2.14 Administrators of the ISD and the JJAEP may agree on deviations from the minimum and maximum length of stay(s) on a case-by-case basis.
- 2.15 It is the intent of the parties that there be no material interruption (i.e., more than three [3] days) in the provision of educational services to expelled students under this MOU. Therefore, the expelling ISD shall direct and order, in writing, the student and parent

to contact the JJAEP on the first business day -- per the Denton County calendar -- following the student's expulsion and electronically send a copy of this notice to the JJAEP. Any parent or guardian and student who is at the expulsion hearing shall sign the notice before it is transmitted to the JJAEP.

- 2.16 The ISDs shall use best efforts to assist the Juvenile Probation Department in placing all expellees under court orders requiring or mandating attendance in the JJAEP.

III. PAYMENT

- 3.01 DAILY RATE -- The daily rate of \$125.00 per student per day in attendance will be charged for each discretionary expulsion (i.e., TEC §37.007(b), (c), or (f); §37.0081; §37.309) student enrolled in the JJAEP. The JJAEP shall charge and invoice the ISDs no later than the tenth (10th) day of each and every month that the MOU is in effect. Upon the first day of the month following receipt of an invoice for educational and rehabilitative services provided to ISD students, the ISD will pay the invoiced amount to Denton County. Payments shall be delivered to the Denton County Treasurer, 1 Courthouse Drive, Suite 1400, Denton, Texas 76208.
- 3.02 Because TJJD will pay for mandatory expulsions pursuant to TEC §37.007 (a), (d), or (e) only if a full and complete offense report has been made by law enforcement personnel showing the elements of the mandatory offense, to the extent State and Federal law allow, the expelling ISD shall use its best efforts to make, seek, or participate in the creation of a law enforcement offense report for mandatory expulsions which involve elements of a criminal offense. ISDs shall not be charged, billed, or invoiced for students attending the JJAEP as a result of a mandatory expulsion.
- 3.03 The JJAEP may accept students from ISDs located in other counties. Upon approval from the DCJB, an ISD located in another county may become a signatory to this MOU. The TJJD will pay the JJAEP for mandatory expulsions from an ISD located in another county. For discretionary expulsions, the expelling ISD located in another county shall pay the daily attendance rate as set forth in this MOU under Article III, §3.01.

IV. SPECIAL SERVICES

- 4.01 The JJAEP and the ISDs shall cooperate in the provision of special services to students placed in the JJAEP. In the event a student is placed in the JJAEP who has not been identified by the ISD from which the student was expelled as being eligible for special education services, and the JJAEP staff believe such student may be eligible to receive such services, the JJAEP staff shall refer the student to the ISD from which the student was expelled for evaluation and determination of special education eligibility. In the event the student is eligible for special services, the JJAEP shall implement and be responsible for the academic elements of any program, and the expelling ISD shall implement and deliver any required related services and speech therapy.
- 4.02 The ISDs will invite a representative of the JJAEP to participate in any Admission, Review and Dismissal Committee meeting where expulsion will be considered.

- 4.03 The JJAEP and the ISDs shall ensure that a student who is non-English speaking or who speaks English as a second language is provided ESL services and instruction appropriate to address the student's needs, as determined by a language proficiency assessment committee.
- 4.04 The JJAEP and the ISDs shall ensure that a student who is eligible for services under section 504 of the Rehabilitation Act of 1973 is provided services and instruction appropriate to address the student's needs, as determined by a section 504 committee.

V. GENERAL CONDITIONS

- 5.01 Transportation to and from the JJAEP shall be the responsibility of the students' parents/guardians/custodians, except that transportation of students whose individual education plans include transportation services shall be the responsibility of the ISDs.
- 5.02 The day-to-day operation of the JJAEP will conform to the calendar for Lewisville ISD for the fall and spring semesters. The calendar for any summer session will be set within TJJD guidelines.
- 5.03 The fact that a student has been expelled will not prevent the ISD from developing a policy allowing a student to obtain credit by examination, allowing a student to borrow educational course materials from the school, or allowing a student to arrange tutoring. Neither the ISD nor the JJAEP is under an obligation to replicate a student's pre-expulsion course of study.
- 5.04 While a student is attending the JJAEP, that student may not participate in or attend any school district extracurricular activity.
- 5.05 Parents of students attending the JJAEP will receive notice of a child's academic progress at a minimum of every 120 school days.
- 5.06 Notwithstanding TEC Chapter 26, the JJAEP may monitor student activities by technological means, including video and/or audio methods and metal detectors. The JJAEP will provide a notice and release for such monitoring to the student and the student's parents.
- 5.07 No later than the 30th day after the end of the school year, the DCJPD will provide a program summary to the ISDs.
- 5.08 This MOU can be modified only in writing by the DCJB and the ISDs and at such a time as the parties may deem appropriate.

- 5.09 In conformance with TEC §37.011(k)(5), the JJAEP will provide services while the student attends the JJAEP for transitioning JJAEP students back to the school district. The transition plan shall include consultation between appropriate ISD personnel and JJAEP personnel. To assist in the transition process, the JJAEP may offer in-service training to ISD staff.
- 5.10 In conformance with TEC § 37.011(k)(8), if a student eligible for or receiving special education services required by law is expelled, the services provided or required to be provided by the ISD shall accompany the student to the JJAEP and be provided by the JJAEP or the expelling ISD at the JJAEP.

VI. STUDENT CODES OF CONDUCT

- 6.01 Each ISD shall develop a Student Code of Conduct specifying the circumstances under which a student may be removed from a classroom, campus, or alternative education program.
- 6.02 The Student Code of Conduct adopted by each ISD shall identify those categories of conduct that the ISD has defined as constituting serious misbehavior for which a student may be placed in the JJAEP.
- 6.03 A student may be subject to discretionary expulsion (TEC §37.007(c)) if the student, while placed in a disciplinary alternative education program, engages in documented serious misbehavior while on the program campus despite documented behavioral interventions. The ISD that expels a student from a disciplinary alternative education shall provide the JJAEP with the documentation identifying and describing the serious misbehavior that occurred at the DAEP and the attempted interventions. The JJAEP will determine whether the student's conduct constitutes serious misbehavior that warrants expulsion to the JJAEP. Provided the expelled student is a juvenile, as that term is defined in Title III of the Family Code, the JJAEP will bring the student before the Juvenile Court for review of the conduct and any necessary proceedings and/or orders.

For purposes of this subsection, "serious misbehavior" means:

- 1) deliberate violent behavior that poses a direct threat to the health or safety of others;
 - 2) extortion, meaning the gaining of money or other property by force or threat;
 - 3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
 - 4) conduct that constitutes the offense of:
 - a) public lewdness under Section 21.07, Penal Code;
 - b) indecent exposure under Section 21.08, Penal Code;
 - c) criminal mischief under Section 28.03, Penal Code;
 - d) personal hazing under Section 37.152; or
 - e) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.
- 6.04 The JJAEP shall adopt its own Student Code of Conduct in accordance with TEC 37.001.

VII. ATTENDANCE

- 7.01 JJAEP shall adopt and implement a student attendance accounting system, whether manual or automated, which includes procedures that ensure the accurate taking, recording, and reporting of attendance accounting data. Said system shall comply with the requirements of Chapter 42 of the TEC and 19 Texas Administrative Code Chapter 129. JJAEP shall provide the ISDs with copies of their respective students' attendance records and reports generated by JJAEP's attendance accounting system.
- 7.02 Pursuant to §65.003 of the Family Code, the JJAEP may pursue Truant Conduct charges for those students who violate compulsory school attendance laws according to §25.085 of the Education Code.

VIII. LANGUAGE SERVICES AND ASSESSMENTS

- 8.01 Each ISD shall bear the sole and exclusive responsibility for all matters related to the delivery and retrieval of statewide assessment testing materials for students from the ISD. The ISD providing the education services at the JJAEP under contract or interlocal agreement shall bear the responsibility of testing students from each ISD who are placed in the JJAEP at the time of statewide assessment testing.

IX. TRANSITION SERVICES

- 9.01 JJAEP shall perform a review of each student's progress at least once during each grading period and shall establish a transition plan for the student prior to the student's return to the school setting. The JJAEP liaison shall notify the student's parent or guardian and the appropriate ISD liaison at least five (5) school days in advance of each review performed under this section and TEC §37.011(d), unless such entities mutually agree to waive, in writing, such five-day notice period.
- 9.02 On an annual basis, the JJAEP shall provide to the ISDs a summative evaluation of the performance of each ISD's students served by the JJAEP.
- 9.03 Prior to the student's completion of the expulsion period, the JJAEP shall make recommendations to the ISD concerning the transition of the student from the JJAEP to the ISD.

X. JJAEP FACILITIES AND STAFFING

- 10.01 The JJAEP is provided in a facility owned by Denton County.
- 10.02 Personnel and services for the JJAEP may be provided by Denton County or an ISD. Personnel and services provided by an ISD to the JJAEP will be provided under contract or interlocal agreement with the DCJB.

XI. STUDENT AND JUVENILE RECORDS

- 11.01 The governing body of each party to this MOU finds that in order to appropriately serve students receiving services under this MOU, the sharing of information pertinent to the provision of education and rehabilitation services is essential and in the best interests of the students served. Therefore, the expelling ISD shall directly forward any and all school records including special education and health service records for expelled students to the JJAEP.
- 11.02 The parties hereto agree to execute all agreements and statements necessary to effectuate this clause, including, but not limited to, those found in the Family Educational Rights and Privacy Act (“FERPA”).

XII. TRANSFERS

- 12.01 Each ISD may, subject to its own policy, permit or accept transfer students (“transferees”) attending a Juvenile Justice Alternative Education Program in another county. Such transferees shall be admitted to the JJAEP on and under the same terms and conditions set out herein to include providing the required documentation regarding the conduct that formed the basis of the expulsion to a JJAEP in another county and necessary academic records to the JJAEP.

XIII. MISCELLANEOUS

- 13.01 **SEVERABILITY**. In case any one or more of the provisions, articles, and sections contained in this MOU shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision, article, and section hereof, and this MOU shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.
- 13.02 **GOVERNING LAW**. This MOU shall be governed by and construed in accordance with the laws of the State of Texas and the United States of America. Unless the obligation(s) of any party shall be materially changed, the amendment, interpretation, or change in any legislation or law cited herein shall be interpreted and understood to work a novation of this MOU.
- 13.03 **TERMINOLOGY**. The captions beside the article and section numbers of this MOU are for reference only and shall not modify or affect this MOU in any manner whatsoever. Wherever required by the context, any gender shall include any other gender, the singular shall include the plural, and the plural shall include the singular.
- 13.04 **RULE OF CONSTRUCTION**. The parties acknowledge that each party and its counsel have reviewed and revised this MOU, and the parties hereby agree that the normal rule of construction to the effect that any ambiguities are to be resolved against the drafting party shall not be employed in the interpretation of this MOU or any amendments or exhibits hereto.

13.05 COUNTERPARTS. This MOU may be executed in multiple counterparts, each of which shall, for all purposes, be deemed an original, but which together shall constitute one and the same instrument.

Approved by the Denton County Juvenile Board on the 1st day of August 2025.

Kimberly McCary
Chairman of the Denton County Juvenile Board

Approved by the _____ ISD Board of Trustees on the _____ day of
_____ 2025.

Board President

Professional Development and Appraisal System Lake Dallas I.S.D. Approved Appraisers 2025-2026

Juli Bartley	Charlayne Heselton Pruitt
Kerri Blevins	John Laubacher
Jessica Bovan	Drake Lawson
Jennifer Bryant	Christopher Linton
Diana Calderon	Lauren Modica
Ashley Fay	Kelly O’Sullivan
Sharee Glendenning	Barbara Pitt
Jesus Gomez	Arely Potts
Colleen Grindle	Melanie Vasquez
	Cassandra Woods

The formal appraisal of all District teachers shall be in accordance with the Texas Teacher Evaluation and Support System (T-TESS) developed by the Texas Education Agency. The purpose of T-TESS is to improve planning, instruction, the learning environment, and professional practices and responsibilities so that the refinement of each teacher’s craft leads to improved student performance.

T-TESS aligns with the Texas Teacher Standards (TEC, Chapter 140, Section 149.1001) and is intended to be used for continuous professional growth through ongoing feedback and support which results in refinement of knowledge, skills and practices that ultimately impact student performance.

All appraisers shall complete required T-TESS Appraisal Training and Appraiser Certification exam prior to performing appraisals.

All District teachers shall be appraised annually except as allowed by DNA(Local). Components of the appraisal process, such as classroom observations and walk-throughs, shall be conducted more frequently as necessary to ensure that teachers receive appropriate guidance.

The District shall establish an appraisal calendar each year.

Complaints regarding teacher appraisal shall be addressed in accordance with DGBA(LOCAL).

**Principal Appraisal System
Lake Dallas I.S.D. Approved Appraisers 2025-2026**

Kerri Blevins

Jessica Bovan

Jennifer Bryant

Ashley Fay *

Dr. Colleen Grindle

Barbara Pitt

Mollie Avelino

Dr. Kelly O'Sullivan

*Added August 11, 2025

Principals

The District shall appraise principals using the Texas Principal Evaluation and Support System (T-PESS) in accordance with law and administrative regulations.

Other Campus Administrators

The appraisal system used for campus administrators other than principals shall be determined by each administrator's position and job responsibilities and shall consist of either a local appraisal system developed in accordance with law and administrative regulations or a modified version of the T-PESS.

Frequency

District principals and other campus administrators shall be appraised annually.

LAKE DALLAS ISD

DNB(LOCAL)

7.A. *Efficient Operations:* Lake Dallas ISD District of Innovation Plan

Presenter: John Modica, Chief Operations Officer

Event: LDISD Board of Trustees Meeting

Date: August 11, 2025



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



House Bill 6

- Texas House Bill 6 removed all of Chapter 37 (Discipline, Law and Order) from being exemptible through District of Innovation Plans



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Campus Behavior Coordinator

TEC §37.0012

A person at each campus must be designated to serve as the campus behavior coordinator. The person designated may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Armed Security Guards

TEC §37.0814

The board of trustees of each school district shall determine the appropriate number of armed security officers for each district campus. The board must ensure that at least one armed security officer is present during regular school hours at each district campus.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Certifications

HB 2 mandates a reduction in the number of uncertified teachers in core subject areas, specifically for foundation curriculum courses (K-5 math and reading) by Fall 2026 and other core subjects by Fall 2027.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS

Any Questions?



LAKE DALLAS

Independent School District



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





DISTRICT OF

INNOVATION

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INTRODUCTION

HB 1842 was passed during the 84th Texas legislative Session in spring 2015, and provides flexibilities to Texas public school districts designated as a District of Innovation. To access these flexibilities, a school district must adopt an innovation plan, as set forth in Texas Education Code Chapter 12A.

Districts of Innovation may be exempted from a number of state statutes and will have:

- Greater local control as the decision makers over the educational and instructional model for students;
- Increased freedom and flexibility, with accountability, relative to state mandates that govern educational programming; and
- Empowerment to innovate and think differently.

Districts are not exempt from statutes including curriculum and graduation requirements and academic and financial accountability.

PROCESS

On October 17, 2016 the Lake Dallas Independent School District's Board of Trustees initiated the process to become District of Innovation by adopting a resolution in accordance with Texas Education Code Chapter 12A.

On November 14, 2016, the Lake Dallas ISD Board of Trustees held a public hearing for public discussion on whether the District should develop a Local Innovation Plan for the designation of the District as a District of Innovation. With there being no objection from the hearing, the Board of Trustees appointed the Innovation Committee to discuss and draft a Local Innovation Plan. This committee represents various stakeholders across the district, including teachers, parents, campus administration, district administration and local business owners. On January 17, 2017, the District Education Improvement Committee approved the Local Innovation Plan by a majority vote. On January 23, 2017, the Board of Trustees approved the plan.

On December 9th, 2021, the District Education Improvement Committee approved the recommendation to renew the Local Innovation Plan for another 5 years by a majority vote. On January 10th, 2022, the Board of Trustees held a public meeting and voted to approve the DEIC's recommendation to renew the District of Innovation Plan until January 8th, 2027.

On February 22nd, 2024, the District Education Improvement Committee approved a recommendation for amendments to the District of Innovation Plan in a public meeting. On February 26th, 2024, the Board of Trustees held a public meeting and voted to approve the DEIC's recommendation for amendments to the District of Innovation Plan.



TIMELINE

Date	
October 17, 2016	Board of Trustees passed Resolution to initiate District of Innovation Process
November 14, 2016	Board of Trustees held public hearing and appointed Innovation Committee
November 30, 2016	Initial meeting of Innovation Committee
December 15, 2016	Meeting to finalize District of Innovation Plan
December 16, 2016	Post District of innovation Plan on LDISD website
January 17, 2017	District Education Improvement Committee approval of District of Innovation Plan
January 23, 2017	Board of Trustees approval of District of Innovation Plan
December 9, 2021	District Education Improvement Committee approval of renewing District of Innovation Plan for another 5 years
January 10, 2022	Board of Trustees approval to renew the District of Innovation Plan
February 22, 2024	District Education Improvement Committee approved for amendments to be made to the District of Innovation Plan in a public meeting. See Exhibit A.
February 26, 2024	Board of Trustees approval of the amendments to the District of Innovation Plan set forth by the District Education Improvement Committee.
August 11, 2025	Removed all components of the District Innovation Plan pertaining to Chapter 37.



INNOVATION COMMITTEE

Name	Member Category
Bill Heidemann	Business Representative
Gary Peppers	Business Representative
Vicki Sargent	Business Representative
Kelly Hubbard	Business Representative
Bridgett Drozd	Business Representative
Frank Graham	Community Representative
Shawn Brewer	Parent Representative
Drew Pickard	Parent Representative
Ginger Collier	Parent Representative
Mark Tucker	Parent Representative
Tina Hicks	Parent Representative
Rick Bortnem	Parent Representative
Dana Dunn	Parent Representative
Marvlous Gowans	Parent Representative
Craig Chambers	Parent Representative
Terri Webb	Parent Representative
Marci Malcom	District Representative
Karla Landrum	District Representative
Melaynee Broadstreet	District Representative
Scott Head	District Representative
Mark Ruggles	District Representative
James Parker II	Campus Representative, LDMS
Jennifer Perry	Campus Representative, LDE
Denise Kennedy	Teacher Representative, LDHS
Amanda Young	Non-Teacher Representative, LDHS
Desi Beard	Non-Teacher Representative, LDMS
Olivia Stalnaker	Teacher Representative, LDMS
Denise Evans-Jackson	Teacher Representative, LDE
Katie Landaverde	Teacher Representative, LDE
Megan Cho	Teacher Representative, CE
Michelle Richey	Teacher Representative, CE
Ann Lenard	Teacher Representative, SSE
Jennifer Brumley	Teacher Representative, SSE



DISTRICT OF
INNOVATION

LDISD 2022 DISTRICT EDUCATION IMPROVEMENT COMMITTEE

Name	Member Category
Borlen Jourdan	Business Representative
Rick Lewelling	Business Representative
Michelle Wallace	Business Representative
John Smith	Community Representative
Melissa Williamson	Community Representative
Kelly Anderson	Parent Representative
April Moon	Parent Representative
Jennifer Roebken	Parent Representative
Kiley Walker	Parent Representative
Clint Rushing	Campus Representative, LDHS
Jennifer Bryant	Campus Representative, SSE
Amanda Forman	District Representative
Karla Landrum	District Representative
John Modica	District Representative
Shelly Wendt	District Representative
Travis Waddell	District Representative
Becky Irick	Teacher Representative, CE
Cynthia Salmons	Teacher Representative, CE
Cari Houser	Teacher Representative, LDE
Kendra Simpson	Teacher Representative, LDE
Lacy Almeida	Teacher Representative, LDHS
Jimmy Moore	Teacher Representative, LDHS
Kari Kunkle	Teacher Representative, LDMS
Tyler Reed	Teacher Representative, LDMS
Debbie Gladen	Teacher Representative, SSE
Ann Lenard	Teacher Representative, SSE



LDISD INNOVATION PLAN

Lake Dallas ISD is driven by four Board goals developed collaboratively by teachers, administrators, parents, community members, and business representatives. These goals inform the manner in which instruction is delivered and learning is experienced in LDISD.

1. Partner with and involve our diverse community to support LDISD students and staff.
2. Provide the consistent delivery of an innovative curriculum that: Individualizes instruction, motivates and meets the needs of all students, addresses varied learning styles, and strives toward the highest standard as measured by the Texas Education Agency.
3. Recruit and retain staff that advances the art and science of teaching.
4. Provide quality and safe facilities.

This five-year District of Innovation Plan, in effect from January 24, 2017 – January 23, 2022, provides the flexibility to incorporate innovative ideas to meet the Board goals. The plan allows for certain decisions to be made at the local level. In this way, LDISD can best serve its students and community.

EXEMPTIONS

- I. First Day of Instruction
- II. Class Size and Notice of Class Size
- III. Minimum Attendance for Class Credit or Final Grade
- IV. Probationary Contracts
- V. Certification Required, Education Preparation, Presentation and Recording of Certificates, and Parent Notification
- VI. Transfer of Student
- VII. Teacher and Principal Appraisal System
- VIII. Student Grade Level Retention



I. First Day of Instruction

TEC §25.0811

A school district may not begin instruction for students for a school year before the fourth Monday in August.

Board Goals Inhibited by TEC §25.0811

1. Partner with and involve our diverse community to support LDISD students and staff.

Flexibility with regard to school start date allows a start date that best meets the needs of the local community and its students. It also allows the district to more closely align its calendar with that of local partners such as community colleges, universities, technology training centers, and neighboring school districts. These partners provide a multitude of educational opportunities for the students of LDISD. For students in those programs, alignment allows a more consistent, meaningful experience. Additionally, flexibility with regard to school start date allows opportunities for students to obtain official transcripts, thereby enabling enrollment in summer courses offered by local partners.

2. Provide the consistent delivery of an innovative curriculum that: individualizes instruction, motivates and meets the needs of all students, addresses varied learning styles, and strives toward the highest standard as measured by the Texas Education Agency.

Flexibility with regard to school start date allows a more balanced instructional calendar. Increased balance results in increased consistency in the delivery of instruction. The pacing, breadth, and depth of course content can better meet the needs of students and maximize learning. Students will have more instruction prior to state-mandated assessments. Additionally, flexibility with regard to school start date allows more opportunities to create options for students in need of additional support. This increases the opportunity for individualized instruction that meets the needs of all students.

Innovation Strategies

The district shall determine annually the first day of instruction for its students. The district will consider the benefits of aligning its calendar with local partners as well as the effects a given start date will have on learning time, opportunities to provide additional supports to students, and the consistency of the delivery of instruction.



II. Class Size & Notice of Class Size

TEC §25.112

A school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth grade class. On application of a school district, the commissioner may except the district from the limit in if the commissioner finds the limit works an undue hardship on the district. An exception expires at the end of the school year for which it is granted.

TEC §25.113

A campus or district that is granted an exception under from class size limits shall provide written notice of the exception to the parent of or person standing in parental relation to each student affected by the exception.

Board Goals Inhibited by TEC §25.112 & §25.113

2. Provide the consistent delivery of an innovative curriculum that: individualizes instruction, motivates and meets the needs of all students, addresses varied learning styles, and strives toward the highest standard as measured by the Texas Education Agency.

Flexibility with regard to class size and notice of class size prevents situations where students or teachers must be moved to new classes after positive working relationships have been established. Preventing such moves increases consistency in the delivery instruction and the ability of teachers to learn students' needs and learning styles. Teachers are better able to individualize instruction when they have appropriate time to assess and understand students' needs and learning styles. Additionally, students can be served at their preferred or neighborhood campus rather than being transported to a different campus.

By addressing class size at the local level, the district can utilize a more efficient process for addressing class-size increases; therefore, administrators will have more time to focus on other tasks such as supporting the goals and vision of the district.

Innovation Strategies

The District will strive to keep the student-teacher ratio at 22:1 for classes in grades K – 4. When a class in grades K - 4 has a student-teacher ratio of 24:1, the Board of Trustees will be notified at its next regularly scheduled meeting. Exceptions for class sizes will not be sought from the Commissioner of Education; consequently, notices of exceptions will not be required.



III. Minimum Attendance for Class Credit or Final Grade

TEC §25.092

A student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered.

Board Goals Inhibited by TEC §25.092

2. Provide the consistent delivery of an innovative curriculum that: individualizes instruction, motivates and meets the needs of all students, addresses varied learning styles, and strives toward the highest standard as measured by the Texas Education Agency.

Flexibility with regard to minimum attendance for class credit or final grade allows the district innovative options for assessing student mastery and individualizing instruction. Students with legitimate scheduling conflicts, who could otherwise demonstrate mastery, would not have to be penalized or experience delays in advancement. Examples of legitimate scheduling conflicts include extra- and co-curricular activities, academic activities, and other extenuating circumstances. Such scheduling conflicts can currently discourage participation in activities that promote social and emotional engagement and development. Additionally, students with extenuating circumstances who are penalized by minimum attendance requirements might be more likely to drop out.

Flexibility with regard to minimum attendance for class credit or final grade also allows innovation in the method, location, and times instruction may be delivered to students. Options such as blended learning increase the ability of the district to motivate and meet the needs of all students, address varied learning styles, and strive toward high standards.

Innovation Strategies

The district will determine appropriate methods for assessing or otherwise determining whether the content of a course has been mastered. These methods will be used when, for legitimate reasons, a student is not in attendance for 90 percent of the days a class is offered. Legitimate reasons include scheduling conflicts due to extra- and co-curricular activities, academic activities, and other extenuating circumstances as deemed appropriate at the local level. Additionally, the district will explore innovations in the methods, locations, and times instruction may be delivered to students.

Note: Relief in the area of minimum attendance for class credit or final grade does not impact or alter existing compulsory attendance requirements or University Interscholastic League (UIL) rules. It does not limit a teacher's right to determine the finality of a grade in accordance with Texas Education Code Sec. 28.214 nor does it restrict or alter a teacher's right to assign grades in accordance with Texas Education Code Sec. 28.216.



IV. Probationary Contracts

TEC §21.102

A person who is employed as a teacher by a school district for the first time shall be employed under a probationary contract. A probationary contract may not be for a term exceeding one school year. The probationary contract may be renewed for two additional one-year periods, for a maximum permissible probationary contract period of three school years, except that the probationary period may not exceed one year for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment by the district.

Note: A "teacher" means a principal, supervisor, classroom teacher, school counselor, or other full-time professional employee who is required to hold a certificate issued under TEC §21, Subchapter B.

Board Goals Inhibited by TEC §21.102

3. Recruit and retain staff that advances the art and science of teaching.

Flexibility with regard to probationary contracts allows the district sufficient time, when needed, to determine a teacher's effectiveness. Adequately determining a teacher's effectiveness makes it more likely that only those teachers who advance the art and science of teaching will be retained.

Innovation Strategies

The District shall be exempt from the state law regarding the maximum length of time an experienced teacher may be employed on a probationary contract. At the recommendation of the Superintendent, a probationary contract may be renewed for an additional one-year period, up to but not exceeding two consecutive years, for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment by the District.

The term "teacher" means a principal, supervisor, classroom teacher, school counselor, or other full-time professional employee who is required to hold a certificate issued under TEC §21, Subchapter B or a school nurse.

Note: Relief only affects employees hired who have been employed as a teacher in public education for five of the eight preceding years.



V. Certification Required, Educator Preparation, Presentation & Recording of Certificates, & Parental Notification

TEC §21.003(a)

A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit.

TEC §21.044

The board shall propose rules establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program. The board shall specify the minimum academic qualifications required for a certificate.

TEC §21.053

A person who desires to teach in a public school shall present the person's certificate for filing with the employing district before the person's contract with the board of trustees of the district is binding. An educator who does not hold a valid certificate may not be paid for teaching or work done before the effective date of issuance of a valid certificate.

TEC §21.057

A school district that assigns an inappropriately certified or uncertified teacher to the same classroom for more than 30 consecutive instructional days during the same school year shall provide written notice of the assignment to a parent or guardian of each student in that classroom. The superintendent of the school district shall provide the notice not later than the 30th instructional day after the date of the assignment of the inappropriately certified or uncertified teacher. The school district shall: make a good-faith effort to ensure that the notice required by this section is provided in a bilingual form to any parent or guardian whose primary language is not English; retain a copy of any notice provided under this section; make information relating to teacher certification available to the public on request.

“Inappropriately certified or uncertified teacher” includes an individual serving on an emergency certificate issued under Section 21.041(b)(2) or an individual who does not hold any certificate or permit issued under this chapter and is not employed as specified by Subdivision (2)(E).

“Inappropriately certified or uncertified teacher” does not include an individual who is: a certified teacher assigned to teach a class or classes outside his or her area of certification, as determined by rules proposed by the board in specifying the certificate required for each assignment; serving on a certificate issued due to a hearing impairment under Section 21.048; serving on a certificate issued pursuant to enrollment in an approved alternative certification program under Section 21.049; certified by another state or country and serving on a certificate issued under Section 21.052; serving on a school district teaching permit issued under Section 21.055; or employed under a waiver granted by the commissioner pursuant to Section 7.056.

This section does not apply if a school is required in accordance with Section 1111(h)(6)(B)(ii), No Child Left Behind Act of 2001 (20 U.S.C. Section 6311), and its subsequent amendments, to provide notice to a parent or guardian regarding a teacher who is not highly qualified, provided the school provides notice as required by that Act.



Board Goals Inhibited by TEC §21.003(a), §21.044, §21.053, §21.057

2. Provide the consistent delivery of an innovative curriculum that: individualizes instruction, motivates and meets the needs of all students, addresses varied learning styles, and strives toward the highest standard as measured by the Texas Education Agency.

Flexibility in the noted requirements allows the district to make specific employment decisions exclusively at the local level. Making local decisions about recruiting and employing effective and experienced individuals who do not hold a teaching certificate increases the degree to which the district can offer an innovative curriculum and instruction.

3. Recruit and retain staff that advances the art and science of teaching.

As noted above, making local decisions about recruiting and employing effective and experienced individuals who do not hold a teaching certificate increases the degree to which the district can offer an innovative curriculum and instruction.

Innovation Strategies

The district reserves the right to recruit individuals and determine the candidates best suited to teach its courses based upon qualifications such as education, industry knowledge and certification, and real-world experience. District leadership will determine whether it is in the best interest of its students to locally qualify individuals based on these factors rather than appeal to the Commissioner of Education.



VI. Transfer of Student

TEC §25.036

Any child, other than a high school graduate, who is younger than 21 years of age and eligible for enrollment on September 1 of any school year may transfer annually from the child's school district of residence to another district in this state if both the receiving district and the applicant parent or guardian or person having lawful control of the child jointly approve and timely agree in writing to the transfer.

Note: The rule has been interpreted to require a transfer to be for a period of one school year.

TEC §25.0344

On request of a servicemember who is a parent of or person standing in parental relation to a student, the board of trustees of a school district or the board's designee shall transfer the student to another district campus

Board Goals Inhibited by TEC §25.036, TEC §25.0344

2. Provide the consistent delivery of an innovative curriculum that: individualizes instruction, motivates and meets the needs of all students, addresses varied learning styles, and strives toward the highest standard as measured by the Texas Education Agency.

Flexibility with regard to transfer of students allows the district to create an educational environment that is more conducive to learning. Flexibility allows revocation of a transfer agreement when the student exhibits conduct that disrupts the educational environment or warrants disciplinary action such as suspension, placement in a disciplinary alternative education program, or expulsion. It allows revocation of a transfer agreement when the student exhibits attendance problems that impact the performance of the student or school district. Additionally, it allows an efficient way to remove barriers to the high-quality learning environment that other students deserve.

4. Provide quality and safe facilities.

Flexibility with regard to transfer of students allows the district to create a safer educational environment for the reasons noted above.

Innovation Strategies

The district will reserve the right to revoke the transfer of a student at any time during the year based on behavior, excessive tardies, late pick-up, attendance, or not remaining in good academic standing. Revocation of transfers for the above reasons is final and may not be appealed.



VII. Teacher & Principal Appraisal System

TEC §21.352

In appraising teachers, each school district shall use the appraisal process and performance criteria developed by the commissioner or an appraisal process and performance criteria developed by the district- and campus-level committees established under Section 11.251, containing the items described by Sections 21.351(a)(1) and (2), and adopted by the board of trustees. The board of trustees may reject an appraisal process and performance criteria developed by the district- and campus-level committees but may not modify the process or criteria. Except as otherwise provided by this subsection, appraisal must be done at least once during each school year. A teacher may be appraised less frequently if the teacher agrees in writing and the teacher's most recent evaluation rated the teacher as at least proficient, or the equivalent, and did not identify any area of deficiency. A teacher who is appraised less frequently than annually must be appraised at least once during each period of five school years. The district shall maintain a written copy of the evaluation of each teacher's performance in the teacher's personnel file. Each teacher is entitled to receive a written copy of the evaluation promptly on its completion. After receiving a written copy of the evaluation, a teacher is entitled to a second appraisal by a different appraiser or to submit a written rebuttal to the evaluation to be attached to the evaluation in the teacher's personnel file. The evaluation and any rebuttal may be given to another school district at which the teacher has applied for employment at the request of that district.

In addition to conducting a complete appraisal as frequently as required by Subsection (c), a school district shall require that appropriate components of the appraisal process, such as classroom observations and walk-throughs, occur more frequently as necessary to ensure that a teacher receives adequate evaluation and guidance. A school district shall give priority to conducting appropriate components more frequently for inexperienced teachers or experienced teachers with identified areas of deficiency.

A teacher may be given advance notice of the date or time of an appraisal, but advance notice is not required. A district shall use a teacher's consecutive appraisals from more than one year, if available, in making the district's employment decisions and developing career recommendations for the teacher.

The district shall notify a teacher of the results of any appraisal of the teacher in a timely manner so that the appraisal may be used as a developmental tool by the district and the teacher to improve the overall performance of the teacher.

TEC §21.3541

In appraising principals, each school district shall use either the appraisal system and school leadership standards and indicators developed or established by the commissioner under this section, or an appraisal process and performance criteria developed by the district in consultation with the district-level and campus-level committees established under Section 11.251 and adopted by the board of trustees.

Each school district shall appraise each principal annually.

Board Goals Inhibited by TEC §21.352, §21.3541

3. Recruit and retain staff that advances the art and science of teaching.

Flexibility with regard to the appraisal system allows the district to alter the existing system in a way that is more supportive of teachers and principals.

The new state appraisal systems, the Texas Teacher Evaluation and Support System (T-TESS) and Texas Principal Evaluation and Support System (T-PESS), are designed as a



teacher and principal growth model. LDISD is now in its second year using T-TESS and are using T-PESS for the first time this year. We very much like the growth model and feel it is very beneficial to the continued growth of our campus instructional and administrative staff. Within the appraisal system, however, a new student performance component is being implemented in the 17-18 school year which changes the focus and intent of the appraisal process for specific subject and grade level teachers by using a single test in a single day to determine the performance of teachers. LDISD has measures in place to monitor student growth in all subjects and grade levels and use that data to implement instructional strategies to address needs and increase student performance. Therefore, we believe that student performance is better measured and student needs better addressed outside of the T-TESS system. Additionally, neither the T-TESS nor T- PESS offer any variation in the rubric for alternate classroom settings, support teacher roles, or differing principal and assistant principal responsibilities making it difficult to evaluate everyone in the same system.

Innovation Strategies

LDISD will to continue to use T-TESS and T-PESS appraisal systems to evaluate and grow our teachers and principals, but will address student performance and growth through other measures that are more timely and better meet the needs of our students. Additionally, so that all campus instructional and administrative staff can benefit from the T-TESS and T PESS growth models, the district will modify the T-TESS and T-PESS rubrics to better fit the roles and responsibilities of teachers and administrators whose jobs do not align with the rubrics provided in T-TESS and T-PESS. These adjustments to T-TESS and T-PESS LDISD will provide all staff with a reflective and growth oriented evaluation leading to professional growth and improved instructional practices.



VIII. Student Grade Level Retention

TEC §28.02124

A parent or guardian may elect for a student in grades one through eight to repeat the grade in which the student was enrolled during the previous school year.

Board Goals Inhibited by TEC 28.02124

- Student Academic Growth
- Provide Well Maintained and Safe Facilities

Innovation Strategies

Parents/Guardians that want to have their child retained in the student's current grade level must give written notice of retention request to campus administration no later than May 1st of the current school year. Parents/Guardians must provide reasoning and evidence for retention to committee at the retention meeting. A student is only allowed to be retained one time between the grade levels of Kindergarten and 8th grade.



Lake Dallas ISD District of Innovation Plan Amendments

STUDENT GRADE LEVEL RETENTION **TEC 28.02124**

A parent or guardian may elect for a student in grades one through eight to repeat the grade in which the student was enrolled during the previous school year.

Board Goals Inhibited by TEC 28.02124

- Student Academic Growth
- Provide Well Maintained and Safe Facilities

Innovation Strategies

- **Parents/Guardians must give written notice of retention request to campus administration no later than May 1st of each school year**
- **Parents/Guardians must provide reasoning and evidence for retention to committee at the retention meeting**
- **A student is only allowed to be retained one time between the grade levels of Kindergarten and 8th grade**

PROBATIONARY CONTRACTS **TEC §21.102**

A person who is employed as a teacher by a school district for the first time shall be employed under a probationary contract. A probationary contract may not be for a term exceeding one school year. The probationary contract may be renewed for two additional one-year periods, for a maximum permissible probationary contract period of three school years, except that the probationary period may not exceed one year for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment by the district.

Note: A "teacher" means a principal, supervisor, classroom teacher, school counselor, or other full-time professional employee who is required to hold a certificate issued under TEC §21, Subchapter B.

Board Goals Inhibited by TEC §21.102

- Recruit and retain staff that advances the art and science of teaching

Innovation Strategies

- ***The District shall be exempt from the state law regarding the maximum length of time an experienced teacher may be employed on a probationary contract. At the recommendation of the Superintendent, a probationary contract may be renewed for an additional one-year period, up to but not exceeding two consecutive years, for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment by the District.***

The term “teacher” means a principal, supervisor, classroom teacher, school counselor, or other full-time professional employee who is required to hold a certificate issued under TEC §21, Subchapter B or a school nurse.

Note: Relief only affects employees hired who have been employed as a teacher in public education for five of the eight preceding years.

SERVICE MEMBER REQUEST TO TRANSFER TEC 25.0344

On request of a servicemember who is a parent of or person standing in parental relation to a student, the board of trustees of a school district or the board's designee shall transfer the student to another district campus

Board Goals Inhibited by TEC 25.0344

- Student Academic Growth
- Provide Well Maintained and Safe Facilities

Innovation Strategies

- **Same guidelines set forth for all transfer students: Grade Level Capacity, Grades, Discipline, Attendance, & STAAR scores**

CERTIFICATION REQUIRED, EDUCATOR PREPARATION, PRESENTATION & RECORDING OF CERTIFICATES, & PARENTAL NOTIFICATION

TEC 21.003(a)

A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit.

TEC 21.044

The board shall propose rules establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program. The board shall specify the minimum academic qualifications required for a certificate.

TEC 21.053

A person who desires to teach in a public school shall present the person's certificate for filing with the employing district before the person's contract with the board of trustees of the district is binding. An educator who does not hold a valid certificate may not be paid for teaching or work done before the effective date of issuance of a valid certificate.

TEC 21.057

A school district that assigns an inappropriately certified or uncertified teacher to the same classroom for more than 30 consecutive instructional days during the same school year shall provide written notice of the assignment to a parent or guardian of each student in that classroom. The superintendent of the school district shall provide the notice not later than the 30th instructional day after the date of the assignment of the inappropriately certified or uncertified teacher. The school district shall: make a good-faith effort to ensure that the notice required by this section is provided in a bilingual form to any parent or guardian whose primary language is not English; retain a copy of any notice provided under this section; make information relating to teacher certification available to the public on request.

“Inappropriately certified or uncertified teacher” includes an individual serving on an emergency certificate issued under Section 21.041(b)(2) or an individual who does not hold any certificate or permit issued under this chapter and is not employed as specified by Subdivision (2)(E).

“Inappropriately certified or uncertified teacher” does not include an individual who is: a certified teacher assigned to teach a class or classes outside his or her area of certification, as determined by rules proposed by the board in specifying the certificate required for each assignment; serving on a certificate issued due to a hearing impairment under Section 21.048; serving on a certificate issued pursuant to enrollment in an approved alternative certification program under Section 21.049; certified by another state or country and serving on a certificate issued under Section 21.052; serving on a school district teaching permit issued under Section 21.055; or employed under a waiver granted by the commissioner pursuant to Section 7.056.

This section does not apply if a school is required in accordance with Section 1111(h) (6)(B)(ii), No Child Left Behind Act of 2001 (20 U.S.C. Section 6311), and its subsequent amendments, to provide notice to a parent or guardian regarding a teacher who is not highly qualified, provided the school provides notice as required by that Act.

Board Goals Inhibited by TEC 21.003(a), 21.044, 21.053, & 21.057

- Student Academic Growth
- Recruit and retain staff that advances the art and science of teaching

Innovation Strategies

- **The district reserves the right to recruit individuals and determine the candidates best suited to teach its courses based upon qualifications such as education, industry knowledge and certification, and real-world experience. District leadership will determine whether it is in the best interest of its students to locally qualify individuals based on these factors rather than appeal to the Commissioner of Education.**

Innovation Strategies

Continuous Coverage: In the event of an unplanned absence or if the assigned campus SRO is not on campus and if the district has exhausted all possible means to provide a comparable substitute to meet the state requirement, the district can utilize the SRO at a neighboring school within the district based on need and student volume.

7.B.

Efficient Operations:

Consideration/Approval of Request for Purchase of HVAC Services for Lake Dallas Independent School District Facilities

Presenter: John Modica, Chief Operations Officer

Event: LDISD Board of Trustees Meeting

Date: August 11, 2025



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Contracted Services for Heating, Ventilation and Air Conditioning

Contract #1: Contractor that will provide complete Heating, Ventilation, and Air Conditioning service and preventative maintenance and other related services to the Lake Dallas Independent School District.

It is the district's intent to award this proposal to multiple Contractors.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
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EFFICIENT OPERATIONS



Contracted Services for Heating, Ventilation and Air Conditioning

Contract #2: The Controls Contractor will maintain and support the district's Building Automation System (BAS) currently in place.



STUDENT SUCCESS



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COMMUNITY SUPPORT



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EFFICIENT OPERATIONS



Length of the Service Agreement

The term of this contract shall be for one (1) year and will automatically extend annually up to four (4) years for a total of five (5) years unless termination is given by the district.



STUDENT SUCCESS



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EFFICIENT OPERATIONS



Evaluation Criteria

- 50% Purchase Price
- 20 % Qualifications
- 15% Reputation and References
- 15% Extent to which the goods or services meet District needs



STUDENT SUCCESS



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EFFICIENT OPERATIONS



Consideration/Approval of HVAC Services

Lake Dallas High School	Efficient Facilities International Inc (EFI)
Lake Dallas Middle School	Reliable Plant Maintenance Inc (RPM)
Lake Dallas Elementary	Reliable Plant Maintenance Inc (RPM)
Shady Shores Elementary	Efficient Facilities International Inc (EFI)
Corinth Elementary	Efficient Facilities International Inc (EFI)
LDISD Event Center	Efficient Facilities International Inc (EFI)
Central Services Building and Auxiliary Buildings	Reliable Plant Maintenance Inc (RPM)



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EFFICIENT OPERATIONS



Consideration/Approval of BAS Control Services

Lake Dallas High School	TDIndustries
Lake Dallas Middle School	TDIndustries
Lake Dallas Elementary	TDIndustries
Shady Shores Elementary	TDIndustries
Corinth Elementary	TDIndustries
LDISD Event Center	TDIndustries
Central Services Building and Auxiliary Buildings	TDIndustries



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EFFICIENT OPERATIONS

Any Questions?



LAKE DALLAS

Independent School District



STUDENT SUCCESS



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COMMUNITY SUPPORT



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EFFICIENT OPERATIONS



7.C.

Efficient Operations:

Consideration/Approval of Request for
Purchase of Landscaping Services for Lake
Dallas Independent School District Facilities

Presenter: John Modica, Chief Operations Officer

Event: LDISD Board of Trustees Meeting

Date: August 11, 2025



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Contracted Services for Landscaping

Contract #1: Contractor that will provide complete Landscape Maintenance and other related services to the Lake Dallas Independent School District.

It is the district's intent to award this proposal to multiple Contractors.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



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EFFICIENT OPERATIONS



Length of the Service Agreement

The term of this contract shall be for one (1) year and will automatically extend annually up to four (4) years for a total of five (5) years unless termination is given by the district.



STUDENT SUCCESS



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COMMUNITY SUPPORT



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EFFICIENT OPERATIONS



Evaluation Criteria

- 50% Purchase Price
- 20 % Qualifications
- 15% Reputation and References
- 15% Extent to which the goods or services meet District needs



STUDENT SUCCESS



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EFFICIENT OPERATIONS



Consideration/Approval of Landscaping Services

Lake Dallas High School and Athletic Complex	Yellowstone Landscape Central Inc.
Ag Barn	MainScape
Lake Dallas Middle School	MainScape
Lake Dallas Elementary	MainScape
Shady Shores Elementary	Yellowstone Landscape Central Inc.
Corinth Elementary	MainScape
LDISD Event Center	MainScape
Central Services Building	MainScape



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EFFICIENT OPERATIONS





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Any Questions?



LAKE DALLAS

Independent School District



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EFFICIENT OPERATIONS



7.D.

Efficient Operations

Consideration/Approval of Authorization to Publish the Proposed Budget, Tax Rate and the Notice of Public Meeting to Discuss Budget and Tax Rate for the 2025-2026 School Year

Presenter: Anne Haehn, CFO

Event: LDISD Board of Trustees Meeting

Date: August 11, 2025



STUDENT SUCCESS



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COMMUNITY SUPPORT



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EFFICIENT OPERATIONS



PUBLIC BUDGET AND TAX RATE NOTICE

- A notice of the Budget and Proposed Tax Rate Meeting must be published in a daily, weekly, or biweekly newspaper.
- The notice must be published no earlier than the 30th day or later than the 10th day before the hearing date.
- Public Meeting - August 25, 2025
- Proposed Total Tax Rate

General Fund Tax Rate	\$.7552
Debt Service Tax Rate:	<u>\$.5000</u>
Total Proposed Tax Rate	\$ 1.2552

The proposed tax rate represents the same tax rate as the previous year.



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EFFICIENT OPERATIONS





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EFFICIENT OPERATIONS

Any Questions?





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EFFICIENT OPERATIONS

LAKE DALLAS

Independent School District



NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The LAKE DALLAS INDEPENDENT SCHOOL DISTRICT will hold a public meeting at 5:30PM, August 25, 2025 in Board Room, 104 Swisher Road Lake Dallas, TX. **The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.**

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax	\$0.7552/\$100 (proposed rate for maintenance and operations)
School Debt Service Tax	\$0.5000/\$100 (proposed rate to pay bonded indebtedness)
Approved by Local Voters	

Comparison of Proposed Budget with Last Year's Budget

The applicable percentage increase or decrease (or difference) in the amount budgeted in the preceding fiscal year and the amount budgeted for the fiscal year that begins during the current tax year is indicated for each of the following expenditure categories.

Maintenance and operations	7.60 % increase
Debt Service	3.58 % increase
Total Expenditures	11.18 % increase

Total Appraised Value and Total Taxable Value (as calculated under Section 26.04, Tax Code)

	<u>Preceding Tax Year</u>	<u>Current Tax Year</u>
Total appraised value* of all property	\$4,526,141,102	\$4,803,635,549
Total appraised value* of new property**	\$168,434,549	\$149,845,501
Total taxable value*** of all property	\$2,967,877,512	\$2,979,221,413
Total taxable value*** of new property**	\$164,143,373	\$130,369,645

*Appraised value is the amount shown on the appraisal roll and defined by Section 1.04(8), Tax Code.

** "New property" is defined by Section 26.012(17), Tax Code.

*** "Taxable value" is defined by Section 1.04(10), Tax Code.

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness* \$159,000,040

*Outstanding principal.

Comparison of Proposed Rates with Last Year's Rates

	<u>Maintenance & Operations</u>	<u>Interest & Sinking Fund*</u>	<u>Total</u>	<u>Local Revenue Per Student</u>	<u>State Revenue Per Student</u>
Last Year's Rate	\$0.7552	\$0.5000	\$1.2552	\$11,199	\$4,050
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	\$0.6255	\$0.4067	\$1.0322	\$9,927	\$4,766
Proposed Rate	\$0.7552	\$0.5000	\$1.2552	\$11,274	\$5,114

*The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both.

The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

Comparison of Proposed Levy with Last Year's Levy on Average Residence

	<u>Last Year</u>	<u>This Year</u>
Average Market Value of Residences	\$428,998	\$433,880
Average Taxable Value of Residences	\$297,641	\$288,209
Last Year's Rate Versus Proposed Rate per \$100 Value	\$1.2552	\$1.2552
Taxes Due on Average Residence	\$3,735.99	\$3,617.60
Increase (Decrease) in Taxes		\$-118.39

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in tax rate or property value.

Notice of Voter-Approval Rate: The highest tax rate the district can adopt before requiring voter approval at an election is \$1.2552. This election will be automatically held if the district adopts a rate in excess of the voter-approval rate of \$1.2552.

Fund Balances

The following estimated balances will remain at the end of the current fiscal year and are not encumbered with or by a corresponding debt obligation, less estimated funds necessary for operating the district before receipt of the first state aid payment.

Maintenance and Operations Fund Balance(s)	\$13,864,345
Interest & Sinking Fund Balance(s)	\$2,650,590

A school district may not increase the district's maintenance and operations tax rate to create a surplus in maintenance and operations tax revenue for the purpose of paying the district's debt service.

Visit Texas.gov/PropertyTaxes to find a link to your local property tax database on which you can easily access information regarding your property taxes, including information about proposed tax rates and scheduled public hearings of each entity that taxes your property.

The 86th Texas Legislature modified the manner in which the voter-approval tax rate is calculated to limit the rate of growth of property taxes in the state.

7.E. *Efficient Operations*

Consideration and/or Action to Approve an Agreement for the Purchase of Attendance Credit (Option 3 Agreement) and to Delegate Contractual Authority to the Superintendent

Presenter: Anne Haehn, CFO

Event: LDISD Board of Trustees Meeting

Date: August 11, 2025



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



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EFFICIENT OPERATIONS



CHAPTER 49 WEALTH SHARING

- Districts with wealth above the guaranteed yield of \$49.72 per WADA are subject to wealth reduction provisions of Chapters 48 and 49 of the Texas Education Code
- To equalize district's ability to generate revenue, the State requires Chapter 49 districts to reduce their wealth by choosing one of the five wealth-sharing options



STUDENT SUCCESS



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CHAPTER 49 WEALTH SHARING OPTIONS

- **Consolidation by Agreement:** The school boards of two or more districts may agree to consolidate in order to create a new district with wealth per pupil of less than the statutory wealth threshold
- **Detachment and Annexation by Agreement:** The school boards of two or more districts may agree to detach property from one school district and attach it to one or more school districts



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CHAPTER 49 WEALTH SHARING OPTIONS

- **Purchase of Attendance Credits:** A district with wealth per WADA above the statutory threshold may purchase attendance credits from the state
- **Contract for Education of Non-resident Students:** A district with wealth above the equalized level may enter into an agreement with a qualifying district to pay the cost of educating students in that district



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CHAPTER 49 WEALTH SHARING OPTIONS

- **Tax Base Consolidation:** The school boards of two or more districts may agree to conduct an election to create a consolidated taxing district for the Maintenance and Operations of the two school districts



CHAPTER 49 WEALTH SHARING OPTIONS

- Option 3, the purchase of attendance credits is the option chosen by most school districts that are identified as Chapter 49 districts



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Any Questions?





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LAKE DALLAS

Independent School District



July 15, 2025

To the Administrator Addressed:

Subject: Notification of Local Revenue Level in Excess of Entitlement for School Year 2025–2026

Background

Pursuant to Texas Education Code (TEC),¹ §§48.257 and 49.004, this letter notifies your district of the determination by the Texas Education Agency (TEA or agency) that your district's Tier One local share under TEC, §48.256, will exceed the district's entitlement under TEC, §48.266(a)(1), less the district's distribution from the state available school fund, and/or the district's Tier Two local share described by TEC, §48.266(a)(5)(B), will exceed the amount described by TEC, §48.202(a-1)(2), for school year 2025–2026. This allows your district to move forward with preparation for an election under TEC, Chapter 49, if necessary.

Estimates

As established in TEC, §48.269, determinations for districts subject to recapture are based on estimates of enrollment for school year 2025–2026 and estimated property values for tax year 2025. Because the agency does not yet have final state certified property values for tax year 2025, the agency is using 2024 state certified property values increased by 5.60%, in accordance with the 2026-2027 General Appropriations Act. The estimated 2025 state certified property values also includes adjustments to estimate the impact of Senate Bill (SB) 4 and SB 23, 89th Texas Legislature, 2025, Regular Session.

Determination

Based on these estimates, your district's estimated local yield per penny per student in weighted average daily attendance (WADA) exceeds the Tier Two (level two) guaranteed yield of \$49.72. Your district will be required to reduce its excess local revenue level for the 2025–2026 school year using one or more of the statutory options available.

The enclosed report provides information about the calculations affecting your district. It calculates Tier One and Tier Two (level two) excess local revenue, as established in TEC, §48.257.

¹ Except as noted, statutory citations refer to the Texas Education Code, as amended by the 89th Texas Legislature, Regular Session 2025.

Options to Reduce Local Revenue in Excess of Entitlement

A district with local revenue in excess of entitlement has the following five options available to reduce the district's revenue level under TEC, Chapter 49:

- 1) Consolidation with another district as provided by Subchapter B;
- 2) Detachment of territory as provided by Subchapter C;
- 3) Purchase of average daily attendance credit as provided by Subchapter D ("Option 3");
- 4) Education of nonresident students as provided by Subchapter E ("Option 4"); and/or
- 5) Tax base consolidation with another district as provided by Subchapter F.

Districts have historically selected Option 3. Successful elections conducted under TEC, former Chapter 41, carry over into TEC, Chapter 49.

Provisions in TEC, §48.257(c), allow districts to offset the reduction of excess local revenue against TEC, Chapter 48 funds. All districts will have the option to use state aid calculated under TEC, Chapter 48, that is not described by TEC, §48.266(a)(3) as an offset to their attendance credit for purposes of reducing their local revenue level. Districts using this option are required to submit the District Intent/Choice Selection form and complete an Option 3 netting contract, which can be found in the *Options and Procedures for Local Revenue in Excess of Entitlement 2024–2025 School Year* and on the [Excess Local Revenue webpage](#).

To avoid any delays in the approval of the Agreement for the Purchase of Attendance Credit or the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding), it is recommended that your district's school board delegate authority to obligate the school district under TEC, Chapter 49, to the superintendent, and the superintendent would then submit the contract via the Excess Local Revenue module of the online Foundation School Program (FSP) system in Texas Education Agency Login ([TEAL](#)).

Additional information about elections, as well as sample ballot proposition language, is provided in the *Options and Procedures for Local Revenue in Excess of Entitlement 2024–2025 School Year*. You may also wish to call the Office of the Texas Secretary of State at 1-800-252-8683 or visit that office's website at <http://www.sos.state.tx.us/> for assistance with election calendars and procedures.

Action Required

Upon receipt of this letter, your district must submit the district intent/choice selection form through the Excess Local Revenue module of the online FSP system to TEA, indicating which option the district intends to use to reduce local revenue in excess of entitlement for school year 2025-2026. According to TEC, §49.004(c), as a district that has been notified of local revenue in excess of entitlement, your district may not adopt a tax rate for tax year 2025 until the Commissioner of Education certifies that your district has reduced the district's local revenue level in excess of entitlement to the level established under TEC, §48.257. The agency will certify your district's compliance upon review of your district's intent/choice selection

form, and **approval is contingent upon** TEA's determination of the district's maximum compressed tax rate via the Local Property Value Survey (LPVS) module.

The LPVS module of the FSP system in TEAL is scheduled to open on July 18, 2025, and close on August 1. The agency will use the locally estimated property growth rates to calculate estimates of comptroller-certified property values used for state funding purposes (i.e., "T2" property values) and then calculate and make available the maximum compressed Tier One tax rates (MCRs) in August of 2025. **Districts must wait until receiving both the agency's approval of the district intent and the agency's determination of the district's MCR before proceeding with tax rate adoption.**²

For detailed information on all the procedures your district is required to follow to reduce local revenue in excess of entitlement, the *Options and Procedures for Local Revenue in Excess of Entitlement 2025–2026 School Year*, will be available on the [TEA Excess Local Revenue webpage](#) in the coming months.

Final Determination Regarding Payment of Excess Local Revenue

TEA will make a final determination regarding the payment of excess local revenue using the district's final enrollment, entitlement and local share under TEC, Chapter 48, final state certified property values for tax year 2025, adopted maintenance and operations (M&O) tax rate for tax year 2025, and M&O taxes collected by your district in 2026.

For more information, please see the [Excess Local Revenue webpage](#), or contact Kim Wall in the State Funding Division at (512) 463-4809 or recapture@tea.texas.gov.

Sincerely,



Sara Kohn, CPA, RTSBA
Director of State Funding, Forecasting, and Fiscal Analysis

SK/kw
Enclosure

² Except as allowable under provisions contained in Senate Bill 2 of the 89th Texas Legislature, Second Called Session 2025.

Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding)

This agreement is entered into pursuant to the Texas Education Code (TEC), Chapter 49, Subchapters A and D, and rules adopted by the commissioner of education as authorized by the TEC, §49.006. The purpose of this agreement is to enable the district to reduce its local revenue level to a level not to exceed the level established under TEC, §48.257 for the school year.

The school year to which this agreement applies is 2025-2026 (the "school year").

The agreement is for Lake Dallas Independent School District ("the district"), with a county-district number of 061-912, to purchase attendance credit from the state for the school year.

The local revenue level in excess of entitlement will be based on the commissioner's estimate of the cost of credit as determined under TEC, §49.153, using the district's projected maintenance and operations tax revenue that exceeds the level established under TEC, §48.257. Provisions in the TEC, §48.257(c), allow districts to offset the reduction of excess local revenue against state aid under Chapter 48, Education Code, that is not described by TEC, §48.266(a)(3) for the school year. A district that is subject to the reduction in excess local revenue agrees to offset its obligations against state aid in accordance with the provisions specified in the TEC, §48.257(c).

When near-final data are available following the close of the school year to which this agreement applies, the district's entitlement under Chapter 48 will be recalculated. If the district's state aid under Chapter 48, Education Code, that is not described by TEC, §48.266(a)(3) is less than the cost of recapture as determined by the commissioner in accordance with the TEC, §49.153, using near-final data, the district will be required to have an election and the recapture balance will be recovered in accordance with TEC, §48.272, by withholding subsequent allocations of state funds or requiring and obtaining a refund.

The actual cost of credit for the school year will be determined by the commissioner in accordance with the TEC, §49.153, when final data on the district's maintenance and operations tax revenue that exceeds the level established under TEC, §48.257 is available.

The cost of purchased attendance credit will be reduced for county appraisal district costs. The reduction will be computed in accordance with the TEC, §49.157. If the reduction exceeds the cost for the school year, the difference will be carried forward and applied to each subsequent year's cost until the total amount of the reduction has been exhausted.

Date:

Signature of President, Board of Trustees

Date:

Signature of Secretary, Board of Trustees

Signature of Superintendent

Dr. Kristin N. Brown

Date:

Typed Name of Superintendent

Date:

Signature of Commissioner of Education or Designee

August 11-September 22, 2025



UPCOMING EVENTS

Lake Dallas Independent School District

EVENT	DATE	TIME	LOCATION
August			
LDMS Falcon Camp	11	1:00-4:00 PM	LDMS
Elementary Meet the Teacher	11	5:00-7:00 PM	Elem. Campuses
Board of Trustees Meeting	11	6:00 PM	LDISD Central Services
First Day of School	13		All Campuses
Meet the Falcons Night	22	7:00 PM	Falcon Stadium
LDISD Board of Trustees Special Meeting	25	5:30 PM	LDISD Central Services
LDMS Open House	26	5:30-7:00 PM	LDMS
LDHS Varsity Volleyball vs Creekview	12	6:30 PM	LDHS Gym
LDHS Varsity Cross Country Rock Hill Opener	15	7:30 AM	Frontier Park
LDHS Varsity Football vs Krum	15	TBD	Falcon Stadium
LDHS Varsity Volleyball vs The Colony	19	6:30 PM	LDHS Gym
LDHS Varsity Football vs Denton High	29	7:00 PM	Falcon Stadium
LDHS Varsity Cross Country in Marcus Coach T Invitational	30	6:45 AM	Northlakes Park
September			
School Holiday	1		
LDHS Varsity Volleyball vs Krum	2	6:30 PM	LDHS Gym
Teacher and Employee of the Month Breakfast	5	8:00 AM	LDISD Central Services
LDE PTA Donuts with Dads and Special Guests	11 & 12	7:30 AM	LDE
LDHS Varsity Cross Country at Ken Gaston Invitational	12	8:00 AM	Lynn Creek Parl
LDHS Varsity Football vs Kaufman	12	7:00 PM	Falcon Stadium

September			
SSE PTA Donuts with Dads and Special Guests	16	7:30 AM	SSE
LDHS Varsity Volleyball vs Aubrey *Teacher Appreciation Night*	16	6:30 PM	LDHS Gym
LDHS Varsity Cross Country at Braswell Little D Invitational	18	7:30 AM	North Lakes Park
LDE PTA General Meeting and Art Night	18	6:00-7:30 PM	LDE
LDS Varsity Volleyball vs Prosper Richland	19	4:30 PM	LDHS Gym
Board of Trustees Meeting	22	5:30 PM	LDISD Central Services